

The School Plan for Student Achievement

School: Joe Stefani Elementary School
CDS Code: 24657710112615
District: Merced City School District
Principal: Mr. Tunying R. Her
Revision Date: June 22, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Joe Stefani Elementary School's Vision and Mission Statements

Stefani school provides an excellent equitable educational program supporting all children to reach their full potential in becoming productive members of society.

To achieve our mission, we implement site-based supports to meet the following goals:

1. One year's growth in ELA and Math for every student.
2. 95% attendance rate for students at the school.
3. 100% of teachers and administrators reporting efficacy with all essential elements of the MCSD Whole Child system of supports.
4. Parents reporting confidence and efficacy regarding their child's mental health at school, a system of supports, interventions, and academic progress.
5. Students self-report feeling safe, engaged and supported by their teachers and classmates.

School Profile

Joe Stefani School is located in north-west Merced, bordering the Merced/Atwater city boundaries. Stefani Elementary School serves students in grades three through six from the surrounding neighborhood in addition to a large portion of a new housing development north of Yosemite Avenue. Our student body is unique and diverse in its abilities and needs. The racial and ethnic composition of the student population is currently 57% Hispanic, 13% Caucasian, 20% Asian, and 5% African American. 20% of students are English language learners. Stefani School has 1:1 Student/Chromebooks for learning. The regular school day begins at 8:20 AM and ends at 2:45 PM, providing 315 minutes of instructional time. Students have in-person and virtual access to literacy support (materials/services) through the school library and classrooms. School staff strives to meet the physical, academic, and emotional needs of students. Every student at Stefani Elementary has opportunities to achieve to their fullest potential. Staff focuses on building student competence, confidence, and character. Stefani School offers a Common Core State Standards-aligned curriculum in a positive atmosphere that encompasses the 4 C's; Collaboration, Communication, Critical Thinking, and Creativity. Achievement is assessed using the CAASPP and local District Progress Assessment indicators. This year, the school utilizes local indicators to monitor student growth. In the 2020-2021 academic year, districts were permitted to use local data as allowed by a federal waiver in response to the COVID-19 pandemic. The Summative ELPAC and CAST administration remained in place during the 2020-2021 school year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2020-2021 school year, surveys were administered to staff, parents, and students. Survey foci were feedback on parental involvement, views of safety at school, staffs' perspective on core adopted curricular materials efficacy, building a student-centered learning environment, and student's perspective on the school's available supports.

The parent survey results indicated that at least 90% of the parents feel welcomed at the school site and 94% stated that they were invited to participate in the school site's ELAC and SSC. 98% of the parents surveyed, stated that they were encouraged to be involved in the child's education. Even during the pandemic, 86% of the parents surveyed indicated that they believe their children are safe in school. An overwhelming 100% of the parents believe that they are fluent with the Parent Square platform and that there is consistent communication from the school to the home.

The teaching staffs' survey indicated the following (based on a score of 1 to 5 with 1=Novice and 5=Mastery)

Staff indicated that they are comfortable (4s & 5s) in creating a physical environment that promotes a positive culture and is conducive to student learning (83%).

The virtual setting comfort level was lower (39% on the 3s and 50% on the 4s and 5s).

A majority of the staff indicated comfort levels of 3-5 in understanding the application of Conscious Discipline (74%)

Staff indicated efficacy with the Tier I delivery of instruction in both a digital and virtual setting (89%). 11% of the staff surveyed indicated efficacy at the Mastery Level.

The whole staff indicated efficacy in utilizing the data of assessments to drive the instruction in the classroom (100%).

The student surveys indicated the following:

Most of the students felt welcomed at school and in light of the COVID-19 Pandemic (95%) and safe attending school (88%).

Most of the students believed the staff cares about them (92%) and paid attention to their needs (87%).

75% of the students agreed that the academics at school was challenging.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators routinely conduct virtual and In-person formal and informal classroom visitations. The classroom visitations serve several purposes: Monitoring of standards-based adopted programs, implementation of research-supported instructional strategies, and identification/recommendation of instructional trends/needs. Professional development offerings to the staff are shaped by the data yielded from the classroom observations/evaluations and teacher surveys. Stefani Elementary school teachers participate in on-going lesson study activities which include PLC collaborations, peer observations, and feedback/support.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Using data from local District Progress Assessments for math and reading, ACADIENCE, Writing and Math Performance Tasks, the Principal, Learning Director, and teaching staff utilized the 4Rs and PDSA improvement cycles to plan ongoing tiered support and enrichment for students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Site-based formative assessments created by grade level PLC teams and the adopted programs are systematically collected and analyzed to monitor student progress. Instructions in the classroom are modified accordingly to meet the diverse needs of the students. Supplemental online support such as ST Math and MYON are provided as supplemental support for math and ELA. Tier II interventions include WonderWorks, Study Sync, and SIPPS. Teacher PLCs are guided by these essential questions:

1. What are we expecting students to learn?
2. How will we know they are learning?
3. How will we respond when they are not learning?
4. How will we respond if they already know it?

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Full Time Equivalent teachers of the Merced City School District meet or exceed the requirements of the Every Student Succeeds Act (ESSA, 2015) and are considered highly qualified. There are 22 Full Time Equivalent teachers at Stefani Elementary School.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Stefani School is sufficiently staffed with fully credentialed teachers. Professional development during the summer and throughout the school year helped staff successfully teach students through a virtual platform during the COVID-19 Pandemic. PLCs occur weekly during allocated meeting times.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development activities are aligned to Common Core State Standards. Stefani School staff participated in West Ed Lesson Studies and Conscious Discipline trainings emphasizing effective academic and equitable socio-emotional support for all students. Student performance is measured through district and site-based common formative assessments.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing PLC collaboration times allow for peer coaching and assistance for teachers. Content experts in Conscious Discipline meet virtually with staff during designated times to assist and support with socio-emotional support strategies. West Ed. professional developments support staff with effective writing strategies.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff engages weekly to review common formative assessment data and collaborate effective teaching strategies that optimizes students' academic growth.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-wide adopted curriculum and materials were selected based on State Board of Education Adoption recommendation and are aligned to Common Core State Standards inclusive of tiered materials. Grade level PLC teams prioritize pacing of standards for instruction. Teaching programs and strategies, such as, Direct Instruction, Close Reading, Repeated Interactive Read Aloud, and Academic Discourse are used daily. The January 2021 DPA data indicated a need to provide further instruction in the area of vocabulary development across all grades for reading and number sense for math.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

During the 2020-2021 school year, both In-person and Distance Learning instructions were offered to students. The school administration team created a morning and afternoon schedule that adheres to the California Department of Education instructional minute requirements of SB 98.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons are paced according to the district recommended instructional pacing guide. Teachers utilize targeted intervention support lessons from the core adopted materials which are aligned to CCSS standards. A flexible schedule, complementary to the master schedule, is implemented during the school days.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups at Stefani Elementary School. All core standards-based materials in English Language Arts/English Language Development and Mathematics contain digital and text options that allow for instructional differentiation, support and many are adaptable to accommodate student achievement levels.

State Board approved and District adoptions include:

Reading

McGraw Hill

Wonders with Integrated ELD

World of Wonders

Wonder Works

Study Sync

Flex

Mathematics

Houghton Mifflin Harcourt Go Math

Spatial-Temporal (ST) Math

Science

Twig TK-5

Discovery 6

Social Science

National Geographic Learning & Teacher Created Materials

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students access standards through direct instruction, as well as other research supported and District adopted methodologies (Close Reading, Repeated Interactive Read Aloud, and Academic Discourse) and include the use of both digital and text standards-aligned resources. Intervention materials such as SIPPS is available for students who require additional targeted reading support. In English Language Arts/English Language Development and Mathematics, the primary source of intervention support materials were included in the adopted materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Stefani Elementary school provides tiered socio-emotional and academic intervention supports for students through the services of counselors, clinicians and instructional aides.

