



Bragg Elementary School

11501 Bos Street • Cerritos, CA 90703 • (562) 229-7830 • Grades K-6

Jeff Heilig, Principal

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



ABC Unified School District

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District Governing Board

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Leticia Mendoza, Vice President

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Ernie Nishii, Board Member

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Superintendent

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Assistant Superintendent,
Academic Services

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Assistant Superintendent,
Business Services
Chief Financial Officer

Dr. Gina Zietlow
Assistant Superintendent,
Human Resources

A Message from the Principal

At Bragg, our passion is to create an environment that inspires social, emotional, and academic growth, and to develop global citizens that value themselves and others with compassion and resiliency. As a staff, we are committed to working together to support students, engage parents, and maintain a school environment that is built on respect, trust, and care. This school year, our main goal is to develop Collective School Efficacy - the "art of working together" to ensure the growth of our students and to provide a positive, safe, and nurturing school environment and culture where all students, parents, teachers, and community can thrive.

Bragg is proud to be designated as a 2018 California Honor Roll School. This is the eighth year in a row that Bragg has earned this prestigious recognition. We were also recognized by USC as being a "Top Los Angeles Public School for Underserved Students - Low Income, African American Students - on the California Assessment for Student Performance and Progress (CAASPP) in Math. In 2017, Bragg earned a Golden Bell Award for our Building Bridges Program. The Building Bridges Program is a comprehensive program that provides structures and supports in the following areas: 1) Positive Behavior and Interventions and Supports (PBIS), 2) Multi-tiered Support Team, 3) Playworks Program, 4) Professional Development for teachers and staff. The primary goal of the Building Bridges Program is to achieve academic and social excellence by focusing on programs and activities on the developmental needs of individual students and the school as a whole. We have weekly Student Assemblies where we provide Praise Notes to students who show positive behavior. We also have Student Awards Assemblies where students are recognized for academic and behavioral improvement and achievement, as well as grade level attendance. The entire staff continually reinforces our core values - Be Respectful, Be Responsible, Be Kind, and Be Engaged - into our daily practices and culture.

Community building at Bragg is an area of focus. We pride ourselves in providing opportunities to have parents and families involved in the educational process. We have the D.O.G.S. (Dads of Great Students) Program. Our DOGS supervise school events, parking lot control, and they are DOGS for a Day, helping to maintain school safety. Our PTA is heavily involved with our school. They support and organize our Trunk or Treat, Winter Land Family Dinner, the Spring Musical, and Culture Fest, among others. They also provide assemblies for students throughout the school year. We also have Parenting Workshops that are available to all parents. Parents are also invited to our Peace Picnics several times a year where families come and have a picnic-style lunch with their children.

Bragg also maintains high academic standards for all students. 71/6% of our students (3rd - 6th-grade students) were 'At/Above Standard' on the 2018 CAASPP for English Language Arts. Bragg students increased on the ELA/CAASPP by 7.3 points in relation to the previous year. 63.9% of our students (3rd - 6th grade) were "At/Above Standard" on the 2018 CAASPP for Math. Bragg students (3rd - 6th grade students) increased by 4.1 points in relation to the previous school year. To promote academic success, Bragg promotes a culture of School Collective Efficacy for all teachers. Teachers are provided 2 hours of planning and collaboration time each week. Collaboration is a central theme at Bragg.

Jeff Heilig
Principal
Bragg Elementary School

Bragg's Why Statement

At Bragg, our passion is to create an environment that inspires social, emotional, and academic growth, and to develop global citizens that value themselves and other with compassion and resiliency.

Mission Statement

The staff at Mary Bragg Elementary School values each student and is proudly committed to instilling a rich tradition of academic excellence and high expectations in every student. Students will be well-rounded, life-long learners with academic and social skills that empower them to be responsible, contributing members in an ever-changing and diverse world.

Vision Statement

Bragg Elementary School provides an exceptional standards-based instructional program that motivates students toward becoming independent critical thinkers and life-long learners. Our school fosters the importance of the school-home partnership that values the commitment to learning. Our staff and community share the goals of preparing students to become productive and responsible participants in a complex, technology-based society, together with becoming respectful, informed, and caring citizens in a culturally diverse world.

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	106
Grade 1	87
Grade 2	79
Grade 3	109
Grade 4	89
Grade 5	101
Grade 6	84
Total Enrollment	655

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.5
Asian	17.4
Filipino	25
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	1.1
White	5.8
Two or More Races	6.4
Socioeconomically Disadvantaged	37.9
English Learners	14.4
Students with Disabilities	10.7
Foster Youth	0.3
Homeless	0.8

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 Bragg Elementary	17-18	18-19	19-20
With Full Credential	26	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bragg 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.

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

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.

