

Helen Stacey 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	
School Name	Helen Stacey Middle School
Street	6311 Larchwood Drive
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 894-7212
Principal	Dr. Rick Nichols
Email Address	rnichols@wsdk8.us
School Website	stacey.wsdk8.us
Grade Span	6-8
County-District-School (CDS) Code	30667466030712

2024-25 District Contact Information	
District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	CherylSosa@wsdk8.us
District Website	wsdk8.us

2024-25 School Description and Mission Statement
Our Mission: At Stacey Middle School we ensure all students learn at high levels.
Our Vision: We guarantee high level learning and college/career readiness for all students through collaboration, innovation, and commitment.
Our Climate and Expectations:

2024-25 School Description and Mission Statement

Stacey provides all students with:

- A focus on learning
- A safe and productive environment
- Opportunities for responsibility, leadership, creativity, and collaboration
- Recognition for achievement and successes

We believe in the power of working together with our students, parents, community, and staff for continuous improvement of our student achievement and success

Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Stacey Middle School, located in the vibrant city of Huntington Beach, California. Nestled in a picturesque neighborhood, Stacey Middle School caters to approximately 940 students from grades 6 through 8. Stacey Middle School operates on a traditional schedule

The school's dedication to cultivating a culture of learning and achievement is reflected in its impressive track record and the numerous accolades it has received over the years.

One of the standout features of Stacey Middle School is its innovative Dual Language Program, which offers students the opportunity to learn Spanish alongside their core curriculum. This program not only enriches their linguistic abilities but also promotes cultural understanding and prepares them for an increasingly interconnected world. The school prides itself on its highly skilled and dedicated faculty, who go above and beyond to ensure each student's success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	148
Grade 7	360
Grade 8	356
Total Enrollment	864

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	53.9
Non-Binary	0.1
Asian	29.3
Black or African American	0.7
Filipino	1.4
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.6
White	21.3
English Learners	16.3
Foster Youth	0.5
Homeless	6.1
Socioeconomically Disadvantaged	62.3
Students with Disabilities	11.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.40	69.62	361.60	88.06	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.30	19.43	17.00	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	4.10	10.95	32.00	7.79	18854.30	6.86
Total Teaching Positions	37.90	100.00	410.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.70	68.40	378.10	89.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.50	15.67	14.40	3.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.98	0.80	0.20	11953.10	4.28
Unknown/Incomplete/NA	5.80	13.93	30.10	7.11	15831.90	5.67
Total Teaching Positions	41.90	100.00	423.40	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	68.37	378.60	87.29	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	3.00	4.10	0.95	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.60	18.69	14.60	3.38	11746.90	4.23
Unknown/Incomplete/NA	4.00	9.92	36.30	8.38	14303.80	5.15
Total Teaching Positions	41.00	100.00	433.70	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
Permits and Waivers	0.00	0.00	0
Misassignments	7.30	6.50	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.30	6.50	1.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.80	7.6
Total Out-of-Field Teachers	0.00	0.80	7.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.40	16.1	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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

Westminster School District held a hearing on October 12, 2023 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 12, 2023.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync / 2017 McGraw-Hill StudySync with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011	Yes	0
Mathematics	Big Ideas Learning (Big Ideas Math) / 2016	Yes	0
Science	Pearson Elevate Science / 2020	Yes	0
History-Social Science	National Geographic / 2018	Yes	0
Foreign Language	Auntentico (Spanish) / 2018	Yes	0
Visual and Performing Arts	Pearson/Scott Foresman (Art) / 2009	Yes	0

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

School Facility Conditions and Planned Improvements

Stacey Middle School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. Due to the COVID pandemic, high touch areas are cleaned frequently and new cleaning and sanitizing measures have been put in place for the entire school.