14. Research-based educational practices to raise student achievement

Research-based educational practices such as Direct Instruction, Close Reading, Cornell Note-Taking, Academic Discourse, Selection of Random Non-Volunteers, use of Higher Order of Questions (HOQs), Justification of Answers, Repeated Interactive Read Aloud, completion of Performance Tasks, integration of technology, as well as Research and Inquiry activities are utilized daily in the classrooms.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Stefani School recognizes the importance of the educational partnership between the home and school in mitigating achievement gaps, especially for underachieving students. Many opportunities exist for parents to collaborate in the educational processes at the school. Site based parent workshops are offered throughout the school year to support the needs of the parents. The parents' needs assessments are gathered through the SSC, ELAC, and parent surveys.

A Family Help Station is stationed by the office front door to allow for parents to easily access online supports such as ParentSquare, AERIES, Online student registration, and etc. A part-time bilingual liaison is stationed next to the Family Help Station to support access if needed. In addition to the liaison, the front office staff also speak Hmong, Spanish, and English. This allows for much more broader communication support to our limited or non-English speaking South-East Asian and Hispanic parents.

The school administration has an "open door" policy and welcomes parent commendations and recommendations. All parent feedback is used to improve the support services provided by the school.

Extended day opportunities are offered to help accelerate the academic needs of all students but priority is given to underachieving students. Other opportunities for parental involvement include: Back to School Night, Parent-Teacher Conferences, cultural celebrations, awards ceremonies, seasonal events, Open House, academic fairs, extended day showcase, as well as student performances.

Stefani School partners with the MCSD FERC and local county agencies to support the homes and school in ensuring the success of the "whole child".

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are offered ample collaborative opportunities in the development of school wide programs at Stefani Elementary School as described in federal laws; No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015, California Education Code, and the policies and regulations of the Merced City School District.

Parents elected to the School Site Committee serve as an advisory team and approve the categorical program's budget. An SSC member is elected annually to represent the school site as a member of the LCAP Parent Advisory Committee.

Parents of EL Students at Stefani School participates in the English Learner Advisory Committee. A member of this committee is elected to represent the school at the DELAC, District English Learner Advisory Committee meetings. The English Learner Advisory Committee advises the administration on the school's English Language Development program needs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Stefani School and the District provide numerous programs to benefit underperforming students. These services include:

- Teaching to grade level standards
- Providing more time to learn with a robust educational program during the summer months
- Collaborative structures and processes to monitor student academic progress at all tiers of learning
- Disaggregated and tracking student achievement data and providing all students in the “standard not met” or “standard nearly met” performance levels with additional ELA and Math interventions to accelerate progress and close the achievement gap
- Implementing best first teaching as part of the district-wide Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) framework
- Developing and implementing tiered levels of academic intervention support at each site, by grade level based on findings from multiple measures
- Developing and maintaining an Instructional Leadership Team representing various grade and subject levels
- Providing instructional coaching and professional learning opportunities that aligns with effective research-based practices
- Using data to identify supplemental services and materials for students
- Institutionalizing research supported and district preferred lesson design and delivery models

18. Fiscal support (EPC)

The school and district’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the School Plan for Student Achievement focusing on the following essential goals; Student Achievement, Student Social-Emotional Learning and Wellness, and Family and Community Empowerment.

Description of Barriers and Related School Goals

The COVID-19 Pandemic has brought about some challenges with student engagement due to the scope of control that teachers have while virtually teaching to students at their home. There are many disparities ranging from having limited internet connectivity to having a place to sit at while participating in Distance Learning. However, with that said, the overall achievement of students performance on district DPAs and site based assessments remain relatively positive.

Resources have been allocated in the Plan's Goals to allow ample interventions for the upcoming year, such as the use of RtI Intervention Clinicians to support Tier II/III students, Targeted Extended Day, Targeted Early Start, and other engagement opportunities.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement				
LEA/LCAP GOAL:				
Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career. Priorities 1, 2, 4, 5, and 7				
SCHOOL GOAL #1:				
Minimum 60% of students will achieve one year's growth in ELA as measured through local District Progress Assessment. Minimum 45% of students will achieve one year's growth in Math as measured through local District Progress Assessment. Minimum of 10% of English Learners to be re-designation/re-classification to RFEP.				
Data Used to Form this Goal:				
2020-2021 DISTRICT PROGRESS ASSESSMENTS FOR READING AND MATH. One year's growth is defined in I-Ready as expected students' growth within the school year and identified below:				
% of students who have met the 1 year's expected minimum growth.				
Reading (One Year's Expected Growth)				
Points Required				
3rd Grade: 30-44 points	2018-2019: 57%	2019-2020: 55%	2020-2021: 41%	
4th Grade: 19-27 points	2018-2019: 54%	2019-2020: 39%	2020-2021: 48%	
5th Grade: 19-27 points	2018-2019: 48%	2019-2020: 38%	2020-2021: 55%	
6th Grade: 15-23 points	2018-2019: 50%	2019-2020: 42%	2020-2021: 60%	
Overall: 52%	Overall: 42%	Overall: 51%		
Math (One Year's Expected Growth)				
Points Required				
3rd Grade: 28-37 points	2018-2019: 32%	2019-2020: 32%	2020-2021: 33%	
4th Grade: 22-31 points	2018-2019: 49%	2019-2020: 28%	2020-2021: 32%	
5th Grade: 22-31 points	2018-2019: 39%	2019-2020: 26%	2020-2021: 23%	
6th Grade: 13-23 points	2018-2019: 42%	2019-2020: 31%	2020-2021: 31%	

Overall: 42%

Overall: 28%

Overall: 29.75%

English Learner to Fluent English Proficient Re-classification (RFEP) for the 2020-2021 school year: 13/97

Findings from the Analysis of this Data:

For the 2020-2021 school year, the English Learner goal was met with 13% of the EL students reclassified from EL to RFEP status.

In the reading assessment, 3rd-grade students' annual projected growth was lower than that of the previous years, likely due to technological challenges. The students in 4th, 5th, and 6th grade made significant gains from the previous year with the greatest gain in 6th grade..

In math, 5th-grade students decreased in the percentage of students on/above grade level when compared to the previous year. However, to be fair, during the reporting period of this narrative, only about 50% of the fifth-grade students have completed their math assessment. The other grades remained the same or made gains compared to the previous school year.

How the School will Evaluate the Progress of this Goal:

Means of evaluating progress toward this goal included analysis of:

- Common Formative Assessments
- DPAs
- ACADIENCE
- CAASPP (SBAC)
- EL Re-Classification

Student will be placed in Response to Intervention programs or enrichments using local district assessments, and common formative assessments, and teacher recommendations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and use of Intervention Personnel for intensive tiered Rtl support, priority is given to EL and Socio-Economically Disadvantaged students.	2021-2022	Principal, Learning Director, and Staff	Support Staff	1000-1999: Certificated Personnel Salaries	3010	79002
			Classifieds Salaries	2000-2999: Classified Personnel Salaries	3010	27842
			Certificated and Classified Benefits	3000-3999: Employee Benefits	3010	18283
			Materials & Supplies	4000-4999: Books And Supplies	3010	6500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Conferences & Excursions	5000-5999: Services And Other Operating Expenditures	3010	41200
			Support Staff	1000-1999: Certificated Personnel Salaries	0824	20000
			Classified Salaries	2000-2999: Classified Personnel Salaries	0824	13123
			Certificated & Classified Benefits	3000-3999: Employee Benefits	0824	7747
			Materials and Supplies	4000-4999: Books And Supplies	0824	10000
			Conferences & Excursions	5000-5999: Services And Other Operating Expenditures	0824	19780
Site based implementation of AVID Program and materials/supplies.						
Use of early back, tutorial, and extended programs to remediate CCSS standards acquisition for Tier I/II students and enrichment courses to challenge Tier I students (priority is given to EL and Socio-Economically Disadvantaged students).						
Funding Professional Development/Curricular Support Conferences for the staff.						
Offering Professional Development of SIPPS, AVID, WestEd., Adopted Core Curriculum Support, Lesson Studies, and Vertical/Horizontal Planning (PLCs)						
Fund Educational Excursions as culmination of contents taught in the classroom						
Purchase of materials and programs						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to supplement the Core Curriculum.						
Funding site STEAM programs and materials.						
Funding CPO Clerk to help with the clerical support in managing English Learner and Socio-Economically Disadvantaged students throughout the school year.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Social-Emotional Learning & Wellness
LEA/LCAP GOAL:
Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates and the results of student, staff, and stakeholder surveys. Priorities 5, and 6
SCHOOL GOAL #2:
By May 2022, students will respond on surveys that report at least an average 95% of students: believe they are safe at school believe the staff cares about them and their well-being believe that they can address their socio-emotional needs with staff at school believe the coursework offering is academic challenging to them Office referrals for 2021-2022 school will remain below 236 reported incidents with less than 2.5% of all students suspended from school for the school year as reported on AERIES. Student Severely Chronic absenteeism rate will fall below our pre-pandemic of 2.8% as reported on AERIES.
Data Used to Form this Goal:
Student Surveys, Office Referrals, Discipline Data, Attendance Data

