

# **M. H. Stanley Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	M. H. Stanley Middle School
<b>Street</b>	3455 School St
<b>City, State, Zip</b>	Lafayette, CA 94549-4573
<b>Phone Number</b>	925.927.3530
<b>Principal</b>	Betsy Balmat
<b>Email Address</b>	bbalmat@lafsd.org
<b>Website</b>	<a href="http://sms-lafsd-ca.schoolloop.com/">http://sms-lafsd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	07617136003768

Entity	Contact Information
District Name	Lafayette Elementary School
Phone Number	(925) 927-3500
Superintendent	Richard Whitmore
Email Address	rwhitmore@lafsd.org
Website	www.lafsd.org

### School Description and Mission Statement (School Year 2019-20)

Stanley Middle School is proud to provide a rigorous and comprehensive academic program along with robust enrichment opportunities for all students. We pride ourselves on offering a differentiated program which challenges students to think deeply and solve problems while also offering structures to those who need support. Our staff and faculty are lifelong learners who are continually engaged in their own improvement and believe in supporting the intellectual, social and emotional growth of kids. We are pleased to offer programs like , Character Counts, lunchtime clubs, award-winning music, sports and afterschool programs to ensure the chance for all students to become engaged with their school community and thrive. We have strong partnerships with our parent organization, the Stanley PTA, and our fundraising organization, Lafayette Partners in Education (LPIE), both providing immeasurable support for programs and staff across our campus. Stanley actively pursues our vision of preparing students to be creative, responsible, productive citizens in an ever-changing global society. Moving forward, we continue to utilize our curricular initiatives work, such as thinking strategies and the New York Writing Project, along with teacher support to deepen our work of implementing the Common Core.

**OUR MISSION:** The mission of Stanley Middle School is to provide a quality education for all students based on critical thinking and high academic standards.

Students and staff members will work collaboratively to maintain a nurturing environment that will contribute to the intellectual, creative, social, emotional, ethical and physical development of each member of our school community.

**ESSENTIAL OUTCOMES:** Students and staff members will be given the opportunity, encouragement, and assistance necessary to reach their individual potential and achieve mastery of school-wide standards. Students and staff will realize social, emotional, and ethical growth and cultural sensitivity.

Students, staff, and community members will be given the opportunity and encouragement to be active and involved in extra-curricular, leadership and socially responsible activities.

Students, staff, and community will utilize a variety of methods and information to evaluate the effectiveness of school-wide programs, practices and activities, and make the necessary adjustments to realize our shared vision.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	414
Grade 7	430
Grade 8	383
Total Enrollment	1,227

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	8.7
Filipino	0.8
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.1
White	68.2
Two or More Races	8.3
Socioeconomically Disadvantaged	3.7
English Learners	1.2
Students with Disabilities	10.8
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	69	74	72	196
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Heinemann - Units of Study for Reading and Writing Adopted 2011	Yes	0
<b>Mathematics</b>	Grade 6 Houghton Mifflin - Math in Focus - Course 1 Grade 7 Houghton Mifflin - Math in Focus - Course 2 Grade 8 Houghton Mifflin - Math in Focus - Course 3 McDougal Littell - Algebra 1 Red Version; Houghton Mifflin - Geometry All Adopted 2014	Yes	0
<b>Science</b>	Delta Education/Full Option Science System (FOSS) Next Generation Adopted 2019	Yes	0
<b>History-Social Science</b>	Grade 6 Holt - World History - Ancient Civilizations Grade 7 Teachers' Curriculum Institute - History Alive! The Medieval World and Beyond Grade 8 McDougal Littell - Creating America - A History of the United States All Adopted 2019	Yes	0
<b>Foreign Language</b>	McDougal Littell - Spanish - En Espanol Holt, Rinehart - French - Allez, viens!; German- Komm mit! 2010	Yes	0
<b>Health</b>	Glencoe, McGraw-Hill - Teen Health Course 3	Yes	0

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

Stanley Middle School is in good shape. 12 new classrooms were added and completed during the 2018-2019 school year.

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

Using the **most recently collected** 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

**Year and month of the most recent FIT report:** 11/21/19

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	85	83	85	84	50	50
<b>Mathematics (grades 3-8 and 11)</b>	81	81	82	83	38	39

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1208	1199	99.25	0.75	83.39
Male	594	588	98.99	1.01	78.02
Female	614	611	99.51	0.49	88.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	110	110	100.00	0.00	87.27
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	75.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	823	815	99.03	0.97	84.17
Two or More Races	105	105	100.00	0.00	83.65
Socioeconomically Disadvantaged	61	61	100.00	0.00	60.66
English Learners	35	34	97.14	2.86	64.71
Students with Disabilities	125	121	96.80	3.20	40.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1207	1197	99.17	0.83	80.62
Male	594	590	99.33	0.67	79.66
Female	613	607	99.02	0.98	81.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	110	108	98.18	1.82	90.74
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	70.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	822	815	99.15	0.85	81.23
Two or More Races	105	105	100.00	0.00	80.00
Socioeconomically Disadvantaged	60	60	100.00	0.00	58.33
English Learners	35	34	97.14	2.86	70.59
Students with Disabilities	124	120	96.77	3.23	30.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

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
7	20.8	39.1	29.8

Note: 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.

