

# Bryn Mawr Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Bryn Mawr Elementary School
<b>Street</b>	11680 Whittier Avenue
<b>City, State, Zip</b>	Loma Linda, CA 92354
<b>Phone Number</b>	(909) 478-5650
<b>Principal</b>	Rick Aleksak
<b>E-mail Address</b>	<a href="mailto:richard_aleksak@redlands.k12.ca.us">richard_aleksak@redlands.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.brynmawr.redlandsusd.net/">http://www.brynmawr.redlandsusd.net/</a>
<b>CDS Code</b>	36-67843-6111132

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

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

Bryn Mawr Elementary School, built in the city of Loma Linda in 1993, serves a diverse student population in grades K-5 with an average class size of 25 students in grades K-3 and 35 students in grades 4-5. It is one of two public schools in Loma Linda and is the largest elementary school in the Redlands Unified School District with a student population of approximately 700 students. Loma Linda Medical Center acts as an international magnet for employees, medical students, and patients. The city of Loma Linda lays claim to this renowned institution, as well as being one of the Top Ten places to live and thrive in the United States. Our school is comprised of a richly diverse student population originating from each U.S. region and almost thirty countries. 12% of the students speak English as a second language. Even though the school is located in an upper middle-class residential area, over half of the student population are designated socially-economically disadvantaged and qualify for the free and reduced breakfast and lunch program.

The staff is comprised of 27 certificated general education classroom teachers, 1 enrichment teacher, 2 special education teachers, and 1 Speech teacher. The hard working, dedicated staff recognizes the seriousness of educating young people to be life-long learners and competitive in a global economy. Support staff coupled with the teaching staff (custodians, food service workers, secretaries, instructional assistants, teachers, etc.) partner with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is paramount. All staff members recognize and model appropriate, dignity-building interactions with students. The students' academic and emotional development is the primary focus of our school as evidenced by our effective strategies, programs, and interventions. Students receive character education through participation in the PeaceBuilder philosophies and "teaching moments." One needs only to walk the halls of Bryn Mawr to see and experience the accepting, loving, and supportive culture and climate of the school with its well behaved students.

Bryn Mawr's quality in education is validated by the following accolades:

- Bryn Mawr was selected to receive the Theresa P. Hughes Family-School Partnership Award (one of 9 schools selected state-wide with 1,500 schools submitting applications) in 2001.
- In 2001, Bryn Mawr was honored to receive Golden Bell Award in the area of Parent Involvement and received special recognition in the area of Building Developmental Assets.
- In 2002, Bryn Mawr was selected as a California Distinguished School
- In 2003, Bryn Mawr was selected as a California Title I Achieving School.
- In 2003, Bryn Mawr was nominated as A California Blue Ribbon Nominee
- In 2004, Bryn Mawr was selected as a California Title I Achieving School
- In 2006, Bryn Mawr was named as a California Distinguished School-Honorable Mention Award
- In 2007, Bryn Mawr received the Title 1 Achieving School Award

We believe:

- Every child has a right to a quality education and can succeed;
- Every child has a right to a safe and nurturing educational environment;
- Every child has a right to a variety of learning opportunities challenging him/her to take the next step intellectually;
- Every child has a right to be educated in an environment of mutual respect and human dignity;
- Parental involvement is crucial for student success at all grade levels;
- High expectations are essential for student achievement;
- Learning is a life-long experience.

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	100
Grade 2	104
Grade 3	101
Grade 4	114
Grade 5	114
<b>Total Enrollment</b>	<b>658</b>

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

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.2
Asian	18.4
Filipino	10
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.2
White	19.3
Two or More Races	8.4
Socioeconomically Disadvantaged	58.2
English Learners	13.2
Students with Disabilities	11.6
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	27	29	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### 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	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. All students including English Learners are issued a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Each year new consumable materials are also supplied to all students. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Supplemental computer software programs that support the learning of state standards include Accelerated Reader (motivates reading), iStation (supporting ELL and at-risk learners), Education City (instructional software in language arts, math, and science), Rosetta Stone (ELL), QuarterMile (math facts) and Accelerated Math (managed math program that supplements core math program). PEP and Houghton Mifflin Early Literacy materials are used in our Reading Intervention Program. 95% Group reading Intervention also supports students in grades K-5.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Bryn Mawr is one of the newer facilities in the Redlands Unified School District having been built in 1993. The school is made up of 34 classrooms. As well as having the standard features of a traditional elementary school, it also has a few unique items such as:

- Laptop carts in each Transitional Kindergarten through 5th grade classroom
- Ceiling mounted LCD projectors
- Digital document cameras
- Mimio interactive "Smart Board" style technology
- A computer network to all classrooms providing Internet access to all classrooms
- Four to five computers for student use in each classroom all Internet accessible
- An outdoor amphitheater
- A shared facility use with the City of Loma Linda regarding Leonard Bailey Park featuring two baseball fields and two tennis courts
- A schoolwide paging and address system
- A close circuit TV broadcasting system
- A networked PC computer lab available to all students accessible.

