



Serving Grades  
Kindergarten through Eight  
CDS: 36 67587 0107425

### District Administration

**Dr. Edwin Gomez**  
Superintendent  
edwin\_gomez@aesd.net

**Ajay Mohindra**  
Chief Business Officer

**Todd Beal**  
Chief Personnel Officer

**Dr. Amy Nguyen-  
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Chief Academic Officer

### Board of Education

**Debra S. Jones,**  
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11824 Air Expressway  
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# Donald F. Bradach Elementary School

15550 Bellflower Street • Adelanto, CA 92301 • (760) 246-5016

Adelanto Elementary School District

Julie Hirst, Principal  
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## 2014-2015 School Accountability Report Card Published in the 2015-16 School Year

### **SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### **District Vision & Mission Statement**

#### **Mission Statement**

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community

#### **Vision Statement**

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success

### **School Mission Statement**

#### **School Motto**

The Bradach Bears are college and career bound!

#### **Our Vision**

All Bradach students will creatively and cooperatively reach and exceed their academic and life goals in order to responsibly contribute within a global society.

#### **Our Mission**

Donald F. Bradach's staff believe that the fundamental purpose of school is learning, not teaching. We believe all children can learn and it is our duty to ensure that all of our students are college and career bound.

### **The Bear Paw Pledge**

The Bradach Bears are a community of learners who are respectful of self and others, responsible for our behavior and academic achievement, and safe at all times.

### **District & School Profile (School Year 2014-15)**

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow.

Donald F. Bradach School is a K-8, progressive, standards-based educational institute, which emphasizes Core Knowledge Sequencing.

## Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

### School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Adelanto Elementary School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school secretary. Parents are informed of absences through phone calls and letters sent home. Students can attend Saturday School to make-up absences.

tudents are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective. The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart indicates the enrollment for the last three years.

## Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Highly Qualified Teachers (School Year 2014-15)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

### Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies	13-14 14-15 15-16		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	1	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>1</b>	<b>0</b>
Vacant Teacher Positions	0	1	2

### Enrollment by Student Group

2014-15	
	Percentage
Black or African American	19.5%
American Indian or Alaska Native	-
Asian	1.3%
Filipino	0.9%
Hispanic or Latino	67.9%
Native Hawaiian or Pacific Islander	0.5%
White	7.4%
Two or More Races	2.4%
English Learners	27.3%
Socioeconomically Disadvantaged	93.6%
Students with Disabilities	13.1%
Foster Youth	1.5%

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	75	73	60
1st	78	90	83
2nd	78	100	77
3rd	65	88	90
4th	71	85	75
5th	80	82	82
6th	77	109	87
7th	79	96	109
8th	54	74	100

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.1%	1.9%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

### Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	29	28	29	378
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	2	1	36

## School Facilities & Safety (School Year 2015-16)

Bradach School was originally constructed in 1998 and is currently comprised of 25 permanent classrooms, seven portable classrooms, a library, a staff lounge, a multi-purpose room/cafeteria, one playground and an open recreation area.

### Cleaning Process

The principal works daily with two full-time custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

### Maintenance & Repair

Bradach School provides a safe and clean environment for students, staff, and volunteers. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