## 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 2019-20)

Parents volunteer more than 35,000 hours in our school each year in the classrooms, library, before and after school, and at lunchtime in the halls and fields. Parents serve on school committees overseeing activities such as Wildcat Day, weekly and monthly publications, Parent Advisory, PTA, and many annual events: student assemblies, Red Ribbon Week, PTA Reflections, international cultural events, and various other extracurricular activities offered at the 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	1.0	1.8	1.2	0.5	0.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2019-20)

The Stanley Middle School SEMS (Standardized Emergency Management System) Emergency Preparedness Plan identifies the district's emergency planning, organizational, and response policies and procedures, integrating and coordinating these with other governmental levels when required. The 2018-2019 Plan addresses how Stanley Middle School will respond to extraordinary events or disasters, from preparation through recovery, and how the plan fits the overall Standard Emergency Management System in California.



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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	4	31		24	3	31		24	4	30	
Mathematics	23	12	24		23	13	21		22	18	18	1
Science	26		32		26	6	27		27	1	31	
Social Science	23	6	30		24	6	27		24	3	30	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	471.9

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,258	\$3,597	\$8,661	\$78,419
District	N/A	N/A	\$8,661	\$76,963
Percent Difference - School Site and District	N/A	N/A	0.0	1.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	14.3	1.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

The District's general fund includes monies for:

- General operations – services, materials, and support to general education
- Special education – programs offering appropriate, individualized education to students with special needs
- Maintenance and operations; grounds
- District administration

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,013	\$49,378
Mid-Range Teacher Salary	\$72,495	\$77,190
Highest Teacher Salary	\$91,752	\$96,607
Average Principal Salary (Elementary)	\$123,909	\$122,074
Average Principal Salary (Middle)	\$153,826	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$221,346	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

School Instruction and Leadership:

District curriculum work is based on a comprehensive Three-Year Plan that was presented to the Governing Board in September of 2019. The plan includes implementation of key initiatives within the Strategic Plan and District Goals. The Three-Year Plan sets forth goals and priorities which serve to focus and guide the District in its instructional planning and align with the LCAP.

Instruction at all grade levels is currently based on adopted content standards. Research-based instructional strategies, including critical thinking, the workshop model, Teachers College Reading and Writing Project and differentiated instruction are all used in all classrooms with a clear focus on meeting the academic needs of each student. Teachers meet regularly in grade level teams or in departments to plan and engage in professional dialogue around student learning and to monitor student progress.

The District's Curriculum Council meets monthly to discuss and review all areas of the curriculum. They are also a guiding force in determining systemic, relevant professional development for the District. Curriculum Council grade level leaders organize and facilitate District-wide grade level opportunities for articulation and planning. Administrators and teachers at all grade levels participate in professional development days, after school workshops and Professional Learning Communities to deepen and expand strategy instruction. Site administrators at all schools are committed to providing focused, aligned instructional leadership. Principals meet together monthly to discuss and plan for the implementation of instructional strategies based on data analysis. Professional Learning Communities and department meetings engage in professional dialogue around student data and content areas to plan and share strategies and promote deeper understanding of content. We have recently adopted materials aligned to Next Generation Science Standards with a focus on instructional practices providing understanding through rich tasks, discourse, and thinking.

#### Professional Development:

The Lafayette School District values professional development as fundamental to the success of the District. Professional development increases educators' knowledge and enhances their professional skills, deepens their understanding and appreciation for the varied needs of students and enhances their capacity to facilitate the learning success of all students. A Professional Development Three-Year Plan has been developed to provide the structure and means through which educators continuously enhance their professional competency. Creating and sustaining a teacher effectiveness system that enhances student achievement hinges on a well-developed professional development strategy focused on District Goals. The plan includes implementation of key initiatives within the Strategic Plan and District Goals.

Our plan recognizes that high quality professional development that improves the learning of all students is:

- driven by the results of a regular and systematic analysis of a variety of data and information on student learning
- focused on the effective implementation of research-based educational practices
- responsive to the unique learning needs and styles of each individual educator
- best accomplished through the development of collaborative learning communities whose goals are aligned with the priorities of the district.

Focus areas for professional development are based on assessment data, District initiatives and content standards and are focused on improving student achievement and deepening and strengthening teacher practice. Professional development also occurs at all sites in a variety of ways. Professional Learning Communities, book groups, peer coaching, demonstration lessons, after-school workshops, weekly K-5 designated meeting times and 6-8 grade level/department level meetings all provide opportunities for collaboration and professional development. Three District-wide professional development days are scheduled throughout the year providing the opportunity for collaboration and expanding and deepening district curriculum work.