

Bardin Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Bardin Elementary School
Street	425 Bardin Rd
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5730
Principal	Martin Gutierrez Jr.
Email Address	martin.gutierrez@alisal.org
School Website	https://www.alisal.org/Domain/9
County-District-School (CDS) Code	27-659616025985

2022-23 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2022-23 School Overview

Bardin Elementary School, home of the "Chieftains" is located at 425 Bardin Road in the city of Salinas. Our school serves approximately 620 students in grades transitional kindergarten through sixth grade. The One Way Developmental Bilingual program exists at grades kinder through sixth. We have four 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 to identify best practices and implemented programs and training like Write Up a Storm 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.

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 twelfth 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 Math 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.

As the pandemic continues to evolve, we have fully welcomed students back onto campus and resumed staff professional development with additional precautions. Students and staff have all returned to in-person instruction eager to learn and collaborate with peers.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	94
Grade 2	82
Grade 3	94
Grade 4	81
Grade 5	95
Grade 6	81
Total Enrollment	626

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	54.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	1.1
English Learners	74.0
Foster Youth	0.2
Homeless	11.5
Migrant	8.6
Socioeconomically Disadvantaged	97.8
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	71.43	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	10.71	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.57	22.00	6.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.57	5.00	1.43	12115.80	4.41
Unknown	3.00	10.71	10.00	2.86	18854.30	6.86
Total Teaching Positions	28.00	100.00	349.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades), Adopted 2007 McGraw-Hill- (6th grade), Adopted 2006 Twig Science, Adopted 2020	Yes	0
History-Social Science	McGraw-Hill, Vistas - Adopted 2006 McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0
Science Laboratory Equipment (grades 9-12)	Not applicable	No	0

School Facility Conditions and Planned Improvements

In the 2021-22 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. Due to safety measures put in place to mitigate the spread of COVID19, student and staff ingress have been routed through two entry points. Due to road improvements along Bardin Road all traffic was diverted along Sconberg Parkway, and student ingress and egress was redirected to the MPR.

Year and month of the most recent FIT report

August, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	16	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	353	99.72	0.28	15.86
Female	165	165	100.00	0.00	14.55
Male	189	188	99.47	0.53	17.02
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	299	298	99.67	0.33	14.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	49	49	100.00	0.00	22.45
White	--	--	--	--	--
English Learners	231	230	99.57	0.43	4.78
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	15.38
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	340	339	99.71	0.29	15.63
Students Receiving Migrant Education Services	20	20	100.00	0.00	15.00
Students with Disabilities	51	51	100.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	353	99.72	0.28	10.20
Female	165	165	100.00	0.00	9.70
Male	189	188	99.47	0.53	10.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	299	298	99.67	0.33	10.07
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	49	49	100.00	0.00	12.24
White	--	--	--	--	--
English Learners	231	230	99.57	0.43	2.61
Foster Youth	--	--	--	--	--
Homeless	39	39	100.00	0.00	10.26
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	340	339	99.71	0.29	10.03
Students Receiving Migrant Education Services	20	20	100.00	0.00	10.00
Students with Disabilities	51	51	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.47	NT	11.7	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	95	100	0	9.47
Female	40	40	100	0	12.5
Male	55	55	100	0	7.27
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	74	74	100	0	8.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100	0	14.29
White	0	0	0	0	0
English Learners	57	57	100	0	3.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	93	100	0	8.6
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 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, and monthly Coffee Klatches. Bardin offers a Parenting Partners series of workshops which is lead by parents and staff. 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, Ms. Pio-Oros, regarding parent involvement. Please call our school office at (831) 753-5730 for more information. Community members are welcome!

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	660	180	27.3
Female	308	303	81	26.7
Male	361	357	99	27.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	602	595	163	27.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	8	7	2	28.6
English Learners	495	489	135	27.6
Foster Youth	1	1	0	0.0
Homeless	72	72	15	20.8
Socioeconomically Disadvantaged	647	640	176	27.5
Students Receiving Migrant Education Services	56	56	22	39.3
Students with Disabilities	107	104	39	37.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.44	0.59	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.75	0.01	1.09	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.75	0.00
Female	0.65	0.00
Male	0.83	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.81	0.00
Foster Youth	0.00	0.00
Homeless	2.78	0.00
Socioeconomically Disadvantaged	0.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 by appointment only. With pre-approved exceptions, visitors are allowed to visit classrooms for a period no longer than 15 minutes. During these visits, the visitors may not enter inside classrooms and must observe from the doorway. 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 as well as a full-time school counselor. Counselors provide annual anti-bullying presentations for each class throughout the school year.

The Safety Plan was revised throughout the fall of 2021 and approved by our SSC in February 2022. This plan was reviewed with staff during staff meetings. Campus supervisors are met regularly to review safety procedures.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	8		
1	23		4	
2	21	2	2	
3	23		4	
4	26		3	
5	26		3	
6	27		3	
Other	12	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	27		3	
2	25		4	
3	21	2	2	
4	30		3	
5	26		3	
6	26		3	
Other	11	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	21	2	2	
2	25		3	
3	22	1	3	
4	25	1	2	
5	30		3	
6	25		3	
Other	11	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,772	\$388	\$3,384	\$63,084
District	N/A	N/A	\$5,459	\$78,497
Percent Difference - School Site and District	N/A	N/A	-46.9	-21.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-64.3	-32.2

2021-22 Types of Services Funded

During the 2021-22 school year, the school funded the following priorities with monies allocated to the site:

- Two full-time virtual Intervention Teachers
- TK-6 professional development on Write Up a Storm
- Classroom library resources
- Materials and supplies
- Classroom literature sets
- Training activities for parents
- Equipment (copiers, sports, etc.)
- update technology (printers, computers, laptops)
- Playworks

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,838	\$52,641
Mid-Range Teacher Salary	\$76,157	\$83,981
Highest Teacher Salary	\$106,127	\$107,522
Average Principal Salary (Elementary)	\$131,232	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$220,000	\$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The major areas of professional development for teachers in 2021-2022 included the following:

- CCSS-based planning for instruction, learning, and assessment
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Eureka 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
- Write Up a Storm writing strategies
- Remote Instruction
- Google for Education certification
- PlayWorks

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8