Findings from the Analysis of this Data:

A survey administered in the Spring of 2021 indicated that 95.2% of the students felt welcomed at school. 87.6% felt safe at school. 91.8% believed that the staff cares about them. 86.5% of them stated that they believe the staff pays attention to their needs and 74.7% agreed that the school work was academically challenging to them. The overall average for all 5 categories is 87.2%.

Office referral incidents have significantly declined over the last three years. In the 2018-2020 school year, there were 422 reported office referral incidents. In 2019-2020, we have almost reduced the number of office referrals by half at 236 reported incidents. The 2020-2021 school year's data could not be used because three-quarters of the school year was Distance Learning due to the COVID-19 Pandemic. Even as we start In-Person learning in March of 2021, only about two-fifths of the students attend the In-Person Learning Mode. Overall, there have been only 7 recorded administration interventions for student behaviors.

Home suspensions for the 2018-2019 school year were 3.4% of the students with 20 incidents for the year. In 2019-2020, the total percentage of students suspended from school was slightly less than 1% with a total of 6 incidents. To be fair, however, all students went into Distance Learning starting March of 2020 to deal with the COVID-19 Pandemic.

ATTENDANCE for the following attendance school years:

2018-2019	2019-2020	2020-2021
Severely Chronic Absenteeism: 3.1%		2.8%
Chronic Absenteeism: 6.8%		9.1%
		14.2%
		7.4%

How the School will Evaluate the Progress of this Goal:

Student Discipline, Student Surveys, Student Attendance

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund assemblies that are academically motivating, anti-bullying, and character-building						
Site based implementation of Conscious Discipline plus materials/supplies						
Fund Diversity, Equity, and Inclusion (DEI) trainings and materials for the staff						
Implement and fund site based PBIS Program, and materials/supplies						
Fund staff to support Socio-Emotion						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning for all students						
Fund and hire staff for Intramurals and STEAM extended days						
Keep school facilities safe, clean, and current to the 21st Century Learning needs						
Fund materials and supplies that support students' Social-Emotional Learning, and attendance						
Fund substitutes to allow teachers to have PLCs collaborations to refine the essential components of PBIS and Conscious Discipline						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Empowerment
LEA/LCAP GOAL:
Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys. Priorities 3, and 6
SCHOOL GOAL #3:
By February 2022, CHKS parent surveys will show increased parent involvement in data disaggregation and in the daily functions of the school. The 2021-2022 CHKS survey results will report a minimum of 95% average satisfactory rating.
Data Used to Form this Goal:
The 2020-2021 School year presented many challenges to parents and students alike. A survey was administered regarding parents' perspective on the following questions: Do parents feel welcomed at school? Do the parents believe that the school encourages them to be involved in their child's education? Do parents believe their children are safe in school? Do parents believe that the staff is doing a good job educating their children? Are parents familiar with and are getting good communication through the school's communication platform; Parent Square? Do parents get invited to participate in the school's SSC/ELAC meetings?
Findings from the Analysis of this Data:
90.2% responded that they felt welcomed at their child's school. 98% responded that they were encouraged by the staff to be involved in their child's education. 86% felt their children were safe in school. 100% of the respondents believe that the teaching staff is doing a great job educating their children. 100% responded that they are receiving Parent Square communications and 98.1% of the parents responded that they are familiar with the Parent Square platform. 94% of the respondents stated that they were invited to participate in the school site's SSC and ELAC committees.

How the School will Evaluate the Progress of this Goal:

Quarterly Parent Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide quarterly surveys to evaluate, monitor, and modify school-wide support for parents and community stakeholders	2021-2022	Principal, LD, Designated Staff				
Recruit parents and staff for the School Site Council (SSC)						
Recruit parents and staff for the English Learner Advisory Committee (ELAC)						
Recruit parents and staff for the Parent Teacher Club (PTC)						
Fund Staff to provide Parent Workshops which are focused on the school's systems of support for "At-Risk" students and their families						
Provide daycare for the school age children of parents who participating in SSC, ELAC, and Parent Workshops.						
Provide bilingual liaisons to eliminate language/communication barriers between the home and school						
Provide meaningful Parent-Teacher Conferences focused on the California CCSS and the technology necessary to navigate and achieve 21st-century learning						
Bridging the school and home by building positive rapport through Back to School Nights, Open House, and other family-related events						
Providing meaningful and timely Back to School Night to adequately						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
prepare parents in facilitating/supporting student engagements for the new school year						
Designate Parent Involvement Days						
Support Read Across America days to involve parents, district, and community members						
Partnership with the MCSD FERC (Family Engagement Resource Center) to solicit and offer its services to parents						
Partnership with the PIQE (Parent Institute of Quality Education) to recruit and support parental involvements						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/English Language Development, Mathematics, Science, Social

Centralized Services are provided by the District Office, including the departments of Information Technology, State and Federal Programs, Curriculum and Staff Development, Special Education and Pupil Services, and Student Support Services.

To receive funds through the Application for Funding Consolidated Categorical Aid Programs, the District assures that it has developed a management system to support and monitor compliant school and district plan development and implementation. The district is accountable for funds used to hire staff and to purchase equipment and services that supplement general fund programs and ensure that all eligible students are served.

Centralized Services are provided by the District Office to comply with these requirements are:

- 1 Secure funding through Application for Funding Consolidated Categorical Aid Programs.
- 2 Allocate funds to sites and programs; develop and monitor processes for sites to submit budgets and purchase orders.
- 3 Monitor programs for compliance and quality; approve expenditures to monitor compliance.
- 4 Provide staff development support for programs.
- 5 Provide supplementary services, training, and support for parent involvement.
- 6 Monitor and coordinate Title I, II, III, and IV Non-Public School programs.
- 7 Provide support services to improve academic achievement for all students.
- 8 Provide professional development and coaching training for staff.
- 9 Develop and implement the Local Control and Accountability Plan (LCAP) and Federal Addendum.
- 10 Coordinate intervention programs through a Multi-Tiered System of Support
- 11 Provide assistance to schools identified as Additional Target Support Improvement or Comprehensive Support Improvement
- 12 Support sites with technical assistance in plan development, implementation, and monitoring.
- 13 Collect data for measurement and evaluation of categorical programs.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	172,827	0.00
0824	70,650	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0824	70,650.00
3010	172,827.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0824	20,000.00
2000-2999: Classified Personnel Salaries	0824	13,123.00
3000-3999: Employee Benefits	0824	7,747.00
4000-4999: Books And Supplies	0824	10,000.00
5000-5999: Services And Other Operating	0824	19,780.00
1000-1999: Certificated Personnel Salaries	3010	79,002.00
2000-2999: Classified Personnel Salaries	3010	27,842.00
3000-3999: Employee Benefits	3010	18,283.00
4000-4999: Books And Supplies	3010	6,500.00
5000-5999: Services And Other Operating	3010	41,200.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Stefani Elementary's top priorities:

1. English Language Arts
2. Mathematics
3. English Learners

Identify the major expenditures supporting these priorities.

