

Barbara Spratling Middle 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)

School Contact Information	
School Name	Barbara Spratling Middle School
Street	5277 Washington Rd.
City, State, Zip	Hughson, Ca, 95326
Phone Number	209-664-3833
Principal	John Stuart
E-mail Address	jstuart@keyes.k12.ca.us
Web Site	http://keyes.k12.ca.us/schools/spratling-middle-school-2/
CDS Code	50711346119002

District Contact Information	
District Name	Keyes Union Elementary School District
Phone Number	(209) 669-2921
Superintendent	Cynthia Schaefer
E-mail Address	cschaefer@keyes.k12.ca.us
Web Site	http://www.keyes.k12.ca.us/

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

The school is located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,000 and has a diverse cultural and ethnic base including Hispanic, Hmong, Assyrian, White and Portuguese. Keyes Union School District is made up of Keyes Elementary School, Spratling Middle School, and Keyes to Learning Charter School. In addition, the district also runs a State Preschool and Head Start that service eighty students combined.

The Keyes Union School District is committed to quality education for all students. In partnership with the home and community, we promote student success through academic excellence and a positive, safe learning environment. Each student will demonstrate self confidence, community pride, and the skills to become a responsible citizen. The district motto is "Keyes to Student Success: Family, Responsibility, Pride."

Spratling Middle School services approximately 245 students in grades 6-8. Our mission is to provide a quality education for all students based on high academic, moral and ethical standards that will prepare them to be lifelong learners and responsible, productive citizens. As a staff, we will work collaboratively with parents, students and the community to maintain a positive and safe environment that contributes to the total development of each Spratling Middle School student. Spratling Middle School's motto is "Making Success Happen!"

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

Grade Level	Number of Students
Grade 6	81
Grade 7	89
Grade 8	70
Total Enrollment	240

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	0
White	17.1
Two or More Races	0.4
Socioeconomically Disadvantaged	87.5
English Learners	33.8
Students with Disabilities	15.8
Foster Youth	0

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	10	12	12	59
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	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	97.9	2.1
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	96.3	3.7

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: August 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The adopted Reading/Language Arts Textbook and Instructional Materials are Holt "Literature and Language Arts." There are sufficient textbooks and materials for all students in grades 6-8. District Adopted in 2012-2013.	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	The adopted Mathematics Textbook and Instructional Materials are Go Math. There are sufficient textbooks and materials for all students in grades 6-8. District adopted in 2015-16	Yes	0.0%
Science	The adopted Science Textbook and Instructional Materials are Holt, Rinehart & Winston, "California Science: Earth, Life and Physical." There are sufficient textbooks and materials for all students in grades 6-8. District adopted in 2006-2007.	Yes	0.0%
History-Social Science	The adopted History-Social Science Textbook and Instructional Materials are Pearson Prentice Hall "PH Social Studies." There are sufficient textbooks and materials for all students in grades 6-8. District adopted in 2007-2008.	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school site takes great effort to ensure that all schools are clean, safe and functional. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. This system is accessed easily through our district website. All areas assessed for safety and functionality for the 2016-2017 school Year were found to meet standards and in exemplary repair for the school year.

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: 9/7/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/7/16				
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	32	37	41	40	44	48
Mathematics	11	20	27	29	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	6	86	80	93.0	46.3
	7	87	86	98.8	32.9
	8	72	70	97.2	32.9
Male	6	47	42	89.4	35.7
	7	45	45	100.0	27.3
	8	41	40	97.6	27.5
Female	6	39	38	97.4	57.9
	7	42	41	97.6	39.0
	8	31	30	96.8	40.0
Hispanic or Latino	6	70	66	94.3	43.9
	7	65	64	98.5	31.3
	8	55	53	96.4	34.0
White	6	15	13	86.7	53.9
	7	13	13	100.0	33.3
	8	12	12	100.0	33.3
Socioeconomically Disadvantaged	6	49	45	91.8	42.2
	7	46	45	97.8	31.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	33	32	97.0	34.4
English Learners	6	25	24	96.0	25.0
	7	31	31	100.0	13.3
	8	15	14	93.3	
Students with Disabilities	6	13	13	100.0	
	7	12	12	100.0	8.3
	8	11	10	90.9	10.0

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	6	86	81	94.2	30.9
	7	87	87	100.0	18.4
	8	87	87	100.0	18.4
Male	6	47	43	91.5	30.2
	7	45	45	100.0	24.4
	8	45	45	100.0	24.4
Female	6	39	38	97.4	31.6
	7	42	42	100.0	11.9
	8	42	42	100.0	11.9
Hispanic or Latino	6	70	67	95.7	28.4
	7	65	65	100.0	20.0
	8	65	65	100.0	20.0
White	6	15	13	86.7	38.5
	7	13	13	100.0	7.7
	8	13	13	100.0	7.7
Socioeconomically Disadvantaged	6	49	45	91.8	24.4
	7	46	46	100.0	17.4
	8	46	46	100.0	17.4
English Learners	6	25	25	100.0	8.0
	7	31	31	100.0	9.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	31	31	100.0	9.7
Students with Disabilities	6	13	13	100.0	
	7	12	12	100.0	8.3
	8	12	12	100.0	8.3

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
Science (grades 5, 8, and 10)	58	49	38	58	63	47	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	72	68	94.4	38.2
Male	41	41	100.0	41.5
Female	31	27	87.1	33.3
Hispanic or Latino	55	52	94.6	34.6
White	12	11	91.7	45.5
Socioeconomically Disadvantaged	33	31	93.9	25.8
English Learners	15	14	93.3	7.1
Students with Disabilities	11	9	81.8	33.3

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
7	22.1	19.8	11.6

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)

Parents are encouraged to become involved at Spratling Middle School. There is an active Parent-Teacher Club that promotes parent involvement through fundraising, event planning, and monthly meetings. The Parent-Teacher club (PTC) consists of parents from our school and Keyes Elementary.