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

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sondag System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

A site facilities committee evaluates the needs of our school, and prioritizes recommended improvements with a focus on enhancing our instructional programs.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/05/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as 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	69	72	66	66	50	50
Math	64	64	54	55	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	28.4	29.4	23.5

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	376	374	99.47	71.66
Male	190	190	100.00	65.79
Female	186	184	98.92	77.72
Black or African American	38	38	100.00	52.63
American Indian or Alaska Native	--	--	--	--
Asian	70	69	98.57	84.06
Filipino	81	81	100.00	81.48
Hispanic or Latino	134	134	100.00	65.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	68.18
Two or More Races	25	25	100.00	72.00
Socioeconomically Disadvantaged	144	143	99.31	57.34
English Learners	76	75	98.68	69.33
Students with Disabilities	40	40	100.00	32.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	376	374	99.47	63.90
Male	190	190	100.00	62.11
Female	186	184	98.92	65.76
Black or African American	38	38	100.00	57.89
American Indian or Alaska Native	--	--	--	--
Asian	70	69	98.57	81.16
Filipino	81	81	100.00	74.07
Hispanic or Latino	134	134	100.00	50.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	68.18
Two or More Races	25	25	100.00	68.00
Socioeconomically Disadvantaged	144	143	99.31	49.65
English Learners	76	75	98.68	57.33
Students with Disabilities	40	40	100.00	20.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)

Parent involvement at Bragg Elementary is extremely important and heavily valued at Bragg. Together, as a Bragg Community, students - teachers - parents - and the School work closely together to promote student achievement and school-wide success.

Bragg has a vibrant and involved PTA. Our PTA provides many school/community events throughout the year (Trunk or Treat, Winter Wonderland Family Social, Spring Musical, and Culture Fest, among others). Bragg's PTA also funds all field trips, student assemblies, and the History Walk Walk Through Program. Materials or our art program as well as playground equipment is supported by our PTA. They are also supportive of student incentives and classroom materials for all students and teachers.

Bragg is very proud to have the D.O.G.S. (Dads of Great Students) Program. The D.O.G.S. provide support and supervision to our campus, classrooms, and our school/community events. They also help us maintain the parking-valet service before and after school, school improvement projects, and they can be a D.O.G.S. for a day.

Together, as a three part team (school, parents, and students) we work closely together to maintain a school that is rooted in Kindness, Respect, Responsibility, and Engagement. Student growth and achievement, both academically and socially, is at the center of our work as a school and community. Bragg hosts several events to promote "involvement and community." A few of these are - Coffee with The Principal, Trunk or Treat, Peace Picnic, Back to School Picnic, Back To School Night, and Open House, among many others throughout the school year.

The Site Council is another important part of our school. Site Council is an elected group of teachers, parents, and classified employees, who work with the principal to develop, review, and evaluate our School Plan and allocate funds accordingly. The meetings are open to all parents to attend.

Bragg also offers Back To School Night, Open House, Coffee with the Principal, Peace Picnics, Awards Assemblies, and our Monday Student Assembly for parents to attend. We also provide parenting workshops.

At Bragg, we pride ourselves in building a maintaining a strong Community.

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

The School Safety Plan is reviewed annually by the administrator, Leadership Team, and school staff. Emergency drills are conducted on a monthly basis. Drills include fire drills and lockdown drills. Select teachers and members of the Leadership Team have been trained how to operate the fire alarm system, the location of gas, water main, and our safety supplies. Bragg also participated in the California Shakeout on October 17, 2019. After each drill, the administrator and the staff debrief and assess strengths and needs. Our School Safety Plan is available for review in the school office. The Safety Plan was updated in October 2019

Bragg has also received all new LED lighting in our parking lot and campus. We maintain a Closed Campus before, during, and after school. All visitors must check in at the office and be processed through the ABC Visitor Management System prior to entering campus. Bragg also has security cameras throughout the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.3	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	21	2	3		22	2	3		26		4	
1	29		3		25		3		28		3	
2	25		3		25		4		25		3	
3	27		4		27		3		26		4	
4	28		3		29		3		24	1	3	
5	30		3		32		3		30		3	
6	28	1	2	1	30		3		32		3	
Other**					13	1			8	1		

*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		6	6

Our teachers actively participate in opportunities for professional growth to provide effective instruction with the focus on student learning. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year.

School-wide training focus areas include writing, mathematics, and using data to drive instruction. Instructional Learning Rounds provide demonstration lessons in classrooms and time for debriefing and discussion. Our teachers meet weekly to collaborate on instructional practice. This is sometimes as a staff, and other times in grade-level teams. Teachers also receive monthly grade-level planning time to look at progress monitoring data and the needs of their individual students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* 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	5277	0	5276.66	82321
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.4	-6.1
School Site/ State	-34.7	-4.3

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.