Due to COVID-19 Pandemic, we utilized Distance Learning for three-quarters of the school year. The limitations of time spend in front of the computer screen did not allow us to utilize much of our Title 1 and LCAP Supplemental & Concentration funds to support the hiring of additional part-time support staff such as clinicians to help with math and ELA interventions nor extended day opportunities, teacher collaboration that went above and beyond the school day. A Spanish speaking liaison was hired to better the communication between the school/home with Spanish only speaking parents. Teachers received district adopted material and Conscious Discipline Professional Developments.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Distance Learning for the 2020-2021 school year affected our plan greatly. However, we were able to implement the following:

Teachers were recruited to begin the first phase of AVID.

Teachers participated on Conscious Discipline professional developments.

A part-time Spanish speaking bilingual liaison was hired for the 2020-2021 school year.

Ongoing PDs were offered to staff that pertain to the district adopted curriculum.

Teachers were given collaboration times to meet vertically and horizontally to offer effective peer support and strategies of effective use of technology and the development of a Guaranteed Viable Curriculum, execute it, evaluate it, and utilizing the 4Rs and the PDSA cycle, collaborated on improvements.

Teachers participated in Lesson Studies.

Effective SSC and ELAC meetings which were focused on reviewing student performance data and recommendations for improvement.

Monthly recognition of student achievements and character traits based on the site's PBIS system
 Teacher collaboration time (PLC)
 Focus on the cycles of system improvements: 4Rs (Recall, Research, Respond, Reflect) & PDSA (Plan, Do, Study, Act)
 The California State Science Test (CAST) was administered to all 5th grade students.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 Due to the COVID-19 Pandemic, math and reading clinicians were not hired for the 2020-2021 school year to address RtI needs. Extended day opportunities were not offered.
 The 2020-2021 CAASPP Assessment was waived and will not be administered.
 Certificated Clinicians were not hired to work with students.

What specific actions related to those strategies were eliminated or modified during the year?
 Due to the COVID-19 Pandemic, the State CAASPP Assessment will not be administered for the Spring 2021 . As a result, we will not have state data for student performances for the 2021-2022 school year.

Identify barriers to full or timely implementation of the strategies identified above.
 The COVID-19 Pandemic inhibited the school's abilities to fully implement a few components to the school site plan.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 Exhaustive home visitations were put in place to fully support the emotional well-being and academic needs of the students and parents.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
 The COVID-19 Pandemic has negatively affected the students at Stefani Elementary School in both attendance and academics. The 3 year comparison of academic performance on the second DPAs (Winter 2018-2020) are illustrated below:

Attendance:	2018-2019	2019-2020	2020-2021
Severely Chronic	3.1%	2.8%	13.7%

I-Ready Assessment:	2018-2019	2019-2020	2020-2021
% students on/above (Math)	28%	29%	19%
% students on/above (ELA)	31%	32%	27%

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 DPA I to DPA II Data in Math and ELA were shared with stakeholders at the SSC and ELAC Meetings and during staff meetings. Growth changes regarding at-risk students were discussed and the plan to mitigate the learning loss was addressed with all stakeholders.

DPA Growth:	Math DPA I	Math DPA II	Math DPA III
On/Above	10%	19%	27%

Reading DPA I On/Above	Reading DPA II 20%	Reading DPA III 26%	34%
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Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Parent Education Nights were conducted in English, Hmong, and Spanish and had minimal parent participation.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- Lack of timely implementation
- Limited or ineffective professional development to support implementation
- Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- X Other: Lack of timely implementation due to the COVID-19 Pandemic

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
 - Refinement of RTI support
 - Allotment of time to teacher collaboration and the improvement study cycles (4Rs & PDSA)
 - Focused on providing a guaranteed viable curriculum
 - Empowerment of Parental Involvement
 - Equitable social-emotional and academic support of all students
 - Targeted and Rigorous Extended Day Program offerings

Involvement/Governance

How was the SSC involved in development of the plan?

ELA, Math District Progress Assessment data were discussed. Collaboration between all stakeholders took place and recommendations from the committee were shared with the staff. The principal works closely with the members of the School Site Committee to ensure that all the components of the Single Plan for Student Achievement are thoroughly evaluated and that essential recommendations from the committee are taken into consideration.

How were advisory committees involved in providing advice to the SSC?

Advisory committee representatives from Joe Stefani Elementary attend the corresponding district meetings and provide information back to the site at the SSC and ELAC committee meetings. The advisory committee members can advise the SSC as needed.

How was the plan monitored during the school year?

Student performance data and the SPSA goals were discussed at the SSC Meetings. Resulting data was reviewed with all of the stakeholders; teaching staff and parents and community members. Data were shared throughout the year with SSC and ELAC committee members and during staff meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
No changes were recommended at this time.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Goals were not met at all grade levels, but continued improvements were evident in all English Language Arts (Reading) and Math as evidenced by the District Progress Assessment.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

In both the Math and Reading DPA assessments, students continue to make progress. The Tier 3 (At Risk) and Tier II groups continues to decrease while the Tier I (on/above) grade level student group increases. In Reading, from DPA I to II, students have decrease from 47% in Tier III to 42% and 33% to 32% in Tier II. Tier I has grown from 21% to 28%.

In the Math DPA, students have significantly decreased in Tier III from 47% to 36%, increasing the Tier 2 group from 43% to 44%. However, in Tier I students also made a significant gain from 10% to 19% for the "on/above grade" group.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. No strategies were discussed as ineffective, there was agreement between the SSC and ELAC members in concluding that the student gains surpassed the COVID-19 Pandemic expectations.

Based on this information, what might be some recommendations for future steps to meet this goal?

Specific and targeted interventions that include equitable support for all students who are in Tier II and Tier III. In addition, students who were on or above grade level will need to be offered academics or STEAM activities that are engaging (challenging and interesting).

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Her	X				
Margot Padilla			X		
Gary Arzamendi		X			
Colby Alvarado		X			
Areli Perez-Curiel		X			
Nyla Yang			X		
Nou Sanchez-Xiong				X	
Andrea Abejuela				X	
Joe Flores				X	
Kristina Ortega				X	
Maria Colasito				X	
Alexis Menke				X	
Numbers of members of each category:	1	3	2	6	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)


Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 11, 2021..

Attested:

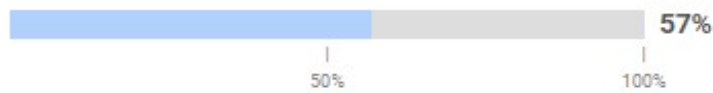
		5/18/2021
Mr. Tunying R. Her	Signature of School Principal	Date
Typed Name of School Principal		

		5/11/2021
Mrs. Nou Sanchez-Xiong	Signature of SSC Chairperson	Date
Typed Name of SSC Chairperson		

Students Assessed/Total: 509/610

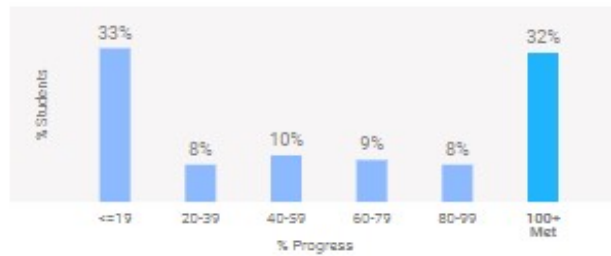
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

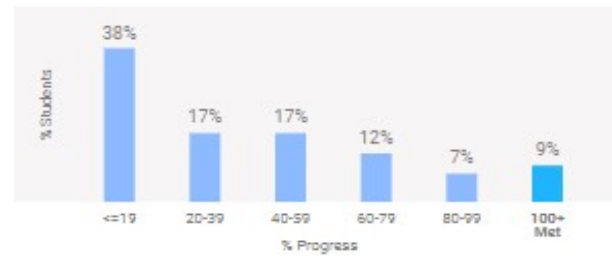


The median percent progress towards Typical Growth for this school is 57%. Typical growth is the average annual growth for a student at their grade and placement level.