At the time of publication 100% of the restrooms at Bradach School were in good working order. The chart indicates the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 01/11/2016				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Portable 13- Diffuser light cover coming down; 1 ceiling tile broken (WO#20962). Portable 2- Replace 1 ceiling tile and paint 2 tiles (WO#20979). Room 504- 2 lights out, secure diffuser (WO#21022). Room 400: Computer Lab- Wall paper torn causing hole in wall in southeast corner; 2 cracked ceiling tiles (WO#21372). 200 Girls Foyer- Missing cap on tile wall, clean out large hole (WO#21013). 100 Staff Room- Broken ceiling tiles (WO#21407)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			200 Kitchen- Ceiling vent needs to be vacuumed and dusted (WO#21016).
Electrical			X	Room 301: Kindergarten, Room 303: Kindergarten, Portables 14, 12, 10, 9, 1, 600 Boys Restroom, 602, 601, 502, 402-404, 400 Center Pod, 200 Girls Foyer, 200 Main Foyer, 200 Kitchen, 200 MPR- Lights out (WO# 20949, 20951, 20961, 20963, 20966, 20980, 20986, 20987, 21021, 21025-21029, 21013, 201014, 21016, 21017). Portables 18, 14, 8, rooms 503- Needs Velcro hook (WO# 20953, 20961, 20967, 20968,21023). Portable 15 3 lights out, removed extension cord piggy backing, stained ceiling tiles (WO# 20960). Portable 11- 1 light switch plate cracked (WO# 20964). Portable 2- Replace 1 light balance (WO# 20978). 500 Center Pod- One 3-light switch plate needed as well as a single switch plate needed. Room 400 Library- Exchange 4 light bulbs for brighter ones (WO# 21031). Room 201- Light cover defuser is starting to come down (WO# 21018). 100 Office, 100 Nurses Office, 100 V.P.'s Office- Replace light (WO# 21408-21410).
Restrooms/Fountains		X		600 Girls Restroom- Adjust metering cartridge on sick (WO# 20984). 600 Boys Restroom- 1 Soap dispenser to be replaced (WO# 20986). Room 302 Kindergarten- Cap loose on fountain (WO# 20950). Room 304 Kindergarten, Portable 7- Cap fountain (WO# 20952, 20969). Portables 15, 10, Room 401- Adjust water flow on fountain (WO#20961, 20965, 21030). Portable 1, Room 404, 403- Fountain cap needs to be adjusted/tightened (WO# 20961, 21026, 21027). Portables 8, 7- Water fountain runs too long after handle is released (WO# 20967-60969). Portable 5- Water cap comes off (WO# 20971). Portable 3- Neck of faucet leaks water when on (WO# 20977). 600 Girls Restroom- One faucet doesn't work (WO#20984). 600 BOys Restroom- faucet doesn't work, 1 faucet needs to be tightened (WO #20986). Room 504- Tighten faucet cap (WO#20122). Main Playground, 200 Main Foyer- Drinking fountain handle is broken (WO# 21326, 21014)
Safety (Fire Safety, Hazardous Materials)	X			Portable 7- No fire extinguishers available (WO# 20969). Portable 5- Room needs fire extinguisher (WO# 20971).
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Kinder Playground, Main Playground- Asphalt repair (WO# 20150, 20150). Portables 8, 5- Student chairs has cracked seat (WO# 20967, 20968, 20971). Front of Room9- Water leaking from under concrete so contractor Paggetts was notified (WO# 21206). Playfield- Five platform bleachers needs service due to broken/bent parts (WO# 21338), Grass area bench missing four nuts/bolts (WO# 21339). Portable 6- Missing room number plate on exterior of door (WO# 20970). Portable 5- Door does not close properly (WO# 20972). Playfield- Fence/netting torn and lower bottom cable loose (WO# 21337). Room 601- Door closure leaking oil (WO# 21021).

## Textbooks & Instructional Materials (School Year 2015-16)

Adelanto Elementary School District held a public hearing on October 6, 2015 and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of *Williams vs. The State of California*.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects, as well as foreign language and health (as appropriate) for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbooks adoptions are illustrated in the chart.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	Houghton Mifflin/Harcourt	Collections	2014	Yes	0.0%
K-6	English/ Language Arts	McGraw-Hill	Reading Wonders	2014	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
6th-8th	Health	Holt	Decisions for Health	2005	Yes	0.0%
6th	History/Social Studies	McDougal Littell	Ancient Civilizations	2006	Yes	0.0%
7th	History/Social Studies	McDougal Littell	Medieval and Early Modern Times	2006	Yes	0.0%
8th	History/Social Studies	McDougal Littell	Creating America, A History of the U.S.	2006	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	Yes	0.0%
K-8	Mathematics	Houghton Mifflin/Harcourt	Go Math	2014	Yes	0.0%
K-6	Science	Houghton Mifflin	CA Science	2007	Yes	0.0%
7th-8th	Science	Prentice Hall	Focus On	2007	Yes	0.0%

## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	19	20	44
Mathematics (Grades 3-8 and 11)	10	11	33

