

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



### 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: Jack Mayer  
Phone: (209) 392-0200  
Email: [jmayer@dpol.net](mailto:jmayer@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 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, the county, 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: Jack Mayer  
 E-mail Address: [jmayer@dpol.net](mailto:jmayer@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 – Most Recent Year

Bryant Middle School, located in the heart of the San Joaquin Valley, has a student population of 500 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 2014-15)

Grade Level	Number of Students
Grade 6	165
Grade 7	154
Grade 8	183
Total Enrollment	502

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4%
American Indian or Alaska Native	0.4%
Asian	0.6%
Filipino	0%
Hispanic or Latino	77.3%
Native Hawaiian/Pacific Islander	0%
White	17.5%
Two or More Races	0%
Socioeconomically Disadvantaged	90.4%
English Learners	23.9%
Students with Disabilities	9.4%
Foster Youth	0.8%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	23	21		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	1	2	

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 2014-15)

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	94%	6%
All Schools in District	97.95%	2.05%
High-Poverty Schools in District	97.95%	2.05%
Low-Poverty Schools in District	0%	0%

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 – Most Recent Year

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: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal/Littell 2002		0%
Mathematics	College Preparatory Mathematics (CPM) 2014		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 – Most Recent Year

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.

### School Facility Good Repair Status – Most Recent Year

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 2015

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 – Most Recent Year

Month and year in which data were collected: August 2015

	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); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	13%	18%	44%
Mathematics (grades 3-8 and 11)	11%	10%	33%

