

Bardin Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Bardin Elementary School
Street	425 Bardin Rd
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5730
Principal	Marisol Pio-Oros
Email Address	marisol.pio@alisal.org
School Website	www.alisal.org
County-District-School (CDS) Code	27-659616025985

2023-24 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	www.alisal.org

2023-24 School Description and Mission Statement

Bardin Elementary School, home of the "Chieftains" is located at 425 Bardin Road in the city of Salinas. Our school serves approximately 590 students in grades kindergarten through sixth grade. The One Way Developmental Bilingual program exists at grades kindergarten through sixth. We have four special education day classes 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 the 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 incorporate complete elaborate sentences, that use 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 13th 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.

2023-24 School Description and Mission Statement

Bardin Elementary School has a strong partnership with staff, students, parents, and the community through monthly meetings. The encouragement and participation in school activities support 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 the educational curriculum and the students themselves. Here at Bardin, we promote and build connections that integrate students, families, districts and local/global communities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	77
Grade 2	90
Grade 3	80
Grade 4	90
Grade 5	81
Grade 6	93
Total Enrollment	590

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
Asian	0.2%
Black or African American	0.2%
Filipino	0.3%
Hispanic or Latino	91.5%
Two or More Races	0.2%
White	0.8%
English Learners	73.7%
Homeless	16.6%
Migrant	11%
Socioeconomically Disadvantaged	96.4%
Students with Disabilities	13.2%

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)	22.00	78.57	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	7.14	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	7.14	18.00	5.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.00	1.47	11953.10	4.28
Unknown	2.00	7.14	13.00	3.81	15831.90	5.67
Total Teaching Positions	28.00	100.00	341.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.4	3.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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/Maravillas 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	McMillan / McGraw-Hill, Wonders/Maravillas- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	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 2022	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

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, 2023

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

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23

English Language Arts/Literacy (grades 3-8 and 11)	16	17	27	27	47	46
Mathematics (grades 3-8 and 11)	10	9	16	19	33	34

2022-23 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	341	341	100.00	0.00	17.01
Female	155	155	100.00	0.00	18.06
Male	186	186	100.00	0.00	16.13
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	--	--	--	--	--
Hispanic or Latino	293	293	100.00	0.00	15.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	27.50
White	--	--	--	--	--
English Learners	228	228	100.00	0.00	5.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	333	100.00	0.00	16.22
Students Receiving Migrant Education Services	27	27	100.00	0.00	7.41
Students with Disabilities	48	48	100.00	0.00	4.17

2022-23 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	341	341	100.00	0.00	9.09
Female	155	155	100.00	0.00	3.87
Male	186	186	100.00	0.00	13.44
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	--	--	--	--	--
Hispanic or Latino	293	293	100.00	0.00	7.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	40	100.00	0.00	17.50
White	--	--	--	--	--
English Learners	228	228	100.00	0.00	2.63
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	333	100.00	0.00	8.41
Students Receiving Migrant Education Services	27	27	100.00	0.00	3.70
Students with Disabilities	48	48	100.00	0.00	2.08

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.47	11.54	11.70	14.19	29.47	30.29

2022-23 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	78	78	100.00	0.00	11.54
Female	32	32	100.00	0.00	15.63
Male	46	46	100.00	0.00	8.70
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	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	10.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	14.29
White	--	--	--	--	--
English Learners	49	49	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	10.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99	99	99	99	99

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.

2023-24 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 Interim Principal, Ms. Pio-Oros or Assistant Principal, Mr. Godoy, regarding parent involvement. Please call our school office at (831) 753-5730 for more information. Community members are welcome!

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate							9.4	7.8	8.2
Graduation Rate							83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	612	114	18.6
Female	286	284	53	18.7
Male	335	328	61	18.6
Non-Binary	0	0	0	0.0
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	0	0.0
Hispanic or Latino	568	560	109	19.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	6	6	0	0.0
English Learners	462	457	77	16.8
Foster Youth	1	1	0	0.0

Homeless	98	98	18	18.4
Socioeconomically Disadvantaged	596	589	106	18.0
Students Receiving Migrant Education Services	65	65	7	10.8
Students with Disabilities	99	98	28	28.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.75	4.51	0.01	1.09	1.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.51	0
Female	0.35	0
Male	8.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.33	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	4.53	0

Students Receiving Migrant Education Services	4.62	0
Students with Disabilities	3.03	0

2023-24 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 30 minutes. If we have parent volunteers, depending on the level they must sign in and out or go through a volunteer form process. 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, we have full-time school counselor, a full time Effective School Solution Therapist and 2 days of week we have a Sticks and Stones 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 meet 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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	3	0
1	24	0	3	0
2	21	1	3	0
3	24	0	3	0
4	26	0	2	0
5	25	0	3	0
6	29	0	3	0
Other	15	4	1	0

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 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

2022-23 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.23
Nurse	.07
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,987
Percent Difference - School Site and District	N/A	N/A	-46.9	-26.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-64.3	-34.7

Fiscal Year 2022-23 Types of Services Funded

During the 2022-2023 school year, the school funded the following priorities with monies allocated to the site:

- Three full-time virtual Intervention Teachers
- K-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)
-

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$49,180	\$54,215
Mid-Range Teacher Salary	\$79,965	\$86,843
Highest Teacher Salary	\$111,433	\$111,440
Average Principal Salary (Elementary)	\$135,462	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$220,000	\$252,466
Percent of Budget for Teacher Salaries	31.66%	33.16%
Percent of Budget for Administrative Salaries	5.86%	5.15%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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

Professional Development

- 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
-

Professional development was delivered in person and 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8