Students and staff work hard to keep the campus clean and safe. A litter-free environment is emphasized. Custodians clean the campus daily.

#### Maintenance and Repairs

When maintenance and repairs are needed, the site custodians are notified. If the repair cannot be made by the site custodian, a work order is processed putting District maintenance staff in motion to make the necessary repairs. The District work order process ensures effective service and that emergency repairs are given the highest priority. School site custodians clean classrooms daily and the school district provides a grounds crew once a week to maintain landscaping and lawns.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	65	53	59	44	48
Mathematics	41	50	40	44	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	104	100.0	67.0
	4	119	119	100.0	68.9
	5	116	113	97.4	59.3
Male	3	42	42	100.0	69.0
	4	52	52	100.0	61.5
	5	60	58	96.7	58.6
Female	3	62	62	100.0	65.6
	4	67	67	100.0	74.6
	5	56	55	98.2	60.0
Black or African American	3	12	12	100.0	50.0
	4	18	18	100.0	44.4
Asian	3	18	18	100.0	72.2
	4	18	18	100.0	94.4
	5	28	28	100.0	75.0
Filipino	3	14	14	100.0	71.4
	4	16	16	100.0	81.3
	5	15	15	100.0	93.3
Hispanic or Latino	3	37	37	100.0	62.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	38	38	100.0	60.5
	5	40	38	95.0	47.4
White	3	11	11	100.0	70.0
	4	21	21	100.0	71.4
	5	20	20	100.0	45.0
Two or More Races	3	12	12	100.0	83.3
Socioeconomically Disadvantaged	3	58	58	100.0	56.1
	4	72	72	100.0	55.6
	5	64	63	98.4	44.4
English Learners	3	12	12	100.0	8.3
	4	17	17	100.0	47.1
	5	12	11	91.7	27.3
Students with Disabilities	3	13	13	100.0	38.5
	4	19	19	100.0	5.3
	5	14	14	100.0	7.1

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	104	103	99.0	67.0
	4	119	119	100.0	41.9
	5	116	113	97.4	41.6
Male	3	42	42	100.0	66.7
	4	52	52	100.0	38.0
	5	60	58	96.7	46.5
Female	3	62	61	98.4	67.2
	4	67	67	100.0	44.8
	5	56	55	98.2	36.4
Black or African American	3	12	12	100.0	41.7
	4	18	18	100.0	22.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	18	18	100.0	77.8
	4	18	18	100.0	66.7
	5	28	28	100.0	50.0
Filipino	3	14	14	100.0	85.7
	4	16	16	100.0	75.0
	5	15	15	100.0	66.7
Hispanic or Latino	3	37	37	100.0	51.4
	4	38	38	100.0	21.6
	5	40	38	95.0	26.3
White	3	11	10	90.9	80.0
	4	21	21	100.0	38.1
	5	20	20	100.0	35.0
Two or More Races	3	12	12	100.0	91.7
Socioeconomically Disadvantaged	3	58	57	98.3	59.6
	4	72	72	100.0	26.8
	5	64	63	98.4	23.8
English Learners	3	12	12	100.0	25.0
	4	17	17	100.0	17.6
	5	12	11	91.7	18.2
Students with Disabilities	3	13	13	100.0	23.1
	4	19	19	100.0	10.5
	5	14	14	100.0	7.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	81	77	57	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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



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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	116	112	96.6	57.1
Male	60	57	95.0	63.2
Female	56	55	98.2	50.9
Asian	28	28	100.0	57.1
Filipino	15	15	100.0	93.3
Hispanic or Latino	40	37	92.5	40.5
White	20	20	100.0	65.0
Socioeconomically Disadvantaged	64	62	96.9	41.9
English Learners	12	11	91.7	36.4
Students with Disabilities	14	14	100.0	21.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23	30.1	23

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Bryn Mawr School is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the school program with their participation as members of the Parent Teacher Association, School Site Council, classroom helpers, and Family events and activities.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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
<b>Suspensions</b>	0.3	1.0	0.9	4.8	3.7	4.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Bryn Mawr School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Bryn Mawr's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The services of a School Probation Deputy are available to address student attendance concerns and other problematic student behavior. Additionally, a close working relationship has been forged with the San Bernardino County Sheriff's Department. To ensure student safety before school, campus monitors, teachers, and the principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. During the school day all campus access points to school grounds are locked with the exception of the front entrance, which is near the administration office. Signs are posted to advise all visitors that they must report to the administration office and may not be on school grounds unless they have a visitor's pass. After school, teachers supervise students by having a presence outside their doors. Duty assignments are given to two teachers, campus monitors, and the Principal to supervise the bus loading area and pickup areas until all students have left the campus. Thanks to the passage of a recent bond measure, Bryn Mawr has additional perimeter security fencing and surveillance cameras which enhances the safety of our staff and students during the school day.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2010-2011
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	56.3

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12	9			12	10			11	12		
1	23		4		26		4		23		4	
2	23		5		24		4		27		4	
3	23		5		22	1	5		25		4	
4	34			3	33		1	2	32		2	1
5	32		1	3	33			4	35			3
Other									27		2	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,247.90	\$1,218.60	\$5,029.30	\$82,968.42
District	N/A	N/A	\$5,029.30	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	3.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-11.4	9.4

