

# Bryant Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Bryant Middle School
<b>Street</b>	16695 North Bryant Rd.
<b>City, State, Zip</b>	Dos Palos, CA 93620-9405
<b>Phone Number</b>	(209) 392-0240
<b>Principal</b>	dreyes@dpol.net
<b>Email Address</b>	Dreyes@dpol.net
<b>School Website</b>	www.dpol.net
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	24-75317-6025423

## 2024-25 District Contact Information

<b>District Name</b>	Dos Palos Oro Loma Joint Unified School District
<b>Phone Number</b>	(209) 392-0200
<b>Superintendent</b>	Dr. Andrew Schwab
<b>Email Address</b>	aschwab@dpol.net
<b>District Website</b>	www.dpol.net

## 2024-25 School Description and Mission Statement

BMS's Mission Statement is; To develop students' individual academic success and well being in a collaborative environment that promotes empathy, academic challenges, and exploration.

As a 6-8 middle school we serve approximately 480 students. Our population reflects the diversity of Merced County; 87% of our students are socioeconomically disadvantaged and 22% are English Learners. BMS offers a variety of opportunities for student engagement through coursework, student clubs, and athletics. All of our courses are aligned to Common Core and ELD Standards. Through extension opportunities students with additional challenges receive in-depth assistance in both Math

## 2024-25 School Description and Mission Statement

and ELA, our 6th grade population of students with opportunity have team teachers in math and science, and we work diligently to provide as many inclusive opportunities as possible for students.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	154
Grade 7	166
Grade 8	165
Total Enrollment	485

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	1.4
Hispanic or Latino	83.9
White	13.2
English Learners	23.9
Foster Youth	0.6
Homeless	2.3
Migrant	4.1
Socioeconomically Disadvantaged	86.6
Students with Disabilities	12.6

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	83.06	100.20	86.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.80	3.62	6.80	5.93	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	6.05	4.30	3.77	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.79	1.20	1.09	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.20	5.36	2.70	2.39	18854.30	6.86
<b>Total Teaching Positions</b>	23.40	100.00	115.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.30	72.71	100.40	87.56	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	7.93	3.00	2.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	12.73	6.90	6.06	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.90	0.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.60	6.58	3.30	2.90	15831.90	5.67
<b>Total Teaching Positions</b>	25.20	100.00	114.70	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.70	67.76	89.00	77.05	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.70	7.02	5.50	4.81	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.60	18.90	12.50	10.88	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.60	2.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.50	6.29	5.70	4.96	14303.80	5.15
<b>Total Teaching Positions</b>	24.60	100.00	115.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1.9
<b>Misassignments</b>	1.40	3.20	2.6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.40	3.20	4.6

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.40	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.40	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	17	9.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to textbooks and instructional materials. We adopted Mirrors and Windows for the 2023-24 school year as the new ELA curriculum.

**Year and month in which the data were collected** September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Mirrors and Windows by Carnegie Learning 2023	Yes	0%
<b>Mathematics</b>	College Preparatory Mathematics (CPM) 2014	Yes	0%
<b>Science</b>	StemScopes California 2020-2021	Yes	0%
<b>History-Social Science</b>	Pearson My World Interactive	Yes	0%
<b>Foreign Language</b>	NA		
<b>Health</b>	NA		
<b>Visual and Performing Arts</b>	NA		

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

## 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.

**Year and month of the most recent FIT report** August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	17	26	24	46	47
<b>Mathematics</b> (grades 3-8 and 11)	11	9	14	13	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	498	490	98.39	1.61	16.94
<b>Female</b>	244	240	98.36	1.64	22.50
<b>Male</b>	254	250	98.43	1.57	11.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	414	409	98.79	1.21	17.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--



<b>White</b>	66	64	96.97	3.03	15.63
<b>English Learners</b>	122	118	96.72	3.28	3.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	0.00
<b>Military</b>	41	41	100.00	0.00	14.63
<b>Socioeconomically Disadvantaged</b>	434	430	99.08	0.92	15.81
<b>Students Receiving Migrant Education Services</b>	17	17	100.00	0.00	5.88
<b>Students with Disabilities</b>	61	59	96.72	3.28	0.00

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	498	490	98.39	1.61	8.78
<b>Female</b>	244	240	98.36	1.64	9.17
<b>Male</b>	254	250	98.43	1.57	8.40
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	414	410	99.03	0.97	8.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	66	63	95.45	4.55	11.11
<b>English Learners</b>	122	119	97.54	2.46	1.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	0.00
<b>Military</b>	41	41	100.00	0.00	4.88

<b>Socioeconomically Disadvantaged</b>	434	430	99.08	0.92	7.67
<b>Students Receiving Migrant Education Services</b>	17	17	100.00	0.00	5.88
<b>Students with Disabilities</b>	61	59	96.72	3.28	0.00

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	8.38	8.05	12.93	14.75	30.29	30.73

