



# BRADLEY UNION ELEMENTARY (DISTRICT OFFICE)

PO Box 60, 224 Dixie Street, Bradley, CA 93426 • (805) 472-2310  
 Catherine Reimer, Superintendent  
**School Accountability Report Card**

## School Profile

Bradley Elementary is the only kindergarten through grade eight school in the Bradley Union School District. Curriculum is focused on the California State Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections, social studies projects, and educational field trips.

During the 2006/07, twenty-seven K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule.

### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	62.9%
Filipino	5.7%
Hispanic or Latino	31.4%
Pacific Islander	0.0%
Multiple or No Response	0.0%

## Discipline & Climate for Learning

Students at Bradley Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Bradley Elementary discipline program is to maintain an environment conducive to education. Parents and students are informed of school rules and discipline policies through the Parent and Student handbook which are sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: the after-school program, the homework club, and athletics. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: basketball, volleyball, softball, and track. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies.

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from: highly qualified instructional aides and a full time resource teachers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08	
K-3	16	17	20	1	1	1	-	-	-	-	-	-
4-8	11	11	14	1	1	2	-	-	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Bradley Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

### CSR Participation

2005-06	2006-07	2007-08



## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	5	7	3
1st	5	5	8
2nd	1	5	5
3rd	5	1	5
4th		5	1
5th	2	1	6
6th	3	2	2
7th	1	2	3
8th	5		2

## Instructional Time (includes Minimum days)

For the 2006/07, Bradley Elementary offered 180 days of instruction, comprised of 169 regular days. The additional 11 minimum days were utilized for parent conferences and staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	41,400
1st	50,400	55,560
2nd	50,400	55,560
3rd	50,400	57,240
4th	54,000	57,240
5th	54,000	57,240
6th	54,000	57,240
7th	54,000	57,240
8th	54,000	57,240

## Curriculum Development

All curriculum development in the Bradley Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Superintendent/Principal to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included: the adoption of state adopted curriculum.

## Instructional Materials

Bradley Union Elementary held a Public Hearing on (enter date) September 13, 2007, and determined that each school within the District has 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 State 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.

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-8	Mathematics, Reading/ Language Arts, Social Studies	Addison Wesley Prentice Hall	2006	Yes	0.0%

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. \*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

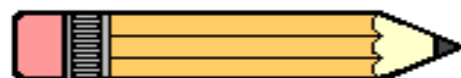
In the spring of each year, Bradley Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. \*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	6	8	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	86	79	-24	822

N/A - Means a number is not applicable or not available due to missing data.



## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	



## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Teacher Assignment

Bradley Union Elementary recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Bradley Elementary had all fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	3	3	4	4
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	-	-	0
Misassignments of Teachers (other)	-	-	0
<b>Total Misassignments of Teachers</b>	<b>-</b>	<b>-</b>	<b>0</b>
Vacant Teacher Positions	-	-	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## Substitute Teachers

The Bradley Union Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Bradley Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Resource Teacher assumes the role of substitute.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			5			2		3		4		5		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math				Science		Social Science								
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent/Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Bradley Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

## At Risk Interventions

Bradley Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Bradley Elementary include: a full-time Title I resource teacher, a pull-out program, and small group instruction.

## Safe School 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 June 14, 2007 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. 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. Lockdown 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.

## School Facilities

Bradley Elementary was originally constructed in 1921 and is comprised of 3 classrooms, a multipurpose room/cafeteria, a library, a teacher resource room, a computer lab, and a playground. Recent remodeling included replacement of the water piping and the beginning of a modernization project. Cleaning Process: The principal works daily with the custodial staff of two: 1 full-time and 1 part-time, 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. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$4850.00 for deferred maintenance program. This represents .05% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 11/16/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

### School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2005-2006 financial statements.

Average Teacher Salaries	
School & District	
School	\$38,566
District	\$36,008
Percentage of Variation	7.10%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	29.01%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$25,730	\$37,322
Mid-Range Teachers	\$36,843	\$53,824
Highest Teachers	\$45,951	\$67,700
Elementary School Principals	-	\$85,507
Middle School Principals	-	\$91,421
High School Principals	-	-
Superintendent	-	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	21.5%	37.6%
Administrative Salaries	5.0%	6.4%



## District Expenditures

Bradley Union Elementary spent an average of \$16,700 to educate each student, based on 2004-2005 fiscal year audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$19,695
From Restricted Sources	\$9,800
From Unrestricted Sources	\$9,895
District	
From Unrestricted Sources	\$9,895
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	86.70%

## District Revenue Sources

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 I Part A Basic Grant, Title II Teacher Quality, Title II Enhancing Education Through Technology, Title IV - Safe and Drug Free Schools, Title V Innovative Strategies, 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, Professional Development Block Grant, School Improvement Program, and School and Library Improvement Program. Other local revenue included a grant to refurbish the water piping system from the Department of Water Resources and food service funds collected for the sale of food.

## School Leadership

Leadership at Bradley Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Superintendent/Principal Catherine Reimer. Superintendent/Principal Reimer has 8 years of experience in education with positions as a first grade teacher, fourth grade teacher, and administrator of a K-8 district. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students needs and comply with district goals. Leadership teams include: school site council.

## Parent Involvement

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 in classroom & school events. The school also benefits from several community partnerships, including AERA Energy. The school also sponsors the Marjorie Vicente Scholarship Fund and Annual Bulldog Run.

## 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 224 Dixie Street, Bradley, California 93426 (805) 472-2310.

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## Staff Development

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 three years. Topics for staff development during the 2006/07 school year included: analyzing student test data, reading and language arts seminars, physical education conferences, leadership conferences, fiscal management seminars, and the National Title One conference.

## Enrollment By Program

During the 2006/07 school year twenty seven students were enrolled at Bradley Elementary, of which 16% were students with disabilities, 14% were English Learners, and 67% were socioeconomically disadvantaged.

