

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### Bryant Middle

Address: 16695 North Bryant Rd. Dos Palos, CA 93620-9405  
Principal: Mrs. Laura Andrews  
Phone: (209) 392-0240  
Email: [landrews@dpol.net](mailto:landrews@dpol.net)  
Web Site: [www.dpol.net](http://www.dpol.net)  
CDS Code: 24753176025423

### Dos Palos Oro Loma Joint Unified

Superintendent: William Spalding  
Phone: (209) 392-0200  
Email: [wspalding@dpol.net](mailto:wspalding@dpol.net)  
Web Site: [www.dpol.net](http://www.dpol.net)



## I DATA AND ACCESS

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 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 state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified  
 Phone Number: (209) 392-0200  
 Superintendent: William Spalding  
 E-mail Address: [wspalding@dpol.net](mailto:wspalding@dpol.net)  
 Web Site: [www.dpol.net](http://www.dpol.net)

### School Contact Information Most Recent Year

School Name: Bryant Middle  
 Street: 16695 North Bryant Rd.  
 City, State, Zip: Dos Palos, CA 93620-9405  
 Phone Number: (209) 392-0240  
 Principal: Mrs. Laura Andrews  
 E-mail Address: [landrews@dpol.net](mailto:landrews@dpol.net)  
 Web Site: [www.dpol.net](http://www.dpol.net)  
 County-District-School  
 (CDS) Code: 24753176025423

## School Description and Mission Statement (School Year 2016–17)

Bryant Middle School, located in the heart of the San Joaquin Valley, had a student population of 489 students for the 2015-2016 school year. Our school has a student population reflecting the diversity of Merced County.

### Mission Statement:

As a team of highly dedicated and skilled professionals, we are determined to nurture 21st century citizens in an academically challenging and safe environment. Our goals are to promote student achievement and academic excellence, encourage student integrity and responsibility while developing life-long learners who can contribute to the community. To ensure we achieve our goals we will focus on quality staff development, standards-based instruction, and data-driven outcomes while developing strong relationships with parents and the community.

Our school goal is to raise the academic performance of all students to the level of state achievement standards by meeting AYP, API, and ELD target growth for all subjects. A second goal is to provide a safe, supportive environment which contributes to student learning and achievement by improving the culture and climate of the school, to encourage positive attendance, student involvement and achievement.

Progress at Bryant Middle School is measured annually by the standard state progress indicators of API and AYP. During the school year, individual student progress is measured by more frequent indicators such as common formative assessments, quarterly benchmark assessments, chapter/unit tests, i-Ready diagnostic and progress monitoring, and informal classroom assessments. This allows teachers to assist with making adjustments in individualized instruction. We also have an on-site after school program offered which is available after school until 6:00 PM every school day.

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

Grade Level	Number of Students
Grade 6	166
Grade 7	169
Grade 8	154
Total Enrollment	489

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.5%
American Indian or Alaska Native	0.4%
Asian	0.4%
Filipino	0.2%
Hispanic or Latino	76.9%
Native Hawaiian/Pacific Islander	0.6%
White	16.8%
Two or More Races	0%
Socioeconomically Disadvantaged	90.2%
English Learners	19.2%
Students with Disabilities	9.6%
Foster Youth	0.4%

## 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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	21			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	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	2	2	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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	79.44%	20.56%
All Schools in District	91.75%	8.25%
High-Poverty Schools in District	91.75%	8.25%
Low-Poverty Schools in District	.00%	.00%

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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal/Littell 2002	Currently in the process of adopting.	0%
Mathematics	College Preparatory Mathematics (CPM) 2014	yes	0%
Science	Holt Reinhart 2007		0%
History-Social Science	Printice Hall 2006		0%
Foreign Language	na		0%
Health	na		0%
Visual and Performing Arts	na		0%
Science Laboratory Equipment (grades 9-12)	na		0%

## School Facility Conditions and Planned Improvements

Although Bryant Middle School is an older facility, the campus is in good condition. There are enough classrooms to accommodate all of our students, as well as our after school program. The campus is clean and safe. Any hazards are attended to immediately by custodial and maintenance staff. Over the summer of 2014, many of the roofs were repaired and recovered. New lighting fixtures have been installed in the library and computer lab. We have also recently made improvements to our gymnasium.

### School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: August 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	-	✓
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	-	✓	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	✓	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

### Overall Facility Rate

Month and year in which data were collected: August 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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], Science California Standards Tests) 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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	14%	16%	18%	24%	44%	48%
Mathematics (grades 3-8 and 11)	11%	13%	10%	15%	34%	36%

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.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	164	98.80%	17.07%
Male	81	79	97.53%	15.19%
Female	85	85	100.00%	18.82%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	125	123	98.40%	13.01%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00%	36.67%
Two or More Races				
Socioeconomically Disadvantaged	150	149	99.33%	14.09%
English Learners	34	33	97.06%	
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services	--	--	--	--
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 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.



## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	163	98.79%	15.43%
Male	78	76	97.44%	10.67%
Female	87	87	100.00%	19.54%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	133	131	98.50%	13.85%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00%	21.74%
Two or More Races				
Socioeconomically Disadvantaged	145	143	98.62%	10.56%
English Learners	26	25	96.15%	
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 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.

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	152	98.06%	16.67%
Male	82	79	96.34%	7.69%
Female	73	73	100.00%	26.39%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	121	118	97.52%	16.38%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00%	18.18%
Two or More Races				
Socioeconomically Disadvantaged	140	138	98.57%	16.06%
English Learners	23	21	91.30%	
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 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.

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	166	165	99.40%	8.54%
Male	81	80	98.77%	7.59%
Female	85	85	100.00%	9.41%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	125	124	99.20%	4.88%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00%	23.33%
Two or More Races				
Socioeconomically Disadvantaged	150	150	100.00%	6.04%
English Learners	34	33	97.06%	
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 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.

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	163	98.79%	17.90%
Male	78	76	97.44%	21.33%
Female	87	87	100.00%	14.94%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	133	131	98.50%	16.15%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00%	30.43%
Two or More Races				
Socioeconomically Disadvantaged	145	143	98.62%	14.08%
English Learners	26	25	96.15%	
Students with Disabilities	17	17	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 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.

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	151	97.42%	13.33%
Male	82	78	95.12%	7.69%
Female	73	73	100.00%	19.44%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	121	117	96.69%	13.79%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00%	13.64%
Two or More Races				
Socioeconomically Disadvantaged	140	138	98.57%	13.87%
English Learners	23	21	91.30%	
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
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 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	Percentage of Students Scoring at Proficient or Advanced								
	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)	39%	16%	26%	32%	29%	32%	60%	56%	54%

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	155	149	96.13%	26.17%
Male	82	77	93.90%	22.08%
Female	73	72	98.63%	30.56%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	121	116	95.87%	24.14%
Native Hawaiian or Pacific Islander	–	–	–	–
White	22	21	95.45%	38.10%
Two or More Races				
Socioeconomically Disadvantaged	140	136	97.14%	25.74%
English Learners	23	20	86.96%	
Students with Disabilities	14	14	100.00%	7.14%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

## STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

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

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
7	16.10%	26.50%	29.70%

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 school site.

### Opportunities for Parental Involvement - (School Year 2016–17)

Parents are encouraged to visit the school and classrooms through opportunities such as Back to School Night, Open House, School Site Meetings, ELAC Meetings, extra-curricular events and volunteer opportunities. Parents have access to student grades and progress through our ABI Parent Portal. Parents can also communicate with teachers through email and by phone. We have an easily accessible and readily updated website with links to parent resources and the Parent Portal. We also use Facebook to communicate with Parents.

We encourage all parents to become involved with our school and ask that anyone who might be interested in volunteering to please contact us. We fully understand that the best program for our students will be a result of collaboration between staff and parents. Parents are encouraged to share their thoughts and ideas with staff so we can better serve the students of this school.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	21.33	12.68	19.38	11.52	10.51	11.62	4.36	3.80	3.65
Expulsions	0.17	0.00		0.24	0.12	0.04	0.10	0.09	0.09

### School Safety Plan – Most Recent Year

Bryant Middle School has safety plans to address child abuse reporting procedures, disaster procedures, suspension and expulsion recommendations, sexual harassment, school wide dress code, safe ingress and egress, safe and orderly classroom environments, rules and procedures on school discipline, bullying prevention, drug-free learning environments, and violence prevention.

## 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	2010-2011	2010-2011
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

NOTE: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	13	9	2	17	18	9					
Mathematics	22	6	9	2	18	12	7					
Science	31		7	5	27	4	6	2				
Social Science	28	1	10	2	28		10	1				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### 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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$68395
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2015-16)

Categorical funds are used to primarily to supplement curriculum and instruction as outlined in our Single Plan for School Achievement. These supplements include but are not limited to bilingual paraprofessionals, Safe School Ambassadors, access to technology, student incentives, and other programs aimed to improve culture, climate, technology, and proficiency in mathematics, English language arts, and English Language Development.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41223	\$42063
Mid-Range Teacher Salary	\$62451	\$64823
Highest Teacher Salary	\$84592	\$84821
Average Principal Salary (Elementary)	\$90077	\$101849
Average Principal Salary (Middle)	\$100059	\$107678
Average Principal Salary (High)	\$103645	\$115589
Superintendent Salary	\$152982	\$169152
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Currently, all staff participates in a mandatory three days of professional development at the beginning of the school year, as well as other opportunities throughout the year. Wednesday afternoons are also reserved for staff professional development. The focus of much of our professional development this year has been the formative assessment process, hand scoring for mathematics and ELA, Positive Behavior Interventions and Supports, Digital Library and we have also conducted an Active Threat Training. Bryant staff also participates in the Instructional Rounds process, which facilitates collaboration in order to improve our overall efficacy.