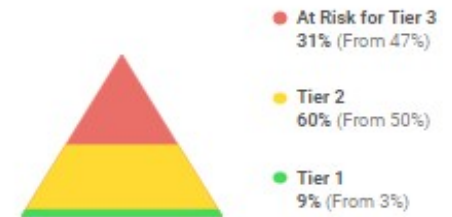
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth <i>i</i>		Annual Stretch Growth <i>i</i>		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 3	63%	33%	42%	16%	57%	91/94
Grade 4	65%	32%	39%	9%	58%	164/171
Grade 5	20%	23%	10%	3%	37%	102/179
Grade 6	68%	38%	31%	11%	48%	152/166

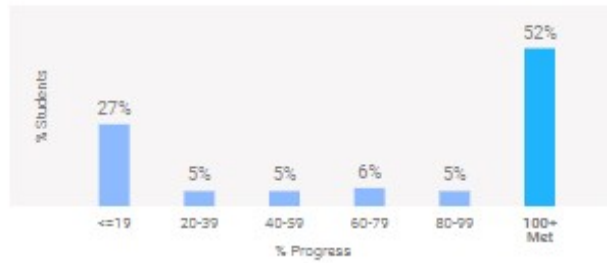
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

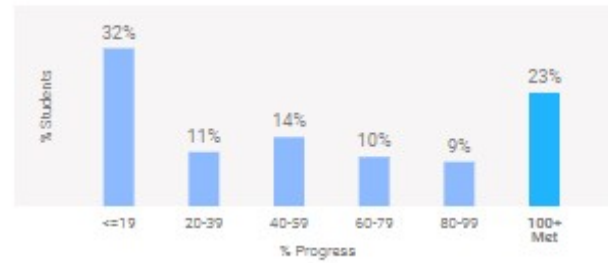


The median percent progress towards Typical Growth for this school is 103%. Typical growth is the average annual growth for a student at their grade and placement level.

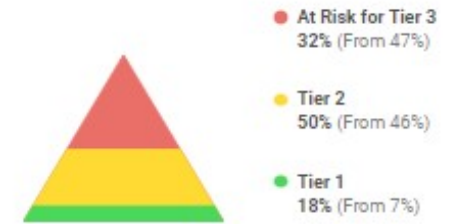
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

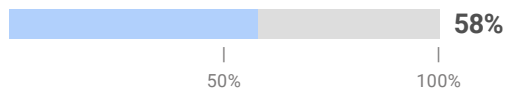
Grade	Annual Typical Growth <i>i</i>		Annual Stretch Growth <i>i</i>		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) <i>^</i>	% Met <i>^</i>	Progress (Median) <i>^</i>	% Met <i>^</i>		
Grade 3	73%	41%	41%	15%	42%	93/94
Grade 4	90%	48%	50%	28%	54%	167/171
Grade 5	105%	55%	48%	20%	47%	142/179
Grade 6	137%	60%	53%	25%	53%	153/166

School: STEFANI ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2019 - 2020
 Comparison Diagnostic: Final Diagnostic
 Placement Definition: End-of-Year View

Students Assessed/Total: 551/576

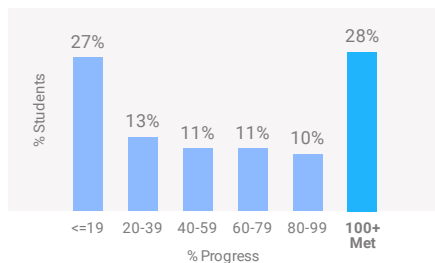
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

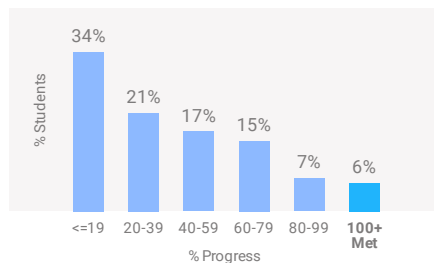


The median percent progress towards Typical Growth for this school is 58%. Typical growth is the average annual growth for a student at their grade and placement level.

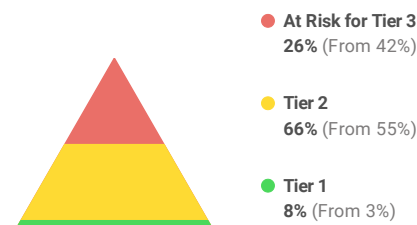
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

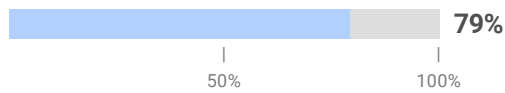
Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 3	45%	32%	31%	13%	48%	92/96
Grade 4	61%	28%	41%	5%	55%	174/181
Grade 5	61%	26%	35%	4%	47%	156/163
Grade 6	53%	31%	27%	5%	43%	129/136

School: STEFANI ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2019 - 2020
 Comparison Diagnostic: Final Diagnostic
 Placement Definition: End-of-Year View

Students Assessed/Total: 552/576

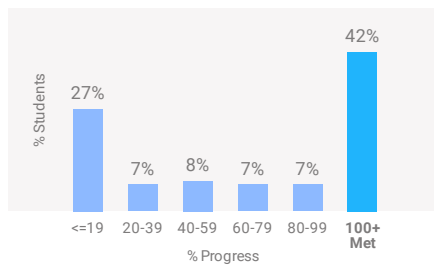
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

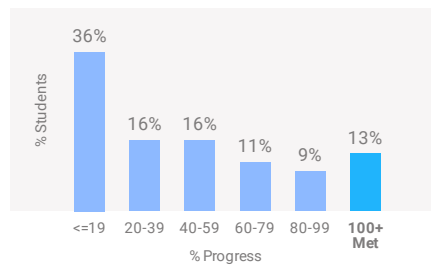


The median percent progress towards Typical Growth for this school is 79%. Typical growth is the average annual growth for a student at their grade and placement level.

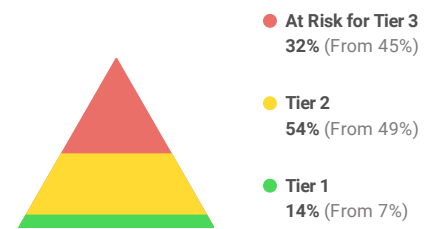
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

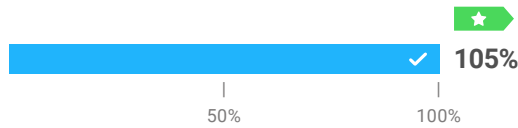
Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 3	104%	55%	65%	26%	65%	93/96
Grade 4	75%	40%	39%	10%	41%	174/181
Grade 5	65%	38%	30%	12%	39%	156/163
Grade 6	75%	42%	29%	10%	36%	129/136

School: STEFANI ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2018 - 2019
 Comparison Diagnostic: Final Diagnostic
 Placement Definition: End-of-Year View

Students Assessed/Total: 595/612

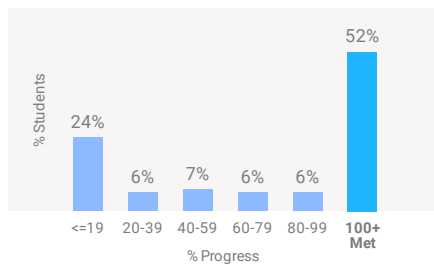
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

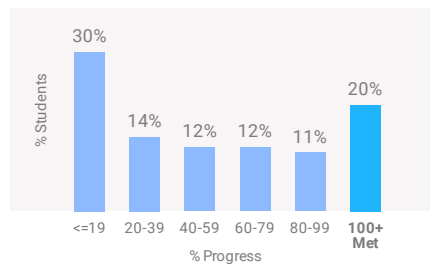


The median percent progress towards Typical Growth for this school is 105%. Typical growth is the average annual growth for a student at their grade and placement level.