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

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

The Redlands Unified School District spends \$5,029.30 per student annually to educate its students. The amount includes administrative, certificated, and classified personnel salaries, employee benefits, transportation, teaching aides, books, supplies, and equipment. The California budget crisis has dramatically reduced our site based funding. Following is a breakdown of the 2015-16 allocations for our school: School Improvement Program (SIP) \$30K Limited English Proficient \$76K Title I \$119K Title III \$8K GATE \$0

### Summary of Strengths Learning Environment

Staff and parents set high standards and expectations for student achievement and behavior. Students and staff are proud of their school. Schoolwide recognition of student achievement and citizenship is provided so that each student has the opportunity to be recognized for exemplary citizenship and achievement. Monthly awards assemblies, Shakey's Student of the Month program, attendance incentives, reading dog tags, field trips, family events, and positive reinforcement within classrooms all assist staff in recognizing students for good work or citizenship. All of this contributes to an outstanding learning environment where students want to attend.

### **Heath and Wellness**

Bryn Mawr School stresses both a healthy mind and a healthy body. Instruction in this area integrates many curricular areas. In addition to the district's curriculum goals, children apply knowledge that will enhance their quality of life by offering strategies for a healthy lifestyle with the such things as PE health curriculum, themed assemblies, healthy cafeteria food and a daily running club.

### **Literacy Instruction**

Primary and Intermediate teachers have been trained in literacy strategies to help students become proficient readers and writers. Staff development in "Direct Interactive Instruction", "Thinking Maps", and "Write from the Beginning" have empowered teachers to be more effective. It has been exciting to see the progress of students due to the intervention and hard work of teachers.

### **Class Size Reduction**

Due to reduced state funding for public education, there has been a steady rise in class sizes. Class sizes for Kindergarten are 25 students on average (100 minutes with 12-13 students/100 minutes with an average of 25 students). In grades 1-3 class sizes are also 25:1 on average, while grades 4-5 pupil:teacher ratios continue to be 35:1.

### **Student Organization**

The Academic Organizer has made a tremendous difference in the ability of students to organize themselves to be successful. School wide implementation of the organization tenants of the Academic Organizer has made this a very successful tool for improving student performance. Students in grades 3-5 also receive a printed agenda which has resource information, school rules, a calendar, and a character education curriculum.

### **Challenges and Critical Needs Teacher Training**

There is a tremendous need to provide training for teachers and, in particular, new teachers in the areas of effective teaching and learning using research based strategies (differentiated and direct interactive teaching), teaching to mastery, professional collaboration and the use of outcome data to guide instruction. The latest challenges are new standards (Common Core State and National Standards), new accountability systems, and unpredictable budgeting formulas.

### **Technology**

The staff at Bryn Mawr participates in technology training each year, ranging from PowerPoint, digital camera, Mimio, data analysis software, assessment software, and Internet resources. We believe that technology should enhance and facilitate student learning but can only be met if the teacher is well trained in its use.

### **Three Year Student Objectives**

- Each Bryn Mawr will meet growth targets in reading, language, and mathematics based on the CA Assessment of Student Performance and Progress (CAASPP) summative assessment.
- Most, if not all, students will be fluent readers at grade level by the exit of 1st grade.
- Through the use of the Academic Organizer, all students will exit Bryn Mawr School with the organization skills necessary to be successful at middle and high schools.
- Accelerated Reader Program strategies will be reviewed and realigned with the programs guidelines to better meet the needs of all students.
- Thinking Maps and "Write from the Beginning" will be implemented as school wide strategies.
- Bryn Mawr students will regularly apply wellness strategies to create a healthier lifestyle that will enhance their overall quality of life.
- At-risk students will receive interventions through a remedial program taught by staff and hourly support staff. Student progress will be monitored.

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

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$43,473	\$45,092
<b>Mid-Range Teacher Salary</b>	\$76,873	\$71,627
<b>Highest Teacher Salary</b>	\$96,912	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$118,476	\$115,631
<b>Average Principal Salary (Middle)</b>	\$127,244	\$120,915
<b>Average Principal Salary (High)</b>	\$138,146	\$132,029
<b>Superintendent Salary</b>	\$184,914	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	40%	37%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

**Professional Development (Most Recent Three Years)**

The Bryn Mawr staff is committed to continual improvement. The School-Based Coordinated Program, Title I, and Limited English Proficient budgets provide funds which enable teachers to attend workshops and conferences and receive training from trainers and coaches. Releasing teachers with substitute teachers, as well as using collaborative days and after school meetings are used to enable teachers to maintain our school wide writing program called "Write from the Beginning". Also, our school wide use of Thinking Maps strategies, which complement the writing program, is in full implementation at each grade level. Seven staff members have been trained as trainers and serve as coaches and models for all teachers. Up to eight collaboration days (minimum days) are set aside throughout the year for Professional Learning Community activities.