Maintenance & Repair

District 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 that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Year and month of the most recent FIT report

7/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Administration: Fire Alarm needs upgrade, constant false alarms. In trouble at inspection time. No AC in office.
Interior: Interior Surfaces		X		: Classrooms H5-H8: Some stained ceiling tiles due to roof leaks Girls & Boys PE: Peeling paint in lock room and hallways
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Administration: Fire Alarm needs upgrade, constant false alarms. In trouble at inspection time. No AC in office.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Classrooms D1-D4: Look to Increase sidewalk due to potential trip hazard Playground: Possible tripping hazard at playground curb needs to be painted yellow

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
English Language Arts/Literacy (grades 3-8 and 11)	60	62	53	53	46	47
Mathematics (grades 3-8 and 11)	52	50	44	45	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
All Students	869	853	98.16	1.84	62.49
Female	397	392	98.74	1.26	66.84
Male	470	459	97.66	2.34	58.82
American Indian or Alaska Native	0	0	0	0	0
Asian	257	253	98.44	1.56	79.05
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	364	358	98.35	1.65	48.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	79.55
White	182	177	97.25	2.75	62.15
English Learners	127	118	92.91	7.09	12.71
Foster Youth	--	--	--	--	--
Homeless	62	57	91.94	8.06	49.12
Military	26	26	100.00	0.00	65.38
Socioeconomically Disadvantaged	545	533	97.80	2.20	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	91	93.81	6.19	15.38

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	869	860	98.96	1.04	50.35
Female	397	395	99.50	0.50	48.35
Male	470	463	98.51	1.49	52.27
American Indian or Alaska Native	0	0	0	0	0
Asian	257	256	99.61	0.39	70.31
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	364	359	98.63	1.37	35.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	45	100.00	0.00	55.56
White	182	179	98.35	1.65	50.84
English Learners	127	125	98.43	1.57	12.00
Foster Youth	--	--	--	--	--
Homeless	62	60	96.77	3.23	40.00
Military	26	26	100.00	0.00	61.54
Socioeconomically Disadvantaged	545	538	98.72	1.28	40.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	92	94.85	5.15	11.96

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48.22	40.56	37.69	35.46	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
All Students	360	357	99.17	0.83	40.62
Female	170	170	100.00	0.00	34.71
Male	188	185	98.40	1.60	46.49
American Indian or Alaska Native	0	0	0	0	0
Asian	112	112	100.00	0.00	59.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	134	98.53	1.47	23.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	82	81	98.78	1.22	37.04
English Learners	47	47	100.00	0.00	2.13
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	15.79
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	216	99.08	0.92	32.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	7.89

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%	98%	98%	98%	98%

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

Stacey Middle School encourages all parents to become involved in the school. Parent conferences, Open House, and Back-to-School Nights are designed to welcome parents, solicit input, and answer questions. The school also has an active Parent Teacher Student Association (PTSA). Parents are encouraged to make an appointment with their child’s teacher or principal at any time. The school’s website provides information and calendar updates for all parents and community members. All parents receive a weekly email update about school events and often receive automated messages as well.

- Our School Site Council actively involves parents in monitoring, implementing, and evaluating the school plan.
- All parents are invited to participate in fall and spring parent conferences.
- All parents are invited to Back-to-School Night and Open House (Student Showcases) events.
- Community liaison workers contact parents of English Learners to conduct conferences about their student’s progress in their home language.
- Special education parents are invited to their student’s IEPs and additional conferences regarding their student’s progress.
- PTSA meets monthly.
- School Messenger communication system and/or Jupiter Grades is used to inform parents about school activities or volunteer opportunities
- Parent Education opportunities are available.
- Student planners are used as a form of communication and organization for students
- English Learner Advisory Council
- Jupiter grades: parents have daily access to grades and assignments and are able to communicate with their child’s teachers.

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. When parents are involved in the child’s learning at school and at home, schools work better and students learn more. By working together, exchanging information, sharing decision-making, and collaborating in a child’s learning, everyone can contribute to the educational process. Research shows the strongest indicator of student success in school and in life is the

2024-25 Opportunities for Parental Involvement

involvement of the parents.