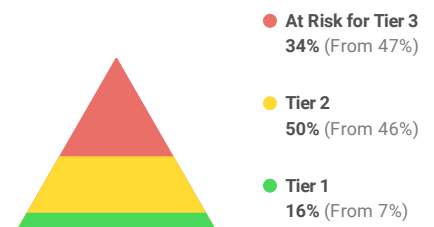
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

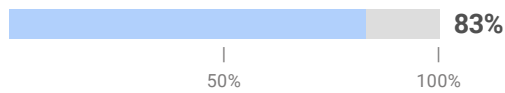
Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 3	114%	57%	64%	22%	69%	99/104
Grade 4	117%	54%	61%	24%	53%	171/175
Grade 5	95%	48%	47%	16%	44%	132/135
Grade 6	95%	50%	35%	18%	44%	193/198

School: STEFANI ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2018 - 2019
 Comparison Diagnostic: Final Diagnostic
 Placement Definition: End-of-Year View

Students Assessed/Total: 596/614

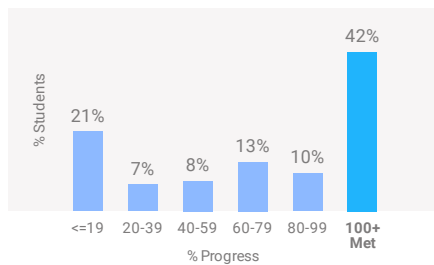
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

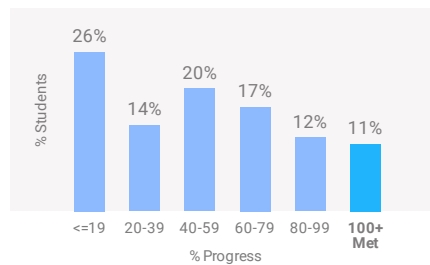


The median percent progress towards Typical Growth for this school is 83%. Typical growth is the average annual growth for a student at their grade and placement level.

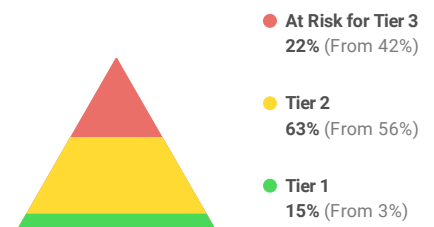
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 3	85%	32%	57%	11%	69%	99/106
Grade 4	96%	49%	57%	12%	76%	171/175
Grade 5	78%	39%	42%	11%	50%	132/135
Grade 6	73%	42%	37%	10%	52%	194/198

My Dashboards

Add Dashboard

Shared Dashboards

Attendance Overview

CELDT

Chronic Overview

Discipline

ELPAC

English Learner Overview

English Learner: LTEL

Fluency

Foster Youth Overview

iReady Math

iReady Reading

PBIS

SBAC ELA Overview

SBAC Math Overview

Special Education Ov ...

Testing Overview

Watch List (Top 30)

LCAP Dashboards

504 Students

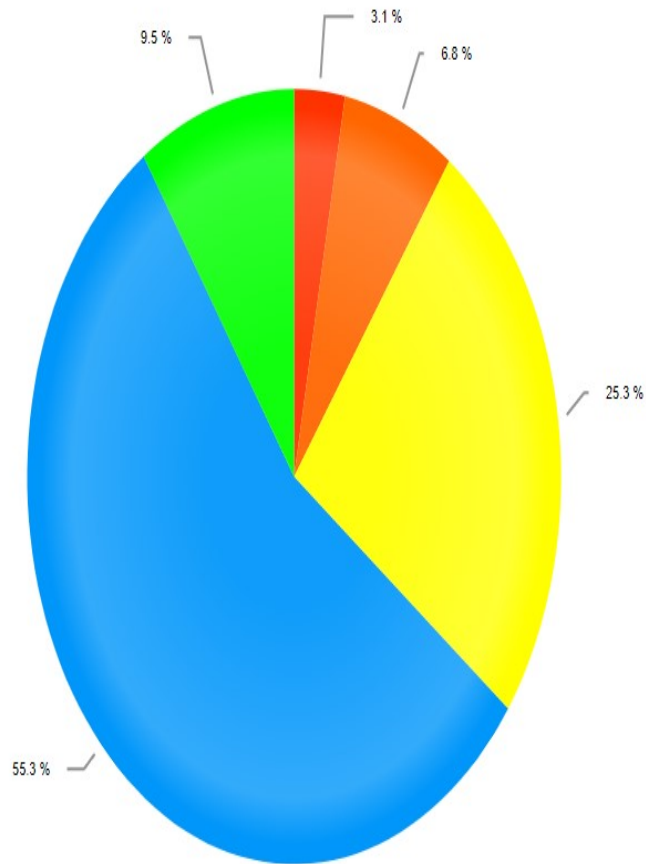
Attendance Overview

Back to Dashboard

Chart Students Item Filters



Attendance %



- S. Chronic Students: 18
- Chronic Students: 40
- Concerning Students: 149
- Acceptable Students: 325
- Very Good Students: 56

Schools: Stefani Elem

Grades: 3, 4, 5, 6

My Dashboards

Add Dashboard

Shared Dashboards

Attendance Overview

CELDT

Chronic Overview

Discipline

ELPAC

English Learner
Overview

English Learner: LTEL

Fluency

Foster Youth Overview

iReady Math

iReady Reading

PBIS

SBAC ELA Overview

SBAC Math Overview

Special Education Ov ...

Testing Overview

Watch List (Top 30)

