Bradley Elementary School

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

Bradley
School
CORRALITOS, CALIFORNIA

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

School Name	Bradley Elementary School
Street	321 Corralitos Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6366
Principal	Andrew Donnelly-Crocker
Email Address	andrew_dcrocker@pvusd.net
School Website	https://brd-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049662

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Located in beautiful Corralitos--a rural suburb of the agricultural community of Watsonville, Bradley Elementary has been serving this community since 1951. Bradley currently serves 500 students in 19 classes ranging from kindergarten to sixth grade and includes two Special Day Classes (moderate/severe) focused on life skills alongside academics. We are one of the most diverse schools in our school district, both by population and geography. Nearly 30 percent of our students reside in other parts of Santa Cruz County and we are appreciative that so many families choose Bradley to be their educational community.

Bradley has a strong parent community and multiple ways for families to be partners in their student's educational journey. Parents volunteer on campus and participate in School Site Council, the English Language Advisory Committee, and the Home and School Club--HSC is our most active parent partnership and this committee works to create and fund resources to support classrooms through supplies and experiences such as field trips, our Life Lab Garden and organizes several Bradley Community Family events throughout the school year. We also have important community partnerships with Driscoll's, Life Lab, and Eagle Scouts,

Bradley staff are dedicated to providing rigorous academic instruction in an innovative environment that values mutual respect, perseverance, resilience, leadership, and cultural diversity. We cultivate positive, polite, and productive citizens who are lifelong learners. Our Positive Behavioral Interventions and Supports system (PBIS) teaches students to use their PAWS--to be positive, accountable, wise, and safe. Bradley received silver medal recognition from the California PBIS Coalition in 2022.

Bradley students' education is supported by a staff of highly experienced classroom teachers and teachers specializing in art, music, physical education, and intervention support. Technology is also an important piece of student education. Teachers use technology to support instruction and all Bradley students have access to individual computers. Student progress is monitored using both formative and summative assessments, including NWEA MAP (Measures of Academic Progress), SIPPS Mastery, DIBELS, SBAC, and unit assessments linked to the core curriculum and the common core state standards.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	65
Grade 2	70
Grade 3	69
Grade 4	77
Grade 5	69
Grade 6	76
Total Enrollment	496

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.8
Asian	0.2
Black or African American	0.0
Filipino	1.6
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.0
White	35.9
English Learners	16.9
Foster Youth	0.2
Homeless	3.6
Migrant	2.0
Socioeconomically Disadvantaged	54.0
Students with Disabilities	13.7

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	84.03	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	3.70	15.92	59.80	6.70	18854.30	6.86
Total Teaching Positions	23.80	100.00	893.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

Technology
All students have been provided a Chromebook with internet access on campus, and students can take home Chromebooks daily. Staff members use computer technology to take attendance, create classroom-related documents, update reports on student progress, and analyze student achievement data. Each classroom has access to the internet, a large TV for displaying educational materials, a document camera, and a printer. Our kindergarten and SDC classes have ipads for student use. The online programs used by students vary by grade but include Lexia, Lexia Power UP, Accelerated Reader, Khan Academy, Google classroom, Sown to Grow, and Benchmark.

Library
Our Library is staffed by a full-time library/media technician who hosts class visits once a week and events such as our two book fairs. Our library/media program ensures that students have free and equal access to information and ideas via the Internet; nonfiction print materials; and current, interesting, high-quality literature.

Curriculum
Our school uses the textbooks adopted by our district for English Language Arts, Math, Science, and Social Studies. The school has a sufficient number of textbooks and practice books for each student. Our school also uses Benchmark ELD with all our English Learners. Staff uses Bridges math materials for K-5 and Big Ideas for grade 6. Benchmark Advance is used for Language Arts instruction for K-5 and My Perspective for grade 6. Benchmark Advance is comprehensive and includes an English Language Development program. For Science, we use Harcourt Achieve California Science for the core curriculum in grades K-5 and Amplify for grade 6. An updated NGSS science curriculum is being piloted for adoption for grades K-5. Harcourt publishes our Social Studies curriculum for K-5 and TCI for grade 6. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

