Bryant School of Arts and Innovation
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School 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@riversideunified.org
School Website	bryant.riversideunified.org
County-District-School (CDS) Code	33-67215-6032544

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Located in downtown Riverside, Bryant School of Arts and Innovation 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 school. 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 School of Arts and Innovation 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 (E3) students - including our afterschool HEARTS program, the Expanded Learning Opportunity Program, and E3 program/clubs.

The mission statement of Bryant School of Arts and Innovation is to provide each and every student a clear, focused, and high-quality academic experience that meets the rigor of grade level standards as set forth by the Riverside Unified School District and the State of California. Together, faculty, students, parents, and the community will forge a partnership to support Bryant School of Arts and Innovation as it strives for excellence for all our students.

2023-24 School Description and Mission Statement

The Bryant School of Arts and Innovation community commits to collaboratively create an equitable and inclusive school culture that builds driven and innovative learners who are well-rounded individuals, socially well adjusted, culturally literate, and good stewards of the core virtues.

Bryant School of Arts and Innovation has aligned its goals with those of the Riverside Unified School District.
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 for Student Achievement (SPSA) 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 cycle of inquiry (analyze, plan, act, reflect).

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	34
Grade 2	45
Grade 3	60
Grade 4	46
Grade 5	52
Grade 6	41
Total Enrollment	334

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	1.2%
Black or African American	5.4%
Filipino	0.3%
Hispanic or Latino	72.2%
Two or More Races	3.3%
White	15.9%
English Learners	13.5%
Foster Youth	0.9%
Homeless	5.1%
Socioeconomically Disadvantaged	71.3%
Students with Disabilities	9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	98.71	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	0.20	1.29	151.80	8.83	18854.30	6.86
Total Teaching Positions	19.40	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	100.00	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	0.00	0.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	14.70	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education, Inc.: CA Core Knowledge, TK-6)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term 5 and 15 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 15 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.

Year and month of the most recent FIT report	10/4/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	39	46	44	47	46
Mathematics (grades 3-8 and 11)	39	35	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	193	97.97	2.03	39.38
Female	93	90	96.77	3.23	41.11
Male	104	103	99.04	0.96	37.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	133	131	98.50	1.50	34.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	57.58
English Learners	17	16	94.12	5.88	18.75
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	29.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	31.58

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	194	98.48	1.52	35.05
Female	93	91	97.85	2.15	36.26
Male	104	103	99.04	0.96	33.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	133	132	99.25	0.75	34.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	42.42
English Learners	17	17	100.00	0.00	23.53
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	145	99.32	0.68	26.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	26.32

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.08	20.00	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	50	96.15	3.85	20.00
Female	22	20	90.91	9.09	20.00
Male	30	30	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	34	34	100.00	0.00	20.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00	0.00	17.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	98.00%	98.00%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Bryant School of Arts and Innovation 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 at the 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.
Other available parent involvement opportunities include:
*School Site Council
*English Learner Advisory Committee (ELAC)
*District English Learner Advisory Committee (DELAC). Parent can attend district-level meetings
*Back-to-School Night and Open House
*Parent Volunteers in the classroom
*Volunteers for special events
*Parent Teacher Organization (PTO)
*African American Parent Advisory Council (AAPAC). Parents can attend district-level meetings.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	369	103	27.9
Female	189	179	45	25.1
Male	195	190	58	30.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	5	5	1	20.0
Black or African American	28	24	7	29.2
Filipino	1	1	0	0.0
Hispanic or Latino	272	263	78	29.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	60	59	17	28.8
English Learners	54	50	20	40.0
Foster Youth	5	4	1	25.0
Homeless	39	31	14	45.2
Socioeconomically Disadvantaged	286	272	87	32.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	44	13	29.5

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.39	1.30	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.3	0
Female	1.06	0
Male	1.54	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.57	0
Filipino	0	0
Hispanic or Latino	1.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.22	0

2023-24 School Safety Plan

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 has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	5		
1	12	4	1	
2	8	5		
3	12	2		
4	10	2		
5	18	2	1	
6	19	1	1	
Other	17	3	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	22	1	1	
2	23		2	
3	24		1	
4	25		2	
5	19	1	1	
6	29		1	1
Other	19	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	0
1	17	2	0	0
2	23	0	2	0
3	30	0	2	0
4	23	0	2	0
5	26	0	2	0
6	21	1	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,840.74	2,382.39	6,458.35	95,483.20
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	-6.9	-1.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A		11.2

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

As a professional learning community, the Bryant School of Arts and Innovation staff are committed to improving their skills as educators to ensure that each and every student's academic needs are met.