Spratling Middle School holds several community activities for parents and families throughout the year. These include informational programs and activities for students and parents, such as attending awards assemblies and 8th Grade Graduation meetings. Other family/community events include: Back to School Night, Open House, parent conferences, Keyes Community Clean Up Saturdays, Keyes Community Night, athletic events and various additional special events throughout the year.

Parents are urged to join the English Learner Advisory Committee (ELAC) and the District level committee (DELAC) as well.

Periodically, the principal holds a "Coffee with the Principal" meeting; In English and once in Spanish. Topics are generated by the parents and the community, with a purpose of offering parents a time to come in to get information or provide feedback. These meetings provide training and information that support parents in their role as advocates for their students. Some common topics include testing preparation, Common Core, Meet and Greet the school staff, academic support at home, etc. The Coffee Meetings are well attended and enjoyed by all.

Each year Spratling Middle School hosts a community Turkey dinner, Linguica dinner and a pancake breakfast. Parents and students are urged to participate by selling tickets or helping with serving the meals. We also have after school sports activities, Breakfast of Champions and Movie nights.

Parents and families are kept informed of activities and events through monthly newsletters, an all-call phone message, posting on website and Facebook.

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
Suspensions	11.9	9.2	8.9	3.5	3.5	5.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Spratling Middle School has a Safety Plan that is reviewed each year and updated accordingly. At the beginning of the school year, during the first staff professional development opportunity, all staff are given a copy of the Safety Plan. The Safety Plan is discussed and reviewed at this meeting. Staff are asked to review the plan in greater detail during the course of the year. Changes, updates and suggestions are contributed by all. The site safety committee meets during the year and monitors the plan and its implementation. Suggestions are provided by the site committee to the district management team/committee. Once a month, the district management team reviews safety plans and makes needed revisions and recommendations.

The safety plan consists of three parts. The first part provides detailed information and procedures for evacuations, lock downs, and other emergency situations that may arise in the course of the school day. There is a complete listing of all emergency agency numbers along with a detailed site map, evacuation routes, and assignment of school personnel duties. The second part of the Safety Plan contains the behavior expectations, school discipline policy, dress code, and district Board Policies regarding sexual harassment, child abuse reporting, drugs, alcohol, and tobacco. The third part of the Safety Plan consists of the data and statistical analysis of the Healthy Kids Survey; law enforcement data of the community; and data from the Center for Human Services, our contracted counseling support agency.

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
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	3	4	4	17	14	4		17	14	4	
Mathematics	22	6	3	1	17	4			17	4		
Science	32		2	2	18	5	2		18	5	2	
Social Science	32		2	2	18	5	2		18	5	2	

Note: 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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	239.0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist	0.0	N/A
Other	0.0	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	\$8991	\$2484	\$6507	\$77982
District	N/A	N/A	\$7991	\$76554
Percent Difference: School Site and District	N/A	N/A	-18.6	1.9
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	14.6	27.9

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

Types of Services Funded (Fiscal Year 2015-16)

Categorical funds are used in the following areas: instructional programs (books, supplies, equipment for both regular and special education programs, services to non-English and limited English speaking students), Instructional Support (school administration, curriculum, assessment services, and health and psychologist services), and general support (district administration, school maintenance, and pupil transportation). In addition to the core curriculum, the school provides supplemental and core ancillary instructional materials for reading and math designed to provide intervention, remediation, and enhancement. Some of these programs include: Accelerated Reader, Read Naturally, and Auto Skills (Academy of Reading). The school also provides a Life Skills program to help students make good life choices. Spratling Middle School has an after school program funded through the state ASES grant. Spratling Middle School has an after school program, funded through the state ASES grant. Approximately 40 students are served in this program. An extended day reading/math intervention program has been implemented after school and runs in addition to the After School Program to provide additional support for students at risk. Spratling Middle School has also developed and implemented funding through our districts LCAP plan..

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,501	\$41,085
Mid-Range Teacher Salary	\$68,102	\$59,415
Highest Teacher Salary	\$88,274	\$75,998
Average Principal Salary (Elementary)	\$104,508	\$100,438
Average Principal Salary (Middle)	\$104,508	\$101,868
Superintendent Salary	\$140,271	\$116,069
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	9%	7%

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)

Certificated and classified staff members are provided opportunities for professional development throughout the year. Certificated employees receive professional development once or twice a month during staff Professional Development Wednesday meetings. Teachers incorporate this professional development into their weekly Professional Learning Community team meetings where they develop Action Plans to address issues revolving around curriculum or instruction improvement. They work in Professional Learning Communities for at least an hour per week average. This Professional Learning Community work includes data analysis, assessment development, rubric scoring, lesson design, technology integration, writing lesson design, and Common Core planning. Additionally, Professional Development is offered for full days during the school year and/or prior to the beginning of the school year. Classified employees receive on-the-job professional development from the certificated staff with whom they work. Spratling Middle School also works with the Stanislaus County Office of Education who provide professional development in meeting the needs of our staff in improving instruction that meets the needs of our diverse student population. SCOE meets with Spratling Middle School about 6 days per year. Classified employees are invited to attend additional Professional Development opportunities throughout the year. Decisions for staff development topics are made by staff members through the site leadership team.