The content standards for each subject at each grade level can be found on the California Department of Education (CDE) website and the PVUSD website.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance My perspectives, English Language Arts, Pearson/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve Earth Science, Holt; California Science, English, Amplify Science	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve World History Modern Times, McDougal Littell; History Alive! The Ancient World, TCI	Yes	0%
Foreign Language			NA

					No	NA
Health						
Visual and Performing Arts						NA
Science Laboratory Equipment (grades 9-12)	NA				Yes	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Office: Seams in Carpet are coming apart and the Heater stays locked on. Room 19: dirty vents, mice in class room and possible roof leak.
Interior: Interior Surfaces		X		Office: Seams in Carpet are coming apart and the Heater stays locked on. Room 13: window doesn't stay open, carpet is tearing at Seam and there is a possible roof leak. Room 18: Carpets need deep clean, rabbits under building and fleas in classroom. Room 20: Handles on drawers missing. Room 21: Parts of ramp skirt are broken and pinboard is ripped. Room 4 : Roof leak and blinds are damaged. Room 8: Dopor closer arm rubs on door frame and1 cabinet door has a bad hinge.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Kinder Playground: Room 15: light bulb out and carpets need deep clean. Room 18: Carpets need deep clean, rabbits under building and fleas in classroom. Room 19: dirty vents, mice in class room and possible roof leak.
Electrical	X			Room 14: 2 light bulbs out. Room 15: light bulb out and carpets need deep clean. Room 25: Broken outlet plate and possible roof leak. Room 3: windows are hard to open and there are 2 light bulbs out. Room 9: Door needs new hinges and some light bulbs are out. Room12: possible roof leak and 3 lights are out.
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Health Office: Windows are hard to open and possible roof leak. Room 13: window doesn't stay open, carpet is tearing at Seam and there is a possible roof leak. Room 19: dirty vents, mice in class room and possible roof leak. Room 21: Parts of ramp skirt are broken and pinboard is ripped. Room 23: Parts of ramp skirt are broken and there is a possible roof leak. Room 25: Broken outlet plate and possible roof leak. Room 27: Parts of ramp skirt are broken Room 4 : Roof leak and blinds are damaged. Room 5: Roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Health Office: Windows are hard to open and possible roof leak. Room 11: windows don't open and door stop is broken. Room 13: window doesn't stay open, carpet is tearing at Seam and there is a possible roof leak. Room 8: Dopor closer arm rubs on door frame and1 cabinet door has a bad hinge. Room 9: Door needs new hinges and some light bulbs are out. Room12: possible roof leak and 3 lights are out.

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	290	96.99	3.01	32.41
Female	137	131	95.62	4.38	37.40
Male	162	159	98.15	1.85	28.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	180	177	98.33	1.67	18.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	105	102	97.14	2.86	54.90
English Learners	46	45	97.83	2.17	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	146	142	97.26	2.74	19.01
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	42	95.45	4.55	7.14

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	290	96.99	3.01	23.79
Female	137	131	95.62	4.38	17.56
Male	162	159	98.15	1.85	28.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	180	177	98.33	1.67	14.69
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	105	102	97.14	2.86	36.27
English Learners	46	45	97.83	2.17	2.22
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	146	142	97.26	2.74	14.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	42	95.45	4.55	7.14

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.12	7.1	16.22	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	68	95.77	4.23	19.12
Female	39	37	94.87	5.13	10.81
Male	32	31	96.88	3.12	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	7.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	27	93.1	6.9	37.04
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	31	93.94	6.06	9.68
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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	96%	96%	95%	96%
Grade 7	-	-	-	-	-
Grade 9	-	-	-	-	-

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

2022-23 Opportunities for Parental Involvement

The School Site Council (SSC), English Language Advisory Committee (ELAC), and the Home and School Club include parent members and meet monthly. The SSC and ELAC monitor and review the school budget and the School Improvement Plan. Our parental involvement opportunities support Bradley students' academic achievement, positive school climate, and enrichment opportunities. There are various opportunities for parents to volunteer, including in classrooms, field trips, and special school events such as the Fall Festival, the school play, the Spring Auction, and fundraising events. Parents are invited to Coffee with the Principal once every trimester.