**California Assessment of Student Performance and Progress - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	88	86	97.7	65	29	3	2	87	98.9	66	24	7	3
Male	88	43	48.9	72	23	2	2	43	48.9	65	23	7	5
Female	88	43	48.9	58	35	5	2	44	50	66	25	7	2
Black or African American	88	21	23.9	71	24	5	0	21	23.9	76	19	5	0
American Indian or Alaska Native	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Asian	88	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	88	53	60.2	64	32	2	2	54	61.4	63	24	9	4
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	88	3	3.4	--	--	--	--	3	3.4	--	--	--	--
Two or More Races	88	5	5.7	--	--	--	--	5	5.7	--	--	--	--
Socioeconomically Disadvantaged	88	79	89.8	63	30	4	3	80	90.9	65	24	8	4
English Learners	88	26	29.5	73	23	0	4	26	29.5	65	27	0	8
Students with Disabilities	88	2	2.3	--	--	--	--	2	2.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	81	79	97.5	51	28	16	5	79	97.5	44	39	14	3
Male	81	41	50.6	63	27	5	5	41	50.6	51	39	7	2
Female	81	38	46.9	37	29	29	5	38	46.9	37	39	21	3
Black or African American	81	15	18.5	60	27	13	0	15	18.5	67	20	13	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	81	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Hispanic or Latino	81	54	66.7	52	26	17	6	54	66.7	41	44	15	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	81	7	8.6	--	--	--	--	7	8.6	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	81	72	88.9	53	26	17	4	72	88.9	46	40	14	0
English Learners	81	20	24.7	65	20	10	5	20	24.7	50	45	5	0
Students with Disabilities	81	8	9.9	--	--	--	--	8	9.9	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	86	80	93	51	25	21	3	81	94.2	68	25	6	1
Male	86	39	45.3	64	18	15	3	40	46.5	75	20	3	3
Female	86	41	47.7	39	32	27	2	41	47.7	61	29	10	0
Black or African American	86	15	17.4	73	20	7	0	15	17.4	87	7	7	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	86	55	64	44	29	25	2	56	65.1	63	32	5	0
Native Hawaiian or Pacific Islander	86	1	1.2	--	--	--	--	1	1.2	--	--	--	--
White	86	6	7	--	--	--	--	6	7	--	--	--	--
Two or More Races	86	2	2.3	--	--	--	--	2	2.3	--	--	--	--
Socioeconomically Disadvantaged	86	72	83.7	50	25	22	3	73	84.9	68	23	7	1
English Learners	86	32	37.2	53	31	16	0	33	38.4	73	27	0	0
Students with Disabilities	86	10	11.6	--	--	--	--	10	11.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	78	77	98.7	40	43	14	3	77	98.7	61	29	8	3
Male	78	35	44.9	43	40	14	3	35	44.9	63	23	11	3
Female	78	42	53.8	38	45	14	2	42	53.8	60	33	5	2
Black or African American	78	19	24.4	37	53	11	0	19	24.4	68	21	5	5
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	78	3	3.8	--	--	--	--	3	3.8	--	--	--	--
Filipino	78	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Hispanic or Latino	78	40	51.3	45	40	15	0	40	51.3	65	30	5	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	78	10	12.8	--	--	--	--	10	12.8	--	--	--	--
Two or More Races	78	3	3.8	--	--	--	--	3	3.8	--	--	--	--
Socioeconomically Disadvantaged	78	69	88.5	43	42	13	1	69	88.5	67	25	6	3
English Learners	78	13	16.7	62	23	15	0	13	16.7	77	23	0	0
Students with Disabilities	78	10	12.8	--	--	--	--	10	12.8	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--



