

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Bryant Middle

Address: 16695 North Bryant Rd. Dos Palos, CA 93620-9405

Principal: Laura Andrews

Phone: (209) 392-0240

Email: landrews@dpol.net

Web Site: www.dpol.net

CDS Code: 24753176025423

Dos Palos Oro Loma Joint Unified

Superintendent: Justin Miller

Phone: (209) 392-0200

Email: jmiller@dpol.net

Web Site: www.dpol.net



I DATA AND ACCESS

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

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified
 Phone Number: (209) 392-0200
 Superintendent: Justin Miller
 E-mail Address: jmiller@dpol.net
 Web Site: 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: Laura Andrews
 E-mail Address: landrews@dpol.net
 Web Site: www.dpol.net
 County-District-School
 (CDS) Code: 24753176025423

School Description and Mission Statement (School Year 2018-19)

Nurture, Encourage, Challenge

The vision of BMS staff is to provide an educational environment where all staff nurture, encourage, and challenge our students to fulfill their potential academically, socially, and physically. Our motto is "PRIDE," which encompasses the core values we wish to instill in our students-- Perseverance, Respect, Integrity, Dedication and Excellence. Students are always encouraged to show their Bobcat PRIDE.

We are a 6-8 middle school serving over 550 students. Our population reflects the diversity of Merced County. BMS offers a broad course of study for our students. All of our courses are aligned to Common Core Standards and ELD standards. Science classes are aligned to the NGSS standards. We have new textbook adoptions for English, Math and Social Studies and plan to adopt for Science in the Spring of 2019. BMS offers many elective courses for students, including art, music, agriculture, nutrition, AVID and introductory business courses. BMS also offers an intensive reading intervention program that utilizes READ 180 curriculum. BMS is currently in its third year of PBIS implementation, which has helped the site to reduce suspension rates. We offer an after school program, as well as many different extra-curricular activities such as athletics and clubs.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	201
Grade 7	178
Grade 8	174
Total Enrollment	553

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.9%
American Indian or Alaska Native	2.2%
Asian	0.2%
Filipino	0.4%
Hispanic or Latino	78.5%
Native Hawaiian/Pacific Islander	
White	15%
Two or More Races	0.5%
Socioeconomically Disadvantaged	87.3%
English Learners	18.1%
Students with Disabilities	9.8%
Foster Youth	0.2%

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential		21	24	
Without Full Credential		4	1	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	AMPLIFY	YES	0%
Mathematics	College Preparatory Mathematics (CPM) 2014	YES	0%
Science	Holt Reinhart 2007	NO	0%
History-Social Science	Pearson	YES	0%
Foreign Language	na		0%
Health	na		0%
Visual and Performing Arts	na		0%
Science Laboratory Equipment (grades 9-12)	na		0%

School Facility Conditions and Planned Improvements

Although Bryant Middle School is an older facility, the campus is in good condition. There are enough classrooms to accommodate all of our students, as well as our after school program. The campus is clean and safe. Any hazards are attended to immediately by custodial and maintenance staff. Over the summer of 2014, many of the roofs were repaired and recovered. New lighting fixtures have been installed in the library, computer lab and gymnasium. The gym floor was renovated in 2018 to an all-wood floor. Over the summer of 2018, most of the blacktop was resurfaced.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: August 2018

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

Overall Facility Rate

Month and year in which data were collected: August 2018

	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	18%	18%	25%	24%	48%	50%
Mathematics (grades 3-8 and 11)	11%	10%	14%	12%	37%	38%

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	557	552	99.10%	18.48%
Male	280	277	98.93%	13.36%
Female	277	275	99.28%	23.64%
Black or African American	15	15	100.00%	13.33%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	432	98.86%	15.51%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.00%	32.56%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	485	480	98.97%	16.25%
English Learners	222	218	98.20%	8.26%
Students with Disabilities	58	58	100.00%	1.72%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	553	99.10%	10.13%
Male	281	279	99.29%	9.68%
Female	277	274	98.92%	10.58%
Black or African American	15	15	100.00%	6.67%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	438	433	98.86%	6.70%
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	86	100.00%	24.42%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	486	481	98.97%	7.69%
English Learners	222	219	98.65%	3.20%
Students with Disabilities	58	58	100.00%	1.72%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7	23.30%	21.00%	27.80%
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 - (School Year 2018-19)

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	19.38	13.35	9.21	11.62	9.22	8.03	3.65	3.65	3.51
Expulsions	0.00	0.18	0.17	0.04	0.48	0.35	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

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. Please contact the site administrator for a copy of the Comprehensive School Safety Plan. The Comprehensive School Safety Plan was last reviewed at a school site meeting on December 13, 2018.

D. OTHER SARC INFORMATION

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
6	22	9	18	4
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
6	24	8	22	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
6	23	14	21	3
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	16	19	7	4
Mathematics	20	10	11	
Science	26	3	7	2
Social Science	28	2	5	4

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	18	17	7	2
Mathematics	19	9	11	1
Science	27	2	9	1
Social Science	30	1	5	5

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	18	16	11	1
Mathematics	22	6	12	
Science	27	2	8	3
Social Science	29	1	6	5

* 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 2017-18)

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

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6263.00	\$5715.71	\$547.28	\$65005.00
District	N/A	N/A		\$70733
Percent Difference – School Site and District	N/A	N/A		-8.10%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	-95.26%	-8.95%

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

Types of Services Funded (Fiscal Year 2017-18)

Categorical funds are used primarily to supplement curriculum and instruction as outlined in our Single Plan for Student Achievement. These supplements include but are not limited to bilingual paraprofessionals, PBIS programs, access to technology, student incentives, and other programs aimed to improve culture, climate, technology, parent involvement and proficiency in mathematics, English language arts, and English Language Development. The SPSA is aligned with the District LCAP and was approved at a public meeting on October 4, 2018 and approved by the board on October 18, 2018.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44158	\$45681
Mid-Range Teacher Salary	\$66898	\$70601
Highest Teacher Salary	\$96615	\$89337
Average Principal Salary (Elementary)	\$99185	\$110053
Average Principal Salary (Middle)	\$102868	\$115224
Average Principal Salary (High)	\$106552	\$124876
Superintendent Salary	\$164817	\$182466
Percent of Budget for Teacher Salaries	28%	33%
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

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 five days of professional development provided by the district. This year's focus on professional development is Kagan engagement strategies. Wednesday afternoons are also reserved for staff professional development. This year our work has been around creating a new vision and mission statement and improving our PBIS program. Teachers are also provided with opportunities to attend professional development offered through our county office and various other entities.