Parents assist in classrooms and on field trips, help coordinate class and schoolwide projects, give presentations on careers and hobbies, publish a newsletter, and facilitate our green team. They attend Back to School night, parent/teacher conferences, Open House, and special school events. Call the office at (831) 728-6366 for information on how to volunteer at our school.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	520	229	44.0
Female	258	251	117	46.6
Male	274	269	112	41.6
American Indian or Alaska Native	4	4	3	75.0
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	8	8	1	12.5
Hispanic or Latino	318	307	137	44.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	5	41.7
White	184	183	79	43.2
English Learners	91	89	41	46.1
Foster Youth	2	2	1	50.0
Homeless	25	22	8	36.4
Socioeconomically Disadvantaged	294	284	141	49.6
Students Receiving Migrant Education Services	12	10	4	40.0
Students with Disabilities	88	84	36	42.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.62	3.68	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.13	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0.00
Female	0.00	0.00
Male	2.19	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.36	0.00
Students Receiving Migrant Education Services	8.33	0.00
Students with Disabilities	3.41	0.00

2022-23 School Safety Plan

Our Safe School Plan focuses on students, staff, programs, and the physical environment. The administration, the School Site Council (SSC), and the District Safety Coordinator review the plan annually. Our safety plan is reviewed with families and staff annually. Staff members hold emergency positions which are updated annually.

We encourage appropriate and positive student behavior through our Positive Behavioral Interventions and Supports plan (PBIS). Our students and staff are taught to use their PAWS--being positive, accountable, wise, and safe. This system is reinforced through monthly assemblies, weekly messages to students, and daily use of our Praise for PAWS tickets. Our campus is clean and safe, reflecting our pride in our community and ourselves. Staff members supervise our campus before, during, and after school. We conduct monthly fire drills and quarterly earthquake, intruder/lockdown, and shelter-in-place drills.

Our school safety plan is posted on our school website and is updated annually.

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	24		3	
2	24		1	
3	22		3	
4	26		3	
5	30		3	
6	23		3	
Other	16	2	2	

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		6	
1	19	2	1	
2	21	2	4	
3	21	2	4	
4	32		4	
5	25		6	
6	27		24	
Other	10	2		

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	22		3	
1	22		3	
2	23		3	
3	21	1	2	
4	30		2	
5	26		2	
6	25		3	
Other	15	2	1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,471.10	$1,670.71	$6,942.06	$69,084.08
District	N/A	N/A	$4,858.33	$67,516
Percent Difference - School Site and District	N/A	N/A	35.3	2.3
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	5.1	-24.5

2021-22 Types of Services Funded

Our Home and School Club raised $45,000 for library furniture and updates, field trips, classroom supplies, the construction of our Life Lab Garden, and additional music and art enrichment opportunities for students. We also have a parent who applied for the Ocean Guardian Grant and works with students to manage our green team. We have an after-school program supported by ELOP district funds and run by our local YMCA. This program serves students daily from 2:00-6:00 pm throughout the school year. It provides homework help, instruction, and enrichment for enrolled students.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,666	$54,370
Mid-Range Teacher Salary	$64,722	$82,681
Highest Teacher Salary	$90,640	$106,610
Average Principal Salary (Elementary)	$101,669	$135,283
Average Principal Salary (Middle)	$107,221	$141,244
Average Principal Salary (High)	$117,462	$152,955
Superintendent Salary	$222,832	$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Our school and the district offer numerous training opportunities throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training. Bradley teachers have had training in Accelerated Reader, SIPPS, Bridges math, Benchmark, and other curricular areas. Teachers participated in a site-led professional development regarding Teacher Clarity and Learning Intentions.

Teachers receive ongoing professional development in SIPPS and content areas. Training for the ELA Benchmark program is also available on restructured Wednesdays.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5