



BRADLEY UNION ELEMENTARY (DISTRICT OFFICE)

PO Box 60, 224 Dixie Street, Bradley, CA 93426 • (805) 472-2310

Catherine Reimer, Superintendent

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum



The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...

Policies & Statistics



Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...

Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

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.

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 2005/06, twenty-eight K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule.

School Profile

Student Enrollment by Ethnic Group

2005-06

	Percentage
African American	0.0
American Indian	0.0
Asian	0.0
Caucasian	66.7
Filipino	7.4
Hispanic	22.2
Pacific Islander	0.0

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.

Enrollment By Grade

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

Enrollment By Grade			
Enrollment Trend by Grade Level			
Grade	2003-04	2004-05	2005-06
K	2	8	5
1st	6	1	5
2nd	4	6	1
3rd	4	1	5
4th	3	3	
5th		4	2
6th	5		3
7th	6	5	1
8th	3	4	5

Enrollment By Program

During the 2005/06 school year twenty eight students were enrolled at Bradley Elementary, of which 8% were students with disabilities, 11% were English Learners, and 67% were socioeconomically disadvantaged.

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												
Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K-3	16	17	16	1	1	1	0	0	0	0	0	0
4th-8th	0	0	11	0	0	1	0	0	0	0	0	0

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.

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 December 4, 2006 by the School Safety Committee. All revisions were communicated to the 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.

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.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Bradley Elementary			Bradley Union Elementary		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	0	0	0	0	0
Suspension Rate	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%

* District numbers are for entire district.

School Facilities

Bradley Elementary was originally constructed in 1906 and is comprised of 3 classrooms, a multipurpose room/cafeateria, a library, a teacher resource room, a computer labs, 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 2005/06 school year the district allocated \$4850.00 for deferred maintenance program. This represents .05% of the district's general fund budget. During the 2005/06 school year, the district's governing board did approve deferred maintenance projects for the school, which included heating and air conditioning projects and plumbing repairs.

School Facilities		
Interim Evaluation Instrument Guidelines	School Facility Conditions	
	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	No	
Restrooms	No	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Bradley Union Elementary recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, Bradley Elementary had all fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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.

Teacher Assignment				
	Teacher Credential Status			
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	3	3	3	3

Without Full Credentials	0	0	0	0
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Teacher Assignment			
Teacher Credential Status			
	03-04	04-05	05-06
Working Outside Subject			N/A
Vacant Teacher Positions			
Misassignments of Teachers (other)			
Total Misassignments of Teachers			
Misassignments of Teachers of English Learners			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

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 2005-06 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.

Highly Qualified Teachers		
NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Bradley Elementary	100	0
Bradley Union Elementary	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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.

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: _____.

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 2005/06, changes to the curriculum included: the adoption of state adopted curriculum.

Instructional Materials

Bradley Union Elementary held a Public Hearing on (enter date) September 14, 2006, 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.

Instructional Materials						
District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
K-8	Mathematics, Reading/Language Arts, Social Studies	Harcourt, Houghton-Mifflin, McDougal-Littel, Harco	2000	Yes	0.0%	8

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.

District Expenditures	
Expenditures per Pupil	
Bradley Elementary	
Total Expenditures Per Pupil	
From Restricted Sources	
From Unrestricted Sources	
BUESD	
From Unrestricted Sources	
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,743
Percentage of Variation between School & State	

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.

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.

Teacher & Administrative Salaries as a Percentage of Total Budget		
Average Salary Information		
Teachers - Principal - Superintendent		
2004-05	BUESD	California
Salaries as a Percentage of Total Budget		
Teacher Salaries	24.2%	38.9%
Administrative Salaries	10.2%	6.4%

Teacher & Administrative Salaries as a Percentage of Total Budget	
Average Teacher Salaries	
School & District	
Bradley Elementary	\$34,472
BUESD	\$0
Percentage of Variation	N/A
School & State	
All Elementary School Districts	\$52,375
Percentage of Variation	N/A

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

Subject	California Standards Test (CST)								
	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	18	13	47	18	13	47	36	40	42
Mathematics	36	29	41	36	29	41	34	38	40
Science		*	*		*	*	25	27	35
History-Social Science	*	*	*	*	*	*	29	32	33

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.

CAT-6

	Reading				Math			
	2	3	4	5	2	3	4	5
	Reading				Math			
	6	7	8		6	7	8	

*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.

Physical Fitness

	Percentage of Students in Healthy Fitness Zone		
	Test Results		
	5th Grade	7th Grade	9th Grade
	Bradley Elementary		
School Overall	*	*	0.0%
School (Boys)	*	0.0%	0.0%
School (Girls)	*	*	0.0%
	Bradley Union Elementary		
BUESD Overall	*	*	0.0%
BUESD (Boys)	*	0.0%	0.0%
BUESD (Girls)	*	*	0.0%
	California		
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

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.

Academic Performance Index								
API School Results								
All Students	Base			Growth				
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06	
API Score	661	686	688	API Growth Score	690	688	774	
Growth Target	7	6	6	Actual Growth	29	2	86	
Statewide Rank	3	4	3	Eligible for Awards	Yes			
Similar Schools Rank	N/A	N/A	N/A	Eligible for II/USP	No	Yes	No	
Subgroups								
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.								
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.								

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.

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				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	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 Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Bradley Elementary	Not in PI			-	-
Bradley Union Elementary	-	-	-	0	0.00

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.

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 2005/06 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.

Instructional Time (includes Minimum days)

For the 2005/06, 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 Time (includes Minimum days)		
Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
Kdgn	36,000	36,900
1st	50,400	55,655
2nd	50,400	55,655
3rd	50,400	55,655
4th	54,000	56,500
5th	54,000	56,500
6th	54,000	56,500
7th	54,000	56,500
8th	54,000	56,500