**California Assessment of Student Performance and Progress - Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	113	105	92.9	58	23	17	2	104	92	65	26	6	2
Male	113	55	48.7	55	27	16	2	55	48.7	62	33	5	0
Female	113	50	44.2	62	18	18	2	49	43.4	69	18	6	4
Black or African American	113	14	12.4	86	14	0	0	14	12.4	86	14	0	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	113	2	1.8	--	--	--	--	2	1.8	--	--	--	--
Filipino	113	0	0	--	--	--	--	0	0	--	--	--	--
Hispanic or Latino	113	82	72.6	55	23	21	1	81	71.7	63	28	5	2
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	113	5	4.4	--	--	--	--	5	4.4	--	--	--	--
Two or More Races	113	2	1.8	--	--	--	--	2	1.8	--	--	--	--
Socioeconomically Disadvantaged	113	98	86.7	57	24	17	1	97	85.8	66	27	4	2
English Learners	113	22	19.5	82	14	5	0	22	19.5	82	14	5	0
Students with Disabilities	113	19	16.8	89	11	0	0	19	16.8	89	11	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	102	96	94.1	38	34	25	3	96	94.1	67	22	10	0
Male	102	43	42.2	47	33	19	2	43	42.2	72	14	12	0
Female	102	53	52	30	36	30	4	53	52	62	28	9	0
Black or African American	102	13	12.7	15	62	23	0	13	12.7	77	15	0	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	102	1	1	--	--	--	--	1	1	--	--	--	--
Filipino	102	3	2.9	--	--	--	--	3	2.9	--	--	--	--
Hispanic or Latino	102	67	65.7	45	27	25	3	67	65.7	64	24	12	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	102	7	6.9	--	--	--	--	7	6.9	--	--	--	--
Two or More Races	102	4	3.9	--	--	--	--	4	3.9	--	--	--	--
Socioeconomically Disadvantaged	102	86	84.3	38	35	24	2	86	84.3	67	22	9	0
English Learners	102	17	16.7	94	6	0	0	17	16.7	100	0	0	0
Students with Disabilities	102	12	11.8	83	17	0	0	12	11.8	100	0	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

## California Standards Test (CST)

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	40	41	27	34	34	32	59	60	56

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

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	32
School	27
African American/Black	7
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	*
White	*
Males	31
Females	23
Socioeconomically Disadvantaged	24
English Learners	16
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2014-15)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.6%	11.8%	1.3%
7	25.5%	27.7%	12.8%

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

## Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.



## Parent & Community Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational program at Bradach School. Parents are very active at the school site, participating in the School Site Council, English Learners Advisory Committee, Science Fair, Book Fair, Back-To-School Night, Open House, Family Nights, Harvest Festival, Winter Festival, College and Career Fair, Parent-Teacher conferences, and the Parent Teacher Association (PTA). The parents are so dedicated that the school had over 70 board approved parent volunteers helping in the classrooms. The school maintains an open-door policy with all parents of Bradach School students and are even invited to a monthly coffee with the principal. Parents are kept informed of school activities through school and classroom newsletters, the school website, and Edulink.

## Contact Information

Parents who wish to participate in Bradach School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 246-5016.

## State Priority: School Climate

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

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

## Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Bradach School's discipline program. School rules and policies are distributed to students at the beginning of the school year in a student handout.

We have implemented the Positive Behavior Intervention and Support Program (PBIS). Students receive Bradach Bear Bucks for demonstrating positive behaviors. These behaviors go along with:

Be Safe

Be Respectful

Be Responsible

The table illustrates the suspension and expulsion rates for the past three years.

		Suspensions & Expulsions					
		Suspensions			Expulsions		
		12-13	13-14	14-15	12-13	13-14	14-15
School		7.6%	5.6%	7.1%	0.0%	0.0%	0.0%
District		5.7%	4.1%	4.7%	0.0%	0.0%	0.0%
State		5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

## Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern at Bradach School. The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop off and pickup from school, sexual harassment policy, and dress code policy. Bradach School reviews the plan annually and updates it as needed. The plan was last updated in February 2015 and reviewed with school staff. A copy of the safety plan is available to the public at the school office.

Fire and earthquake drills are conducted on a regular basis throughout the school year, and intruder drills are conducted three times a year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, playground aides and administrators supervise students at all times before, during, and after school. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving.

## Other SARC Information

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

## Federal Intervention Program (School Year 2015-16)

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2006-2007
Year in PI (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	53.8%

## Adequate Yearly Progress (AYP) (School Year 2014-15)

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.
- 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, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

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

## Counseling & Support Staff (School Year 2014-15)

It is the goal of Adelanto Elementary School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

An active Student Advocacy Team (SAT) meets monthly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SAT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. The chart indicates the support staff available to assist all students at Bradach School.

Note: 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.

Bradach School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students identified as "at-risk" may receive additional assistance through differentiated instruction in the classroom and after-school tutoring. Bradach School also uses the direct instruction intervention program, REACH.