2023-2024: All staff members at Bryant School of Arts and Innovation participated in ongoing 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, CA-CCSS alignment, Academic English Language support, Writing Instruction, Reading Interventions, Math Instruction, and Equity in Education. 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, and in-class mentoring.

Teachers at each grade-level will receive ongoing training during team and staff meetings with a focus on effective implementation of Core Knowledge and math instruction. Teachers work closely together throughout the year with their grade-level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.
The district also offers various workshops throughout the year to meet the needs of non-teaching staff members, including use of the various computer programs, cleaning techniques, school safety, and student attendance.
*All new teachers have been trained by an RUSD Staff Developer to work with struggling readers (K-3 Institute/OG-Gateway and Advanced Phonics training for 4-6).
*Additional professional development has been scheduled throughout the year during staff and grade-level team meetings - focusing on CA-CCSS alignment within instruction across all content areas, foundational reading skills, meeting needs of EL students, writing, team building, and building leadership capacity.
*Teachers receive ongoing support/follow-up coaching from our site administrator with Core Knowledge experience.
*Teachers recieve ongoing support/follow-up coaching from our MTSS liasions in the areas of ELA and math.
*All new teachers have been trained by curriculum developers and/or site staff for implementation of Core Knowledge Language Arts to provide best first instruction using core materials.
*Two teachers receive support from a Professional Growth Systems (PGS) mentor.
*Each grade level receives 3-day (full school days) planning days which consist of Professional Development and instructional planning. Teams of teachers schedule one day per trimester.

For the 2023-2024 school year, the site-based leadership team maintains a focus on providing classroom teachers with ongoing support and professional development with supporting the social-emotional needs of our students; providing coaching with the process of analyzing data for the purpose of offering targeted, student centered intervention support; as well as ensuring teachers are providing all students (especially those in our most marginalized student groups) an inclusive learning environment where individual student achievement is maximized.

2022-2023: All staff members at Bryant School of Arts and Innovation participated in ongoing 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, CA-CCSS alignment, Academic English Language support, Writing Instruction, Reading Interventions, Math Instruction, and Equity in Education. 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, and in-class mentoring.

Teachers at each grade-level will receive ongoing training during team meetings with a focus on effective implementation of Core Knowledge at the school site with our Core Knowledge Teacher on Special Assignment (TOSA). 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.

Professional Development

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 an RUSD Staff Developer to work with struggling readers (K-3 Institute/OG-Gateway and Advanced Phonics training for 4-6).
*Additional professional development has been scheduled throughout the year during staff and grade-level team meetings - focusing on CA-CCSS alignment within instruction across all content areas, foundational reading skills, meeting needs of EL students, writing, team building, and building leadership capacity.
*Teachers received ongoing support/follow-up coaching from our site administrator with Core Knowledge experience.
*All new teachers have been trained by curriculum developers and/or site staff for implementation of Core Knowledge Language Arts to provide best first instruction using core materials.
*Five teachers receive support from a Professional Growth Systems (PGS) mentor.

For the 2022-2023 school year, the site-based MTSS team maintains a focus on providing classroom teachers with ongoing support and professional development with supporting the social-emotional needs of our students; providing coaching with the process of analyzing data for the purpose of offering targeted, student centered intervention support; as well as ensuring teachers are providing all students (especially those in our most marginalized student groups) an inclusive learning environment where individual student achievement is maximized.

2021-2022: All staff members at Bryant School of Arts and Innovation participated in ongoing 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 are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school.

Areas of focus include: Core Knowledge implementation, Academic English Language support, Writing Instruction, Reading Interventions, Math Instruction, and Equity in Education. 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, and in-class mentoring.

Teachers at each grade-level will receive ongoing training during team meetings with a focus on effective implementation of Core Knowledge at the school site with our Core Knowledge TOSA. 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 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 throughout 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 ongoing support/follow-up coaching from our site administrator with Core Knowledge experience.
*Three 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.

For the 2021-2022 school year, the site-based MTSS team focused on providing classroom teachers with ongoing support and professional development with supporting the social-emotional needs of our students; providing coaching with the process of analyzing data for the purpose of offering targeted, student centered intervention support; as well as ensuring teachers are providing all students (especially those in our most marginalized student groups) an inclusive learning environment where individual student achievement is maximized.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	7