- The school will work with parents to develop a written parental involvement policy that is understandable and shared with the school community. The policy will be updated as necessary to meet the changing needs of the parents and school.
- Parents are encouraged to attend an annual meeting to learn about the LCAP plan. They are given numerous opportunities to take the LCAP survey and are encouraged to do so yearly.
- Parents are involved in the planning, review, and improvement of Stacey Middle School's program, the parent involvement policy, and the Single Plan for Student Achievement. Parent comments will be forwarded to the Westminster School District if they do not find the Single Plan for Student Achievement to be satisfactory.
- Stacey Middle School provides parents with timely information about the school program on Stacey Middle School's website, notes on report cards, calendars, and minutes from the site based meetings.
- Stacey Middle School provides parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet. This information may be explained by teachers in a conference.
- If requested by parents, Stacey Middle School will provide appropriate parent participation opportunities for regular meetings to formulate suggestions in decisions relating to the education of their children and respond to any suggestions as soon as possible.
- The Home School Compact shall be developed jointly with parents outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- Stacey Middle School will provide assistance to parents, as appropriate, in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children at school and at home.
- Stacey Middle School will provide materials and training, such as literacy training and using technology, to help parents to work with their child to improve their child's achievement.
- Stacey Middle School will educate all staff members, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Stacey Middle School, when feasible and appropriate, will coordinate and integrate parent involvement programs and activities and conduct other activities that encourage and support parents to more fully participate in the education of their children.
- Stacey Middle School will ensure that information relating to school meetings, parent programs, and associated activities will be sent to parents in a form and language that parents can understand.
- Stacey Middle School will involve parents in the planning of staff development and training for teachers, principals, and other educators to improve the effectiveness of such training.

Parent involvement is an integral part of the school program.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	906	892	120	13.5
Female	415	411	55	13.4
Male	489	479	63	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	260	258	5	1.9
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	387	379	65	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	40	3	7.5
White	189	188	40	21.3
English Learners	160	157	15	9.6
Foster Youth	--	--	--	--
Homeless	68	67	17	25.4
Socioeconomically Disadvantaged	581	568	92	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	108	26	24.1

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
8.64	7.7	2.76	3.58	3.83	2.23	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	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0.00
Female	0.72	0.00
Male	4.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.77	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.29	0.00
English Learners	3.13	0.00
Foster Youth	0.00	0.00
Homeless	2.94	0.00
Socioeconomically Disadvantaged	3.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.41	0.00

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

Stacey Middle School offers a safe and secure campus for students, staff, and visitors. The school was built in 1965 and provides up-to-date facilities and adequate space for students and staff. Stacey Middle School is comprised of a library media center, science and exploratory building, gymnasium, music room, and 45 classrooms. The school also enjoys a spacious quad

2024-25 School Safety Plan

as well as grassy fields for running, sports, and games.

Stacey Middle School’s Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school, and school property, and to establish a climate that is conducive to learning. All staff members have access to the plan and annually attend training regarding school site safety policies. Students are supervised throughout the day by classified employees and certificated teachers.

The comprehensive school safety plan was last reviewed and approved on December 19, 2024.

The school complies with all laws, rules, and regulations about hazardous materials, and state earthquake standards.

Additionally, earthquake preparedness drills, fire drills, lockdowns, and shelter-in-place drills are held regularly in the event of an emergency. The school’s Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available.

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	28	12	28	14
Mathematics	30	2	17	5
Science	33	2	17	8
Social Science	27	2	22	3

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	29	6	26	16
Mathematics	28	2	18	5
Science	31	5	15	7
Social Science	26	4	20	3

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	30	5	28	14
Mathematics	29		22	2
Science	40		9	13
Social Science	30	2	10	11

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
Pupils to Academic Counselor	864

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	\$ 18,911.54	\$ 9,359.21	\$ 9,552.33	\$ 109,292.00
District	N/A	N/A	\$ 10,604.71	\$ 110,397.00
Percent Difference - School Site and District	N/A	N/A	-11.0%	-1.0%
State	N/A	N/A	\$ 10,770.62	\$ 96,325.00
Percent Difference - School Site and State	N/A	N/A	-12.8%	11.9%

Fiscal Year 2023-24 Types of Services Funded

- Federal, ECIA / ESEA / IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

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
Beginning Teacher Salary	\$51,674	\$58,553
Mid-Range Teacher Salary	\$95,047	\$93,924
Highest Teacher Salary	\$131,194	\$119,489
Average Principal Salary (Elementary)	\$134,527	\$149,898
Average Principal Salary (Middle)	\$134,527	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$277,355	\$270,432
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. School staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences. Additionally there has been a districtwide and school focus on Professional Learning Communities professional development opportunities. The school has participated Interest Based Approach to problem solving training to solve site based issues.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3