Bryant Elementary
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bryant Elementary
Street	4324 Third Street
City, State, Zip	Riverside, CA 92501-2699
Phone Number	(951) 788-7453, ext 40650
Principal	Dr. Lari Nelson
E-mail Address	lanelson@rusd.k12.ca.us
Web Site	www.BryantAandI.org
CDS Code	33-67215-6032544

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Located in downtown Riverside, Bryant is an ideal location as it is centered among the city's museums, theaters, library, and art galleries. Authors, artists, architects, poets, and performers, along with other civic organizations, have shown a growing interest in developing partnerships that will support this new program. While enthusiasm for Core Knowledge and its potential for students is high, the challenge remains to make citizens aware of this school choice. Since Riverside Unified has become a "District of Choice," students from within Riverside's boundaries, as well as students from outside its borders are welcome to apply for transfers to attend Bryant Elementary in the early spring for the following year.

Core Knowledge© at Bryant School is a great way to link Riverside Unified School District's educational options with our city's motto of "City of Arts and Innovation," not only for our residents, but all interested parties. As the curriculum unfolds, no matter what level of ability a student starts with, he or she will experience a sense of achievement as knowledge and skills are mastered. Core Knowledge® guidelines cover language arts, history and geography, mathematics, science, art, and music, comprising the bulk of the school's curriculum. Other areas of study, such as local and state history, technology and physical education, are integrated with what is being taught in the Core Knowledge program. Bryant also offers additional opportunities beyond the instructional day to engage, enrich, and empower students - including our afterschool HEARTS program and E3 program/clubs.

Bryant's Mission Statement is:

The Bryant community commits to create a school with a nurturing, stimulating, and accepting culture:

* where students engage in rigorous standards-aligned instruction that results in high levels of student achievement, and
* that builds self-motivated, life-long learners who are academically, socially, and emotionally successful; culturally literate; and good stewards of the core virtues.

Bryant has aligned its goals with those of the Riverside Unified School District. Namely:

1. Provide high-quality teaching and learning environments for all students.
2. Prepare all students to be college, career, and world ready upon graduation.
3. Fully engage students, parents, and the community in support of short and long-term educational outcomes.

Our strategic focus is fluency and comprehension across all content areas - reading and math. Additionally, we strive for increased student attendance and high levels of student engagement, digital literacy, and student achievement through utilization of technology for learning, as well as a measure of assessment. Progress towards these goals are monitored via our school plan measures frequently throughout the school year, including formal and informal assessments, observations, attendance records, and teacher records.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	55
Grade 1	59
Grade 2	67
Grade 3	55
Grade 4	78
Grade 5	53
Grade 6	57
Total Enrollment	424

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.9
Asian	1.2
Filipino	0.7
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0
White	27.6
Two or More Races	1.2
Socioeconomically Disadvantaged	72.2
English Learners	15.8
Students with Disabilities	7.3
Foster Youth	1.2

A. 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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	22	21	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: April 11 2016.

The table displays information collected in December 1, 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year cycle developed by the California 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.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Amplify Education, Inc.: CA Core Knowledge, 3-6 (adopted 2016) Scholastic: Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1911
Last modernized: 2007
Lot Size: 2.5 acres
15 Permanent Classrooms
3 Portable Classrooms
Library
Multi-Purpose Room
Outdoor Eating Area
Completely Air Conditioned

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Bryant Elementary School completed their school site inspection on 03/02/2016.

Bryant has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 363
Labor Hours = 116.76
Assessed Value of Work = $48821.03

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/24/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A4: Kinder Rm - AC unit only works using override. WO16-266261 A6: AC unit only works using override. WO16-266262
Interior: Interior Surfaces	X			B5: Lunch tables in the MPR have 80 wheels that need to be repaired. WO16-240494

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 5/24/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			C15: Ants are in the room mainly along the East wall. WO16-264499 C16: Wing C Room 16 has ant problem. WO 16-260868/WO16-262685
Electrical: Electrical		X		C4: Hand dryer will not shut off. WO16-266123 Ground: Over ride for the nightlights is only working for half the site. WO16-265523 MPR B5: 2 ballasts are out. WO16-266091
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B5D: Drinking fountain in the corridor outside of the kitchen won't adjust low so water shoots over causing a slipping hazard. WO16-266090
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ground: Main feeder line for the irrigation to the rose planter has been cut in two different areas. WO16-266215 Ground: Water main backflow is leaking. WO16-266281

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/24/2017				
	Exemplary	Good	Fair	Poor
Overall Rating		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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	53	44	48	44	48
Mathematics	32	43	33	35	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	50	45	90.0	40.0
	4	81	80	98.8	58.8
	5	52	51	98.1	47.1
	6	57	57	100.0	61.4
Male	3	23	22	95.7	22.7
	4	42	41	97.6	48.8
	5	28	28	100.0	50.0
	6	27	27	100.0	40.7
Female	3	27	23	85.2	56.5
	4	39	39	100.0	69.2
	5	24	23	95.8	43.5
	6	30	30	100.0	80.0
Hispanic or Latino	3	23	21	91.3	19.1
	4	50	49	98.0	51.0
	5	35	35	100.0	31.4
	6	37	37	100.0	56.8
White	3	22	19	86.4	57.9
	4	22	22	100.0	72.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	14	13	92.9	76.9
	6	12	12	100.0	83.3
Socioeconomically Disadvantaged	3	34	31	91.2	29.0
	4	54	53	98.2	39.6
	5	37	36	97.3	33.3
	6	44	44	100.0	56.8
English Learners	3	11	11	100.0	36.4
	4	11	10	90.9	10.0

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	50	45	90.0	44.4
	4	81	80	98.8	48.8
	5	52	51	98.1	41.2
	6	57	57	100.0	35.1
Male	3	23	22	95.7	50.0
	4	42	41	97.6	48.8
	5	28	28	100.0	50.0
	6	27	27	100.0	22.2
Female	3	27	23	85.2	39.1
	4	39	39	100.0	48.7
	5	24	23	95.8	30.4
	6	30	30	100.0	46.7
Hispanic or Latino	3	23	21	91.3	33.3
	4	50	49	98.0	44.9
	5	35	35	100.0	25.7
	6	37	37	100.0	35.1
White	3	22	19	86.4	63.2
	4	22	22	100.0	59.1
	5	14	13	92.9	69.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	12	12	100.0	33.3
Socioeconomically Disadvantaged	3	34	31	91.2	32.3
	4	54	53	98.2	34.0
	5	37	36	97.3	30.6
	6	44	44	100.0	31.8
English Learners	3	11	11	100.0	36.4
	4	11	10	90.9	

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61	64	49	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	52	51	98.1	49.0
Male	28	28	100.0	50.0
Female	24	23	95.8	47.8
Hispanic or Latino	35	35	100.0	34.3
White	14	13	92.9	76.9
Socioeconomically Disadvantaged	37	36	97.3	41.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	23.1	23.1	28.8

Note: 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.

C. 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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Bryant is very fortunate to have a supportive and involved parent community. Parents support Bryant through Parent Teacher Organization, School Site Council, English Learner Advisory Committee and participation in Parent Academic Workshops, as well as classroom volunteers. Parents are always encouraged to take an active role in their child's education through homework, as well as home-school communication. For more information on how parents can be involved at Bryant School, contact Dr. Lari Nelson, the principal, at 951-788-7453.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	4.0	3.3	5.0	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. 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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		21	1	2		18	3	0	0
1	27		2		25		2		30	0	2	0
2	29		3		27		3		22	1	2	0
3	20	1	2		31		3		18	2	1	0
4	33			2	32		2		26	1	1	1
5	28		2		30		2		27	0	2	0
6	32		2		32		2		29	0	2	0

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$3,896	$612	$3,284	$72,240
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	-37.3	-11.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-42.2	-4.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Bryant Elementary Schoolreceived the following Categorical Program/Supplemental funds which can be usedto provide the following services:

$34,584 Local Control Funding Formula (LCFF):for increased or improved services for Low Income Students, English Learners,or Foster Youth for site goals in alignment with the RUSD Local ControlAccountability Plan

$79,148 Title I: supplemental services andmaterials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

As a professional learning community, the Bryant Staff are committed to improving skills as educators to ensure that each and every student's academic needs are met.

2013-2014 School Year: All staff members at Bryant participated in on-going staff development opportunities at the site provided by the principal, teacher experts, district support staff, and representatives from the Core Knowledge Foundation. Areas of focus include: Common Core Standards, Core Knowledge implementation, Academic English Language support, EnVision Math, technology integration, and Response to Intervention (RtI). District trainings are also offered throughout the year in various curricular areas, as needs arise. Teachers attend professional development during the summer, weekends, after school, in-class mentoring, and are released by a substitute to attend offerings during the instructional day. Second grade teachers all participated in 3-days of training on differentiated instruction for advanced students.

* Non-teaching staff members (clerical, health assistant, custodial) also participate in professional development as appropriate.

2014-2015 School Year: All staff members at Bryant participated in on-going staff development opportunities at the site provided by the principal, teacher experts, district support staff, and representatives from the Core Knowledge Foundation. Areas of focus include: Common Core Standards, Core Knowledge implementation, Academic English Language support, EnVision Math, and technology integration.

* All teachers attended 3 days of training provided by the District focused on Common Core State Standards and teaching strategies to meet the rigor of them. Additionally, Bryant teachers were released from the classroom for 3 days throughout the school year to cognitively plan, applying what they learned at the District PD days and at site staff meetings.

* All K-2 teachers, site instructional coach, RSP teacher, and the principal attended a 5 day training during the summer on Foundational Reading Instruction and the Orton Gillingham program offered by the District.

* Staff member serving in specific roles (AEL Contact, SST chair, 504 coordinator, etc.) attend training via the District specific to their duties.

* Two teachers participated in Next Generation Science Standards training.
* Non-teaching staff members (clerical, health assistant, custodial, and library media assistant) also participate in professional development, as appropriate.

2015-2016 School Year: All staff members at Bryant participated in on-going staff development opportunities at the site provided by the principal, teacher experts, district support staff, and representatives from the Core Knowledge Foundation. Areas of focus include: Common Core Standards; Core Knowledge implementation; Academic English Language support; Effective teaching strategies in ELA (Close Reading, Analytical Reading, Writing instruction), and ELD; EnVision Math program (Math Talks, using digital tools, using performance tasks); technology integration (Haiku, Google Docs, Guru); and Response to Intervention (RtI).

* All teachers participated in a total of 4 professional development days offered by the District - 2 before school began and 2 during the school year. Topics include: Common Core implementation, effective teaching strategies, and technology integration.

* Teachers also sign up and attend other trainings offered by the District throughout the year in various curricular areas, as needs arise.

* Two additional teachers recieved training in Foundational Reading Instruction and the Orton Gillingham program.

* One teacher participated in Next Generation Science Standards training.
* Non-teaching staff members (clerical, health assistant, custodial) attend one day District-wide professional development and also participate in additional training, as appropriate.

2016-2017 School Year: All staff members at Bryant participated in on-going staff development opportunities at the site provided by the principal, teacher experts, district support staff, and representatives from the Core Knowledge Foundation. Areas of focus include: Common Core Standards, Core Knowledge implementation, Academic English Language support, Math instruction, technology integration, and Response to Intervention (RtI). District trainings are also offered throughout the year in various curricular areas, as needs arise. Teachers attend professional development during the summer, weekends, after school, in-class mentoring, and are released by a substitute to attend offerings during the instructional day.

*All teachers participated in 2 District professional devlopment days prior to the opening of the school year. Teachers were able to self-select classes that best met their needs and grade-level.

*All teachers have been trained by RUSD Staff Developer to work with struggling readers (K-2 Insititute/OG and Advanced Phonics training for 3-6)

*All teachers in grades 3-6 have recieved 3-days of training with the Language Arts materials (CKLA and Amplify)

*Three additional teachers have participated in Next Generation Science Standards Training (for a total of 4)

*Seve teachers have attended Google Certification Training and

*Additional professional development has been scheduled through the year during staff and grade-level team meetings - focusing on math, ELD, team building, and building leadership capacity.

* Non-teaching staff members (clerical, health assistant, custodial) also participate in professional development as appropriate - This included one District PD day were employees were able to attend self-selected workshops tailored to their specific need and job titles. Additionally, all office also attended "Customer Service" training. The District also offers various workshops throughout the year to meet the needs of non-teaching staff members, including use of the various computer programs, cleaning techniques, school safety, and student attendance.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.