Bradley Elementary School

65600 Dixie St. • Bradley, CA 93426-0060 • (805) 472-2310 • Grades K-8
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https://bradleyusd-ca.schoolloop.com/

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Bradley Union Elementary School District
65600 Dixie Street
Bradley
805-472-2310
http://bradleyusd-ca.schoolloop.com

District Governing Board

Matthew Ryan
Board President

Meth Vicente
Board Clerk

Linda Loebs
Board Trustee

Manda Wiebe
Board Trustee

June Yardley
Board Trustee

District Administration

Ian Trejo
Superintendent

Principal's Message

I am truly pleased to be able to share my philosophy and joy of learning with the students and families of Bradley Elementary School. Before coming to Bradley I worked as a Title I Reading Teacher, Middle School Science Teacher, K-8 Resource Specialist Teacher and School Principal. I was also the Coordinator of Student Services for San Luis Coastal Unified School District. These varied work experiences have given me a unique view of students struggling and succeeding at all levels. Differentiated instruction, meaningful experiential learning opportunities, targeted intensive interventions, caring, compassion and a family-like atmosphere are what all of our student require and expect from their Bradley School education. I work with our dedicated staff every day to make that occur and the future a bright and positive place for all of our students.

Ian M. Trejo, MS is the current Superintendent/Principal of Bradley Union School District. Mr. Trejo holds a Bachelor of Science degree in Biology from Sonoma State University and a Master's of Science degree in Special Education from National University.

Mission Statement

Our school wide educational program will prepare our diverse students to meet or exceed state standards, teach the skills to inspire students to become life-long learners, and support them in success in higher education, employment, and citizenship in partnership with students, families, teachers, and the community.

Board of Education

The Bradley Union School District Board of Education meets every first Tuesday of the month at 5:30 p.m. and will hold special meetings when necessary.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Bradley Elementary at 65600 Dixie Street, Bradley, California 93426 (805) 472-2310.

School Profile

Bradley Elementary is the only kindergarten through grade eight school in the Bradley Union School District. Curriculum is still focused on the California State Content Standards, however transition to Common Core Standards will be occurring over the next two school years. The school supports cultural awareness on a daily basis through its diverse literature selections, social studies projects, and educational field trips.

During the 2018-19 academic year, 79 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule in multiple grade classrooms. (K-1, 2-4, 5-6, 7-8)

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	6
Grade 2	8
Grade 3	6
Grade 4	11
Grade 5	9
Grade 6	8
Grade 7	5
Grade 8	10
Total Enrollment	74

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
Asian	1.4
Hispanic or Latino	17.6
White	74.3
Two or More Races	2.7
Socioeconomically Disadvantaged	44.6
English Learners	10.8
Students with Disabilities	8.1
Homeless	6.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Bradley Elementary	17-18	18-19	19-20
With Full Credential	5	4	4
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Bradley Union	17-18	18-19	19-20
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Bradley Elementary School

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

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

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

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

Bradley Union Elementary held a public hearing on September 23, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials
Year and month in which data were collected: 01/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Reach for Reading, National Geographic, Grades K-6. Adopted 2016 Lucy Caulkins Workshop, Grades 7-8 Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	Big Idea's Math, Grades 6-8 Adopted 2018 McGraw-Hill My Math Grades K-5 Adopted 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	Discovery Education Science, Grades Tk-8 Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Harcourt Adopted 2007 McDougal Littell Adopted 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bradley Elementary was originally constructed in 1931 and is currently comprised of 5 classrooms, a multipurpose room/cafeteria, a library, a teacher resource room, and a two play structures and swings (replaced in 2016), two new classrooms built in 2015, bus parking and school parking lot added in 2015, new fencing and gates, replaced in 2016.

Cleaning Process: The principal works daily with the custodial staff of two: 1 full-time and 1 part-time consultant, to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/31/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Drinking fountains are functional, but have been deactivated due to intermittent salt contamination in the drinking water supply. All students drink from bottled water.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	24	33	37	50	50
Math	25	33	18	17	38	39

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.2	18.2	27.3

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100.00	23.53
Male	24	24	100.00	16.67
Female	27	27	100.00	29.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	34	34	100.00	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	17.86
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	51	100.00	33.33
Male	24	24	100.00	25.00
Female	27	27	100.00	40.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	34	34	100.00	44.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	28.57
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
Bradley Elementary greatly benefits from its supportive parents who assist in classrooms. The school has a strong base of parent volunteers who help with art projects, assist with small group instruction, and participate is classroom & school events. The Bradley Parents' Club supports school sponsored events and field trips. The school also benefits from several community partnerships, including AERA Energy. The school also sponsors the Marjorie Vicente Scholarship Fund and Annual Bulldog Run.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
* Pupil suspension rates;
* Pupil expulsion rates; and
* Other local measures on the sense of safety.

School Safety Plan
Safety of students and staff is a primary concern of Bradley Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on March 2019 by administration, staff, and parents. All revisions were communicated to the both the classified and certificated staff at the beginning of the year staff development day. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock-down drills are held once a year. Students are supervised before school, after school, and during lunch by certificated staff, classified staff and the principal. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office when arriving on campus. The entire Bradley School staff has engaged in 3 full ALICE training's held by the Monterey County Office of Education, and on-site by Kimball and Associates.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	370.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	9	1			4	2			6	2		
1	8	1			9	1			6	1		
2	6	1			8	1			8	1		
3	9	1			10	1			6	1		
4	11	1			9	1			11	1		
5	4	1			11	1			5	2		
6	10	1			5	1			8	1		
Other**												

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated two days to staff development annually for the past four years. Topics for staff development during the 2018-19 school year included: analyzing student test data, reading and language arts seminars, developing and implementing teaching strategies for the new Common Core standards, fiscal management seminars, Response to Instruction and Intervention, Get Your Teach On high interest classroom preparation, and Special Education needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (ES)	$	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	31%
Administrative Salaries	8%	7%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,083.00	$5,809	$5,785	$50,750.00
District	N/A	N/A	$5,785	0.0
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	-25.9	-24.5

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

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

Types of Services Funded

In addition to general state funding, Bradley Elementary receives state and federal funding for the following categorical funds and other support programs: Federal revenues include: Title II Teacher Quality, Title II Enhancing Education Through Technology, and Title VI REAP. State funds include - Lottery, School Safety and Violence Prevention, Economic Impact Aid, Special Education Funds, Instructional Materials Fund Realignment, Home to school transportation, California Peer Assistance and Review, Beginning Teacher Support and Assessment, School and Library Improvement Program, and After School Education and Safety Program. Other local revenue included food service funds collected for the sale of food.

DataQuest

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

Internet Access

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