

Bryant School of Arts and Innovation

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bryant School of Arts and Innovation
Street	4324 Third Street
City, State, Zip	Riverside, CA 92501-2699
Phone Number	(951) 788-7453, ext 40650
Principal	Natanya Johnson
Email Address	njohnson@rusd.k12.ca.us
Website	www.BryantAandI.org
County-District-School (CDS) Code	33-67215-6032544

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

School Description and Mission Statement (School Year 2019-20)

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 and next steps via the informative inquiry cycle (analyze, plan, act, reflect).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	58
Grade 2	52
Grade 3	67
Grade 4	76
Grade 5	61
Grade 6	57
Total Enrollment	441

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.7
Asian	2.5
Filipino	0.7
Hispanic or Latino	56.2
White	28.8
Two or More Races	2.7
Socioeconomically Disadvantaged	68.3
English Learners	16.8
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	5.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	21	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	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).

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

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

Year and month of the most recent FIT report: 12/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	BRYA-3 (Classroom): 4: (D) Ceiling tiles are stained BRYC-10 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 9: (D) Sink/fountain fixture is loose BRYC-14 (Classroom): 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing BRYC-16 (Classroom): 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing BRYC-3 (Restroom): 4: BROKEN TILE BEHIND STALL DOOR BRYC-9 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	BRYB-1 (Restroom): 7: missing light cover BRYB-2 (Kitchen): 7: plug strip draped across cooler BRYB-3 (Utility): 7: PATCH CORD GOES OUT DOOR AND ON THE GROUND FOR PHONE BRYB-5 (Multi Purpose Room): 7: (D) lighting fixture or bulbs are not working or missing BRYC-1 (Library): 7: 7 LIGHTING TUBES BRYC-13 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing BRYC-14 (Classroom): 4: (D) Ceiling tiles are stained

		7: (D) lighting fixture or bulbs are not working or missing BRYC-15 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing BRYC-16 (Classroom): 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing BRYC-17 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing BRYC-1A (Utility): 7: 4 LIGHTING TUBES OUT BRYC-4 (Restroom): 7: LIGHT DIM BRYC-5A (Utility): 7: 1 LAMP OUT BRYC-C5A (Administration): 7: 1 LAMP OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BRYC-10 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 9: (D) Sink/fountain fixture is loose BRYC-C1B (Restroom): 8: (D) Electric hand dryers are damaged or broken BRYC-C1C (Restroom): 8: (D) Electric hand dryers are damaged or broken
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	53	49	51	50	50
Mathematics (grades 3-8 and 11)	39	45	35	36	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	264	258	97.73	2.27	52.71
Male	123	120	97.56	2.44	53.33
Female	141	138	97.87	2.13	52.17
Black or African American	17	17	100.00	0.00	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	146	97.33	2.67	41.78
Native Hawaiian or Pacific Islander					
White	79	78	98.73	1.27	67.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	178	98.34	1.66	43.26
English Learners	50	48	96.00	4.00	16.67
Students with Disabilities	31	30	96.77	3.23	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	23	23	100.00	0.00	39.13

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	264	260	98.48	1.52	45.38
Male	123	122	99.19	0.81	49.18
Female	141	138	97.87	2.13	42.03
Black or African American	17	17	100.00	0.00	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	34.46
Native Hawaiian or Pacific Islander					
White	79	78	98.73	1.27	64.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	0.55	32.78
English Learners	50	50	100.00	0.00	10.00
Students with Disabilities	31	30	96.77	3.23	6.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	23	23	100.00	0.00	39.13

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.4	11.1	12.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 at Riverside Unified School District's Parent Resource Center. 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 in becoming active participants in their child's education. Participation in these classes may motivate parents to set higher expectations for their children which can 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)

Parents may obtain information on any of these organization on campus and parental involvement by calling the Principal, Natanya Johnson. at 951-788-7453.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.8	2.6	3.9	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO) provided through the Districts partnership with the Riverside Policy Department (RPD).

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		19	2	1		23		3	
1	27		2		27		2		19	3		
2	30		2		25		2		26		2	
3	24		3		26		3		27		2	
4	27		2		33			2	30		3	
5	32		2		35			1	31		2	
6	34			2	34			3	29		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.7

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7588.73	1085.11	6503.62	90046.08
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-2.2	-19.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-10.4	-6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

\$43,233 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

\$88,388.16 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	6

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.

2019-20: All staff members at Bryant participated 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 training's are offered during the school day and others are offered after school.

Areas of focus include: Core Knowledge implementation, Academic English Language support, Writing Instruction, Reading Interventions, and Math instruction. 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.

Teachers are each grade-level 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. In addition, grade level team leaders participate in 3 staff development days which are designed to focus on connecting site based instructional plans to Districts goals.

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 Institute/OG?Gateway and Advanced Phonics training for 3-6)

*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; writing, team building, and building leadership capacity.

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

*Three teachers receive support from a Professional Growth Systems (PGS) mentor.

* Non-teaching staff members (clerical, health assistant, custodial) also participate in professional development as appropriate - This included one District PD day where employees were able to attend self-selected workshops tailored to their specific need and job titles.

2018-19: All staff members at Bryant participated 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 were able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings were offered during the school day and others are offered after school.

Areas of focus include: Core Knowledge implementation, Academic English Language support, Writing Instruction, Reading Interventions, and Math instruction. 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 attended three days of District provided math professional development to help with our newly adopted math program. Additionally, all teachers participated in training with the Danielson Framework model, as the District moves towards implementing this framework and aligning it to a new teacher evaluation format. Teachers at each grade-level received 3 days of training at the school site for effective implementation of Core Knowledge at the school site with our Core Knowledge Coordinator. Teachers worked 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 offered various workshops throughout the year to meet the needs of non-teaching staff members, including use of 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 Institute/OG?Gateway and Advanced Phonics training for 3-6)

*Additional professional development was 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; writing, team building, and building leadership capacity.

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

*Each teacher was 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.

*Five teachers received support from a Professional Growth Systems (PGS) mentor.

* Non-teaching staff members (clerical, health assistant, custodial) also participated in professional development as appropriate - This included one District PD day where employees were able to attend self-selected workshops tailored to their specific need and job titles.

2017-2018 School Year, all staff members at Bryant participated 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 participated in other workshops and professional development that is appropriate for their grade level. Teachers were able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings were 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 were also offered throughout the year in various curricular areas, as needs arise. Teachers attended professional development during the summer, weekends, after school, in-class mentoring, and were 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 received 3 days of training at the school site for effective implementation of Core Knowledge at the school site with our Core Knowledge Coordinator. Teachers worked 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 offered 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 Institute/OG and Advanced Phonics training for 3-6)

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

- *Additional professional development was 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.

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

- *Each teacher was 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 received 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 participated in professional development as appropriate - This included one District PD day where employees were able to attend self-selected workshops tailored to their specific need and job titles.