A Resource Specialist Program (RSP) teacher assists students on a pull-out and inclusion basis. Students in the Special Day Class are mainstreamed whenever possible. All students identified as English Language Learners (ELL) receive additional support through differentiated instruction in the classroom and/or specialized instruction through a 30-45 minutes a day pull-out program. Bradach School utilizes the Rigby curriculum for their ELL students.

Bradach School also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students are clustered in the same class and received specialized instruction in the classroom and in an after-school enrichment program twice a week.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.5
Librarian	1	0.375
Nurse	1	1.0
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	9	6.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	1.0
Student Achievement Teacher	1	1.0

## Library & Computer Resources

The library is staffed by a six-hour librarian, that is shared with another school, and is visited on a regular basis by students. In addition to books, the library contains videos, periodicals, and resource materials.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. The entire campus is wired for Internet access. Each classroom contains an average of five Internet-connected computers. The school's 35-station computer lab is open to students throughout the school day. Parents are also invited to use the lab one day each week. Students visit the computer lab on a weekly basis with their classes. Students receive training on the following software programs: Microsoft Office, Flocabulary, High Stakes Math, Accelerated Reader, Accelerated Math, Orchard, Starfall, STAR Reading and STAR Math.

## Additional Internet Access & Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: [www.sbcounty.gov/library/home](http://www.sbcounty.gov/library/home).

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

## Extracurricular Activities & Student Recognition

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Bradach School offers students the chance to participate in the Book Fair, Science Fair, Harvest Festival, Winter Festival, Summer Festival, talent show, Academic Pentathlon, spelling bee, father/son night, mother/daughter teas, field trips, soccer, volleyball, cross country, golf, and basketball. The school also offers the Adelanto Cares and Gifted and Talented Education (GATE) after-school enrichment programs.

Bradach School has several student recognition programs that contribute to the positive environment of the school, including Caught Being Good Tickets, Golden Honey Pot Award, Academic Achievement Awards, Good Behavior Certificates, Student of the Month Awards, and weekly awards assemblies referred to as Friday Morning Meetings. Prizes for good behavior include pencils, erasers, candy, and gift certificates to local restaurants.

## Professional Development

The district has not offered any staff development days for the past three years. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

The average salary 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 districts 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 California Department of Education's web site [www.cde.ca.gov](http://www.cde.ca.gov).

## School Site Teacher Salaries (Fiscal Year 2013-14)

The average teacher salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,161
District	\$64,161
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$72,993
Percentage of Variation	-12.1%

## Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Grade Level												
K	32	23	23	-	1	1	2	3	2	1	-	-
1	28	29	26	-	-	-	2	2	3	-	-	-
2	30	28	28	-	-	-	2	4	2	-	-	-
3	27	29	27	-	-	-	3	3	4	-	-	-
4	26	31	24	-	-	-	2	2	3	-	-	-
5	28	30	30	-	-	-	3	3	2	-	-	-
6	21	24	25	2	2	1	2	2	3	-	1	-
Other	13	-	-	1	-	-	-	-	-	-	-	-
By Subject Area												
English	27	27	29	1	1	1	4	4	3	-	-	3
Mathematics	19	19	26	4	4	2	3	3	3	-	-	3
Science	19	19	26	4	4	2	3	3	3	-	-	3
Social Science	27	27	29	1	1	1	4	4	3	-	-	3

## Average Salary Information

### Teachers - Principal - Superintendent

2013-14

	District	State
Beginning Teachers	\$39,386	\$43,091
Mid-Range Teachers	\$62,542	\$70,247
Highest Teachers	\$93,436	\$89,152
Elementary School Principals	\$142,878	\$112,492
Middle School Principals	\$148,971	\$116,021
High School Principals	-	\$117,511
Superintendent	\$188,008	\$192,072

### Salaries as a Percentage of Total Budget

Teacher Salaries	36.0%	41.0%
Administrative Salaries	8.0%	6.0%

## District Expenditures (Fiscal Year 2013-14)

The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,112
From Supplemental/Restricted Sources	\$1,433
From Basic/Unrestricted Sources	\$3,679
District	
From Basic/Unrestricted Sources	\$5,105
Percentage of Variation between School & District	-27.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-31.2%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted & Talented Pupils
- School Improvement Program
- Staff Development
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation