

Bryant Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 winter 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. The Core Knowledge Sequence covers language arts, history and geography, mathematics, science, art, and music, and comprises 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. 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 and are measured frequently throughout the school year, including formal and informal assessments, observations, attendance records, and teacher records. Data is analyzed and informs instruction/next steps via the informative inquiry cycle (analyze, plan, act, reflect).

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	67
Grade 1	54
Grade 2	59
Grade 3	73
Grade 4	53
Grade 5	78
Grade 6	53
Total Enrollment	437

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	0.5
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0.2
White	29.3
Two or More Races	2.5
Socioeconomically Disadvantaged	68.4
English Learners	12.8
Students with Disabilities	10.3
Foster Youth	0.5

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	21	20	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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) MacMillan McGraw-Hill: Wonders, 3-6 Amplify Education, Inc.: CA Core Knowledge, 3-6 (adopted 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
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.

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.

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

of Work Orders = 340
 Labor Hours = 974.95
 Assessed Value of Work = \$44,008.23

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/24/2017				
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		MPR: vinyl flooring poor condition - large separations - uneven, stage exit no latch on ret., front close P1: T-bar ceiling tiles fair/poor, sagging below support rails P2: T-bar ceiling tiles poor, sagging - unsupported in spots
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			Room 4: Fixture above monitor does not light, significant leak at fountain not tight shut off
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Boys Restroom: #2 of 3 sink, faucet broken Room 4: Fixture above monitor does not light, significant leak at fountain not tight shut off Room 5: Fountain almost no flow
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Library: Teacher work room entry (exterior) door will not self latch on return MPR: vinyl flooring poor condition - large separations - uneven, stage exit no latch on ret., front close Room 1: Main entry will not latch automatically on return Room 2:

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/24/2017				
Overall Rating	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, 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. 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); 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
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	48	48	47	48	48
Mathematics (grades 3-8 and 11)	43	40	35	34	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	242	97.19	47.52
Male	125	125	100	42.4
Female	124	117	94.35	52.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	149	147	98.66	40.82
White	81	76	93.83	61.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	172	169	98.26	36.69
English Learners	42	42	100	19.05
Students with Disabilities	27	25	92.59	8
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	241	96.79	39.83
Male	125	124	99.2	41.13
Female	124	117	94.35	38.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	149	147	98.66	30.61
White	81	76	93.83	59.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	172	168	97.67	27.38
English Learners	42	42	100	11.9
Students with Disabilities	27	25	92.59	8
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	28.4	20.3

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 State priority: Parental Involvement (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 2017-18)

Bryant is very fortunate to have a supportive and involved parent community. Parents are always encouraged to attend all parent meetings, parent workshops and volunteer in their child's classroom. All parents are encouraged to take an active role in their child's education through homework and ongoing communication with the school. Parents are encouraged to participate in a wide variety of parent trainings that are offered every day of the week. Some of the classes that are available are: ESL, Computers, Nutrition Workshops, Workshops on Parenting Skills, Homework Help and other information that will help support parents become active participants in their child's education in order to have higher expectations for their children which will result in increased student achievement.

Other Available parent involvement opportunities include:

- *School Site Council
- *English Learner Advisory Committee
- *Back To School Night and Open House
- *Parent Volunteers in the classroom
- *Volunteers for special events
- *Parent Teacher Organization (PTO)

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3	5.0	1.8	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	1	2		18	3			22		3	
1	25		2		30		2		27		2	
2	27		3		27		2		30		2	
3	31		3		26		2		24		3	
4	32		2		31		2	1	27		2	
5	30		2		27		2		32		2	
6	32		2		29		2		34			2

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7551	1245	6306	82718
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-43.9	-17.2
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-50.0	-8.8

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

Types of Services Funded (Fiscal Year 2016-17)

Bryant Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$32,713 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 Control Accountability Plan

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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.

During the 2017-2018 school year, all staff members at Bryant will participate in on-going site and district staff development opportunities provided by the principal, teacher experts, district support staff, and representatives from the Core Knowledge Foundation. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. 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 one District professional development day prior to the opening of the school year. Teachers were able to self-select classes that best met their needs and grade-level. The teachers will receive 3 days of training at the school site for effective implementation of Core Knowledge at the school site with our Core Knowledge Coordinator. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

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.

*All new teachers have been trained by RUSD Staff Developer to work with struggling readers (K-2 Insitute/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)

*Additional professional development has been scheduled through the year during staff and grade-level team meetings - focusing on fluency and comprehension in reading and math; meeting needs of EL students; Science; team building, and building leadership capacity.

*Teacher recieve on-going support/follow-up coaching from our Core Knowledge Coordinator/Intervention Teacher/Coach

*Each teacher is released one day each trimester to meet with site administrator and CK Coordinator to review data via the Informative Inquiry Cycle and plan out next trimester.

*Two new teachers receive support from a Professional Growth Systems (PGS) mentor. Two others receive support from a Beginning Teacher Support and Assessment (BTSA) Mentor.

* 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.

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 development 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 Insitute/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)

- *Seven teachers attended Google Certification Training and

- *Additional professional development was 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 throughout the 2016-17 school year.

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.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development throughout the 2015-16 school year.