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 Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	166	160	96.4%	58%	33%	7%	1%
Male	166	74	44.6%	62%	30%	5%	0%
Female	166	86	51.8%	53%	35%	8%	1%
Black or African American	166	5	3%	--	--	--	--
American Indian or Alaska Native							
Asian	166	1	0.6%	--	--	--	--
Filipino							
Hispanic or Latino	166	127	76.5%	60%	32%	6%	1%
Native Hawaiian or Pacific Islander	166	2	1.2%	--	--	--	--
White	166	24	14.5%	46%	33%	17%	0%
Two or More Races							
Socioeconomically Disadvantaged	166	141	84.9%	62%	33%	3%	0%
English Learners	166	29	17.5%	93%	3%	0%	0%
Students with Disabilities	166	15	9%	87%	0%	0%	0%
Students Receiving Migrant Education Services	166	5	3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	155	151	97.4%	56%	25%	16%	2%
Male	155	75	48.4%	67%	21%	11%	0%
Female	155	76	49%	45%	28%	21%	4%
Black or African American	155	7	4.5%	--	--	--	--
American Indian or Alaska Native	155	1	0.6%	--	--	--	--
Asian	155	1	0.6%	--	--	--	--
Filipino	155	1	0.6%	--	--	--	--
Hispanic or Latino	155	118	76.1%	56%	26%	14%	1%
Native Hawaiian or Pacific Islander							
White	155	23	14.8%	52%	17%	22%	9%
Two or More Races							
Socioeconomically Disadvantaged	155	136	87.7%	55%	26%	15%	2%
English Learners	155	21	13.5%	95%	0%	0%	0%
Students with Disabilities	155	11	7.1%	82%	0%	0%	0%
Students Receiving Migrant Education Services	155	4	2.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	192	187	97.4%	53%	30%	13%	2%
Male	192	97	50.5%	66%	24%	7%	1%
Female	192	90	46.9%	40%	37%	19%	3%
Black or African American	192	5	2.6%	--	--	--	--
American Indian or Alaska Native	192	1	0.5%	--	--	--	--
Asian	192	1	0.5%	--	--	--	--
Filipino							
Hispanic or Latino	192	142	74%	58%	28%	10%	2%
Native Hawaiian or Pacific Islander							
White	192	38	19.8%	39%	34%	21%	3%
Two or More Races							
Socioeconomically Disadvantaged	192	170	88.5%	59%	28%	10%	2%
English Learners	192	22	11.5%	86%	9%	0%	0%
Students with Disabilities	192	19	9.9%	89%	5%	0%	0%
Students Receiving Migrant Education Services	192	6	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	166	163	98.2%	61%	31%	7%	0%
Male	166	74	44.6%	61%	31%	7%	0%
Female	166	89	53.6%	62%	30%	8%	0%
Black or African American	166	5	3%	--	--	--	--
American Indian or Alaska Native							
Asian	166	1	0.6%	--	--	--	--
Filipino							
Hispanic or Latino	166	130	78.3%	67%	26%	7%	0%
Native Hawaiian or Pacific Islander	166	2	1.2%	--	--	--	--
White	166	24	14.5%	29%	58%	13%	0%
Two or More Races							
Socioeconomically Disadvantaged	166	144	86.7%	67%	28%	4%	0%
English Learners	166	32	19.3%	97%	3%	0%	0%
Students with Disabilities	166	15	9%	93%	7%	0%	0%
Students Receiving Migrant Education Services	166	5	3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	155	150	96.8%	51%	29%	14%	3%
Male	155	75	48.4%	56%	32%	8%	3%
Female	155	75	48.4%	47%	27%	20%	4%
Black or African American	155	7	4.5%	--	--	--	--
American Indian or Alaska Native	155	1	0.6%	--	--	--	--
Asian	155	1	0.6%	--	--	--	--
Filipino	155	1	0.6%	--	--	--	--
Hispanic or Latino	155	117	75.5%	53%	29%	13%	3%
Native Hawaiian or Pacific Islander							
White	155	23	14.8%	39%	30%	22%	4%
Two or More Races							
Socioeconomically Disadvantaged	155	135	87.1%	51%	30%	14%	3%
English Learners	155	21	13.5%	100%	0%	0%	0%
Students with Disabilities	155	11	7.1%	82%	18%	0%	0%
Students Receiving Migrant Education Services	155	4	2.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	192	188	97.9%	64%	26%	7%	2%
Male	192	96	50%	71%	20%	7%	1%
Female	192	92	47.9%	58%	33%	8%	2%
Black or African American	192	5	2.6%	--	--	--	--
American Indian or Alaska Native	192	1	0.5%	--	--	--	--
Asian	192	1	0.5%	--	--	--	--
Filipino							
Hispanic or Latino	192	143	74.5%	71%	22%	6%	1%
Native Hawaiian or Pacific Islander							
White	192	38	19.8%	42%	37%	13%	5%
Two or More Races							
Socioeconomically Disadvantaged	192	171	89.1%	69%	25%	4%	1%
English Learners	192	23	12%	100%	0%	0%	0%
Students with Disabilities	192	19	9.9%	95%	0%	0%	0%
Students Receiving Migrant Education Services	192	6	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	34%	39%	16%	39%	32%	29%	59%	60%	56%

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.

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29%	Native Hawaiian or Pacific Islander	
All Students at the School	16%	White	27%
Male	17%	Two or More Races	
Female	16%	Socioeconomically Disadvantaged	13%
Black or African American	–	English Learners	0%
American Indian or Alaska Native	–	Students with Disabilities	5%
Asian	–	Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	12%		

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	18.4%	24.5%	28.6%
9			

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 - Most Recent Year

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	21	21.33	12.68	12.76	11.52	10.51	5.07	4.36	3.8
Expulsions	0	0.17	0	0.21	0.24	0.12	0.13	0.1	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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

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

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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	12	14	2	21	13	9	2	17	18	9	
Mathematics	24	4	7	5	22	6	9	2	18	12	7	
Science	29	1	9	3	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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	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 2013-14)

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		\$64,910
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
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 2014-15)

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,237	\$40,379
Mid-Range Teacher Salary	\$59,443	\$62,323
Highest Teacher Salary	\$78,173	\$81,127
Average Principal Salary (Elementary)	\$90,077	\$99,192
Average Principal Salary (Middle)	\$95,294	\$91,287
Average Principal Salary (High)	\$98,709	\$112,088
Superintendent Salary	\$148,526	\$159,821
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	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 - Most Recent Three Years

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 Common Core standards and ELD standards. Bryant staff also participates in the Instructional Rounds process, which facilitates collaboration in order to improve our overall efficacy.