.CAP Dashboards

504 Students

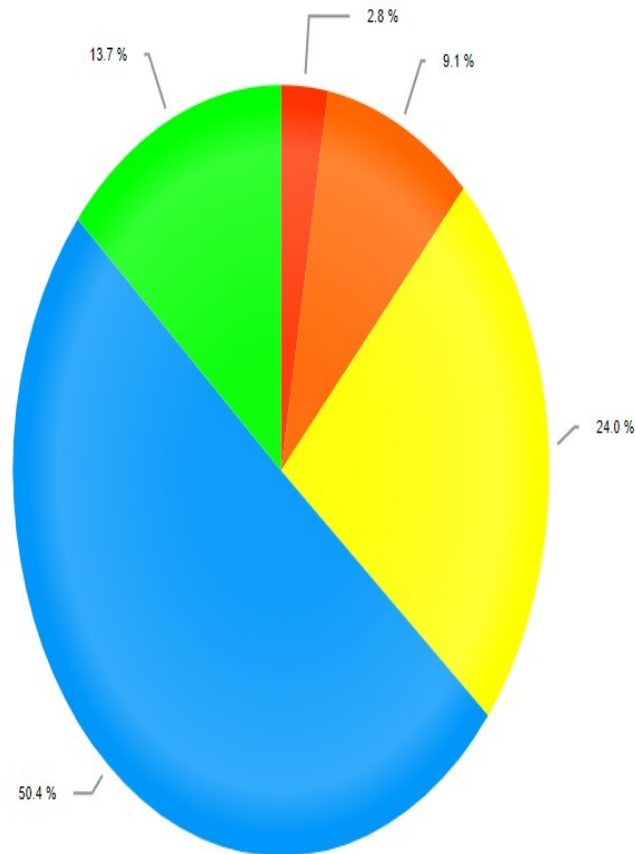
Attendance Overview

Back to Dashboard

Chart Students Item Filters



Attendance %



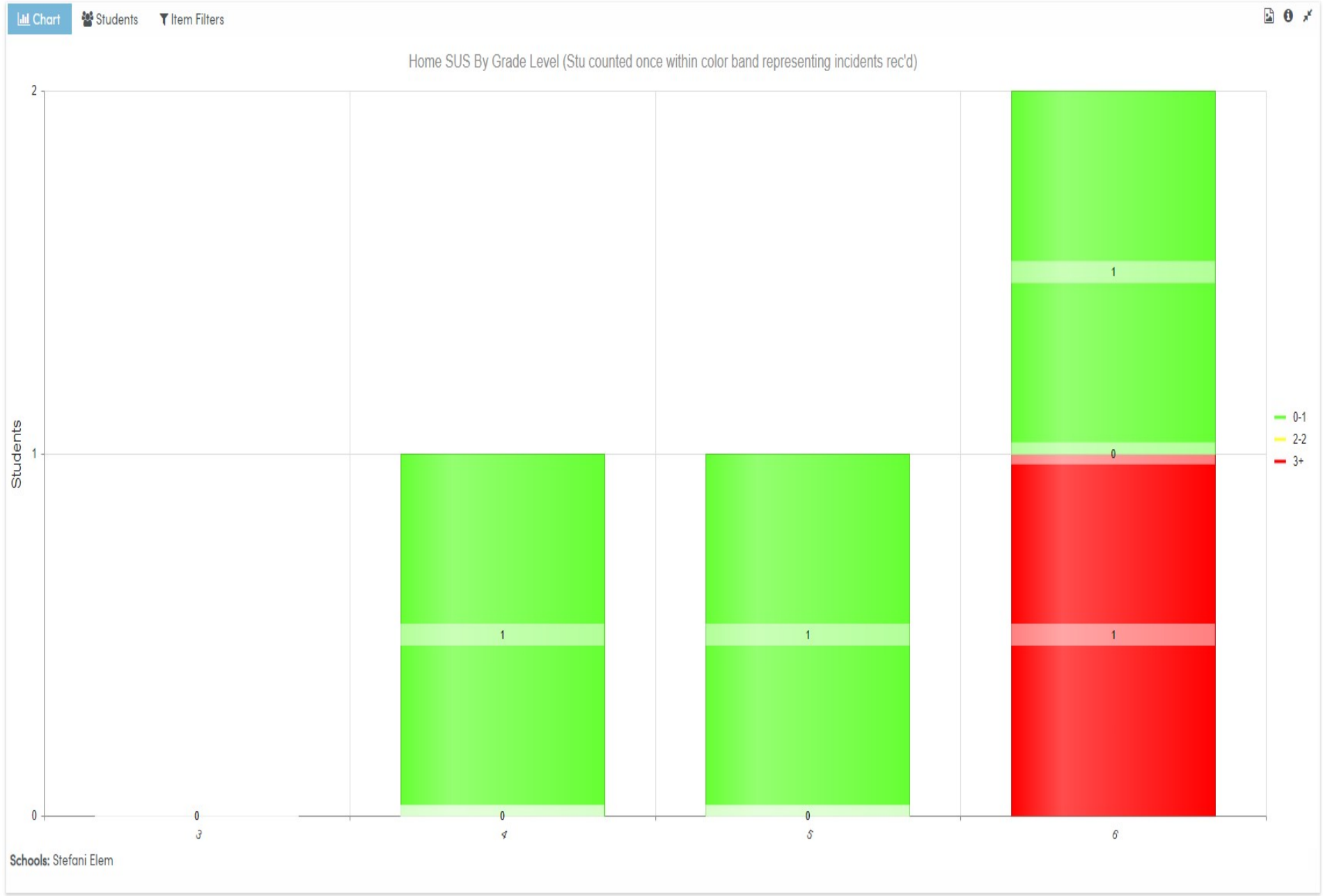
- S. Chronic Students: 16
- Chronic Students: 52
- Concerning Students: 137
- Acceptable Students: 287
- Very Good Students: 78

Schools: Stefani Elem
Grades: 3, 4, 5, 6

- My Dashboards
- Add Dashboard
- Shared Dashboards
- Attendance Overview
- CELDT
- Chronic Overview
- Discipline**
- ELPAC
- English Learner Overview
- English Learner: LTEL
- Fluency
- Foster Youth Overview
- iReady Math
- iReady Reading
- PBIS
- SBAC ELA Overview
- SBAC Math Overview
- Special Education Ov ...
- Testing Overview
- Watch List (Top 30)
- LCAP Dashboards
- 504 Students

Discipline

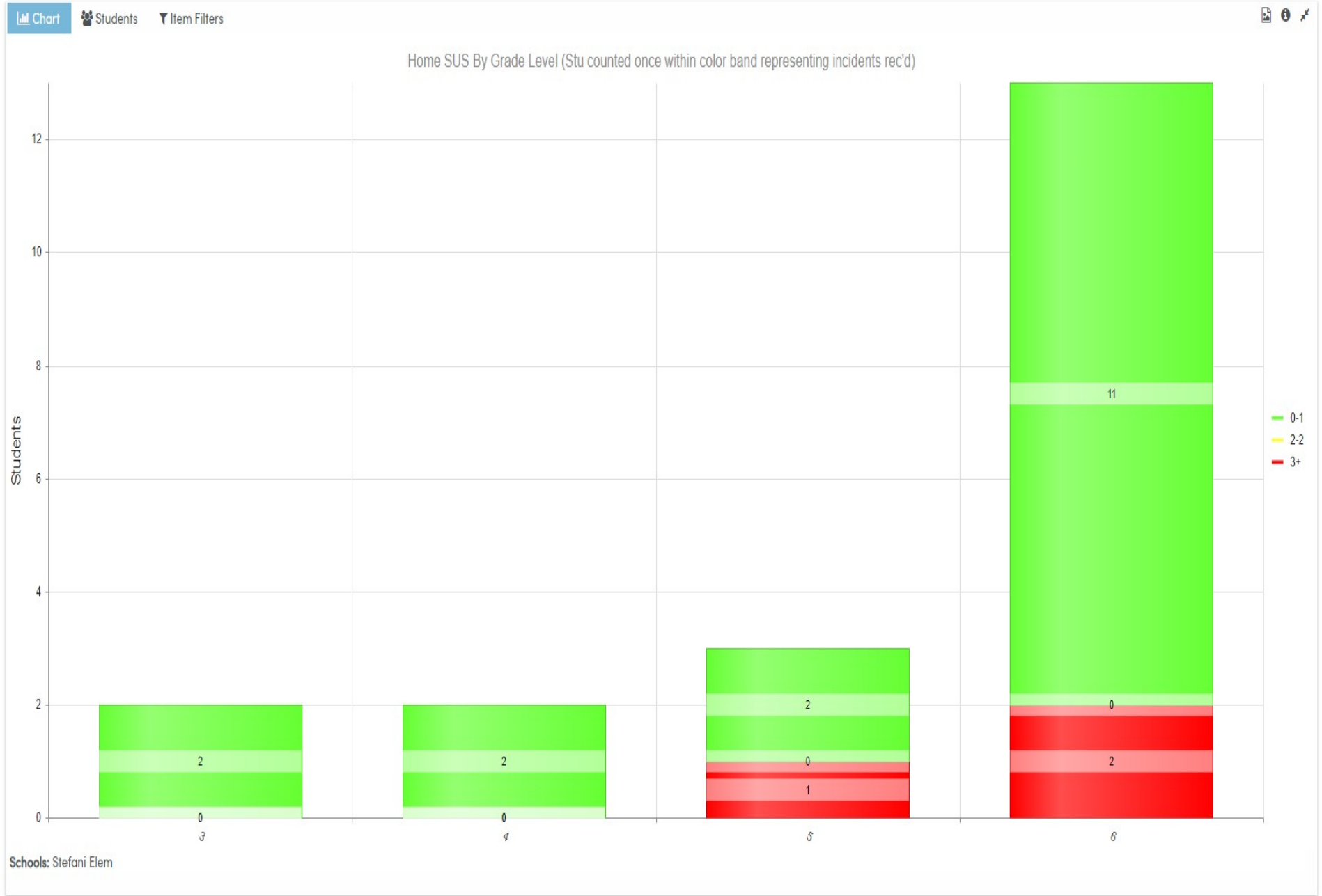
Back to Dashboard



- My Dashboards
- Add Dashboard
- Shared Dashboards
- Attendance Overview
- CELDT
- Chronic Overview
- Discipline**
- ELPAC
- English Learner Overview
- English Learner: LTEL
- Fluency
- Foster Youth Overview
- iReady Math
- iReady Reading
- PBIS
- SBAC ELA Overview
- SBAC Math Overview
- Special Education Ov ...
- Testing Overview
- Watch List (Top 30)
- LCAP Dashboards
- 504 Students

