Bradley Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 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

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

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 over 500 students in 19 classes ranging from transitional 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 26 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 partner 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 Chromebooks. 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	76
Grade 2	71
Grade 3	73
Grade 4	83
Grade 5	74
Grade 6	68
Total Enrollment	507

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.8%
Asian	0.6%
Black or African American	0.6%
Filipino	0.6%
Hispanic or Latino	59.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.8%
White	35.3%
English Learners	14.8%
Foster Youth	0.2%
Homeless	2.2%
Migrant	2.4%
Socioeconomically Disadvantaged	54.6%
Students with Disabilities	14%

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)	1.00	4.55	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	21.00	95.45	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	22.00	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	21.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	21.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	95.4
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019; 6th grade My perspectives, Pearson/2017	Yes	0%
Mathematics	K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007; 6th grade Amplify/2020	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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	9/22/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			19: ceiling tiles around vents dirty 23: replace ceiling tile (4) 25: replace ceiling tile 26: replace ceiling tiles (5) 27: replace ceiling tiles (3)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			11: secure file cabinet 15: ramp needs to be secured and file cabinet 17: secure bookcase and ramp 20: secure bookcase/file cabinets (2)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	32	28	26	47	46
Mathematics (grades 3-8 and 11)	24	21	17	17	33	34

2022-23 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	298	294	98.66	1.34	32.31
Female	140	137	97.86	2.14	36.50
Male	158	157	99.37	0.63	28.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	173	98.86	1.14	24.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	107	98.17	1.83	42.99
English Learners	38	37	97.37	2.63	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	161	99.38	0.62	27.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	97.50	2.50	2.56

2022-23 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	296	292	98.65	1.35	21.23
Female	139	136	97.84	2.16	17.65
Male	157	156	99.36	0.64	24.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	171	98.84	1.16	16.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	107	98.17	1.83	26.17
English Learners	37	36	97.30	2.70	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	159	99.38	0.62	16.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	97.50	2.50	2.56

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.12	25.37	16.22	16.11	29.47	30.29

2022-23 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	75	73	97.33	2.67	23.29
Female	36	35	97.22	2.78	17.14
Male	39	38	97.44	2.56	28.95
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	50	98.04	1.96	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	21	95.45	4.55	28.57
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	6.67

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	83.5	87.6	87.6	90.4	87.6

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	517	199	38.5
Female	248	245	93	38.0
Male	273	272	106	39.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	3	3	2	66.7
Black or African American	3	3	3	100.0
Filipino	3	3	1	33.3
Hispanic or Latino	311	309	131	42.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	6	42.9
White	182	180	53	29.4
English Learners	80	80	36	45.0
Foster Youth	2	2	1	50.0
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	298	296	128	43.2
Students Receiving Migrant Education Services	12	12	3	25.0
Students with Disabilities	86	85	40	47.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.13	1.92	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0
Female	1.61	0
Male	2.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.55	0
English Learners	1.25	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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

2023-24 School Safety Plan

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 website and 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	3	0	0
1	24	0	3	0
2	23	0	3	0
3	24	0	3	0
4	23	2	2	0
5	29	0	2	0
6	34	0	0	2
Other	16	2	1	0

2022-23 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

2022-23 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
Resource Specialist (non-teaching)	
Other	2.9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	35.3	-5.1
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-9.1	-27.0

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	3