## 2023-24 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
<b>All Students</b>	176	174	98.86	1.14	8.05
<b>Female</b>	90	88	97.78	2.22	6.82
<b>Male</b>	86	86	100.00	0.00	9.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	145	144	99.31	0.69	7.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	14.29
<b>English Learners</b>	35	34	97.14	2.86	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	20	20	100.00	0.00	15.00
<b>Socioeconomically Disadvantaged</b>	152	150	98.68	1.32	6.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	19	19	100.00	0.00	0.00

## 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.

#### 2023-24 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 requires only participation results 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 7	96.20%	98.70%	98.10%	96.20%	98.70%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents are encouraged to visit the school and classrooms through opportunities such as Back to School Night, Open House, School Site Council/ELAC Meetings, coffee with the Principal meetings, extra-curricular events, and volunteer opportunities. Parents have access to student grades and progress through our Aeries Parent Portal. Parents can also communicate with teachers through email, phone calls, and in-person meetings. We have an easily accessible and readily updated website with links to parent resources and the Parent Portal. We also use social media to communicate with Parents. We encourage all parents to become involved with our school and ask that anyone who might be interested in volunteering, please contact us. We fully understand that the best program for our students will be a result of a collaboration between staff and parents. Parents are encouraged to share their thoughts and ideas with our staff so we can better serve the students of our school.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	518	132	25.5
Female	254	250	65	26.0
Male	273	268	67	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	433	108	24.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	69	66	15	22.7
English Learners	130	128	31	24.2
Foster Youth	--	--	--	--
Homeless	18	17	4	23.5
Socioeconomically Disadvantaged	463	457	121	26.5
Students Receiving Migrant Education Services	24	24	6	25.0
Students with Disabilities	72	70	28	40.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.22	8.44	6.26	4.19	5.56	4.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.88	0.92	0.57	0.41	0.49	0.29	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.26	0.57
Female	3.94	0.00
Male	8.42	1.10
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	45.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.49	0.46
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	1.45
English Learners	4.62	0.77
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	6.48	0.65
Students Receiving Migrant Education Services	4.17	4.17
Students with Disabilities	6.94	2.78

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Bryant Middle School has a Comprehensive School Safety Plan that is reviewed and updated annually. The plan is reviewed with staff and other stakeholders each school year. Our Bryant Middle School Site Council (SSC) reviews and approves our Safe School Plan on an annual basis. Emergency drills are conducted to prepare students and staff in the event of an

## 2024-25 School Safety Plan

emergency. We strive to create and maintain a safe, clean, respectful, and orderly school campus that encourages positive attitudes in students and staff. Bryant Middle School's comprehensive safety plan is reviewed and updated by March 1 of every year, by the Bryant Middle School staff and SSC. The plan with any changes is then approved by the Dos Palos Oro-Loma Joint Unified School District Board of Trustees annually. The plan can be found at the school website. Key aspects of emergency situations are posted in all rooms where students may be present and discussed at length with all staff every August.

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	7	2
Mathematics	24	2	12	
Science	23	4	10	1
Social Science	24	3	11	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	13	16	3
Mathematics	25	6	12	2
Science	20	6	9	2
Social Science	22	5	10	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	15	
Mathematics	21	6	13	
Science	22	6	8	1
Social Science	23	5	8	1

## 2023-24 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
<b>Pupils to Academic Counselor</b>	242.5

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	11872	3991	7881	77404
<b>District</b>	N/A	N/A	9,668.61	\$89,207
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.4	-14.2
<b>State</b>	N/A	N/A	\$10,771	\$87,655
<b>Percent Difference - School Site and State</b>	N/A	N/A	-31.0	-12.4

## Fiscal Year 2023-24 Types of Services Funded

Supplemental funds are used to fund SEL opportunities, student engagement initiatives such as electives, seminar, and non-instructional time. In addition, expenditures include but are not limited to bilingual paraprofessionals, MTSS/PBIS programs,



## Fiscal Year 2023-24 Types of Services Funded

access to technology, student incentives, and other programs aimed to parent involvement and proficiency in mathematics, English language arts, and English Language Development. Our SPSA is aligned with the District LCAP.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$57,200	\$54,930
<b>Mid-Range Teacher Salary</b>	\$86,944	\$85,386
<b>Highest Teacher Salary</b>	\$117,940	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$137,842	\$136,564
<b>Average Principal Salary (Middle)</b>	\$136,084	\$141,339
<b>Average Principal Salary (High)</b>	\$140,890	\$153,241
<b>Superintendent Salary</b>	\$188,551	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	24%	29%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Typically, all teaching staff participates in the mandatory days of professional development provided by the site in coordination with the district's department of educational services. In addition to the required days, additional optional Professional Development is offered the week prior to school starting, the two weeks during winter break, and the week following school ending. Professional development is geared towards curriculum, social emotional learning, student engagement, and data analysis. Wednesday afternoons are also reserved for staff professional development and staff collaboration.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	4	4