Discipline

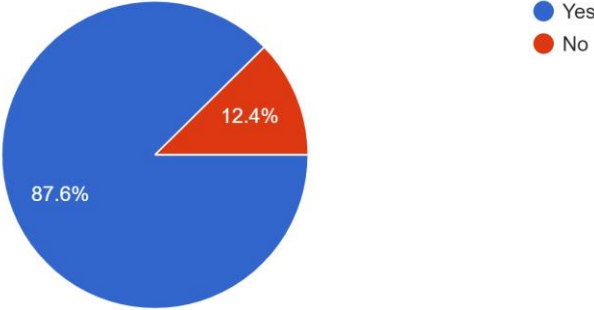
[Back to Dashboard](#)



2020-2021 Student Survey Results

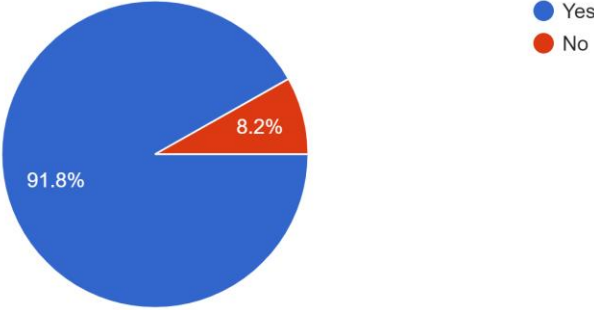
Do you feel safe at school?

356 responses



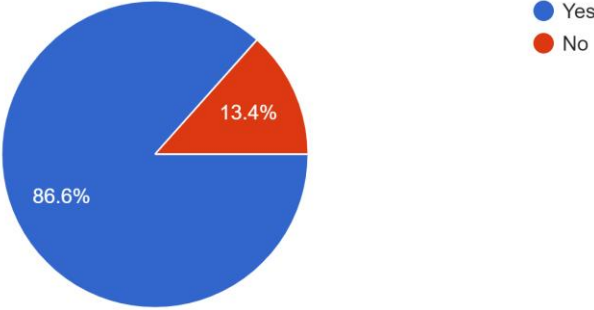
Do you believe the staff at Stefani Elementary School cares about you?

355 responses



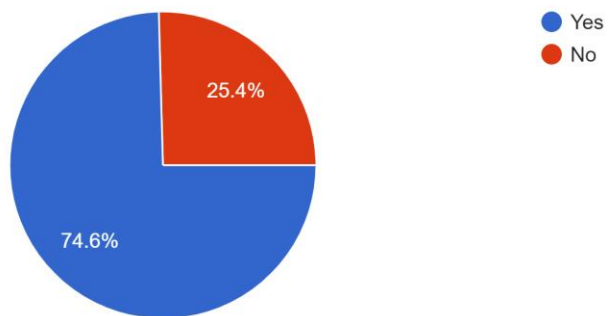
Do you believe that the staff pays attention to your needs?

351 responses



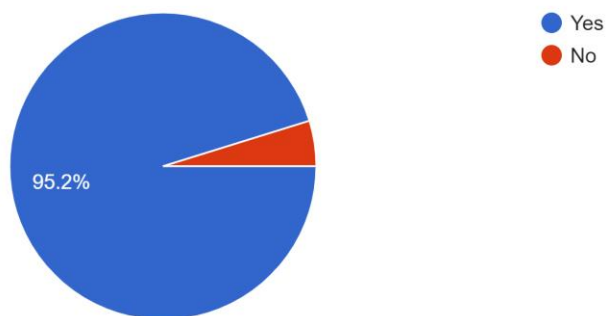
Do you agree that the school work is academically challenging to you?

354 responses



Do you feel welcomed at school?

355 responses





Joe Stefani Elementary School School Site Council Bylaws

ARTICLE 1 -Name

1. The name of this council is the Joe Stefani Elementary School Site Council of the Merced City School District.

ARTICLE 2-Purpose

The purpose of this committee is:

1. Participation in planning the school-wide program;
2. Ongoing review of the implementation of the school-wide program and the periodic assessment of the effectiveness of the program;
3. Annual review of the Compensatory Education program, recommendation of a new budget consistent with state and federal guideline, and, as necessary, modification of the school-wide plan to reflect changing needs and priorities;
4. Make modifications to the plan whenever the need arises;
5. Submit the plan for approval by the local governing board.

ARTICLE 3- Membership Requirements

1. At least half of the members will be parents of children currently enrolled in Joe Stefani Elementary School.
2. The council may include parents, teachers, aides, support staff, administrators, and community members.





JOE STEFANI ELEMENTARY SCHOOL

3. Members serve for two years. Half of each representative group shall be elected during odd years, and the remaining number elected during even years.
4. A member shall no longer hold membership should he/she cease to reside or work in the school area or resign by submitting a written resignation. Membership shall automatically terminate when a member has two unexcused absences from regular meetings.
5. Any vacancy on the committee shall be filled for the remainder of the unexpired term through appointment of SSC and by a two-thirds vote of the membership.

ARTICLE 4- Officers

1. The officers of the committee are a chairperson, a vice-chairperson, and a secretary.
2. All officers are elected by the membership of the committee.

ARTICLE 5- Duties of Officers

1. The chairperson presides at the meetings and may sign all letters, reports, and other communications of the council.
2. In the absence/disability of the chairperson, the vice-chairperson assumes the duties of the chairperson.
3. The recording secretary, supported by the Joe Stefani administration staff, keeps the minutes of all meetings, sends notices of the meetings, and/or agendas, and publicizes meeting information, as directed and outlined by the Brown Act.

Article 6- Duties of Council Members

1. It is the duty of all council members to attend meetings, discuss matters brought before them, and vote on each matter submitted to a vote.





JOE STEFANI ELEMENTARY SCHOOL

ARTICLE 7- Meetings

1. A simple majority of the membership constitutes a quorum. Each member, including administration, is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted, however a verbal vote given by phone when necessary, may be accepted.
2. Meetings are scheduled approximately monthly during business hours, not less than 5 times each school year.

ARTICLE 8- Amendments

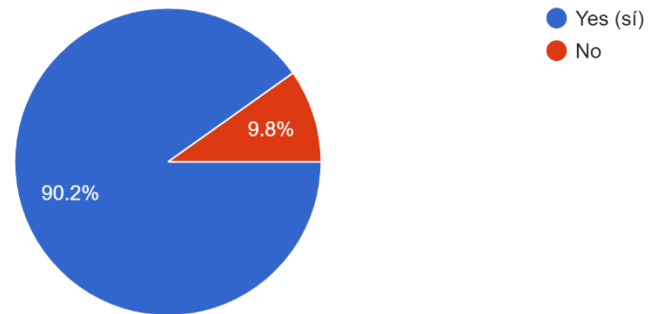
1. These bylaws may be amended at any meeting by a majority vote of the membership.
2. The meetings will be governed by these bylaws. Any dispute will be settled according to Robert's Rules of Order.



2020-2021 Parent Survey Results

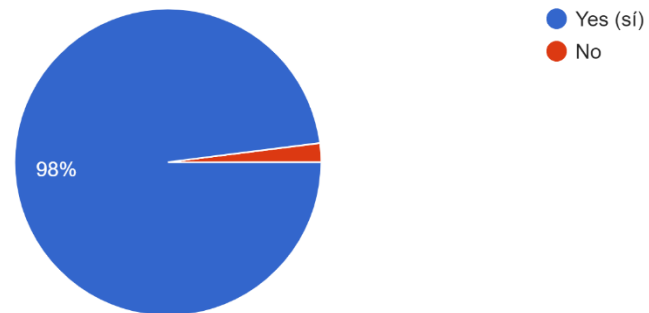
Do you feel welcomed in your child's school? (¿Se siente bienvenido en la escuela de su hijo?)

51 responses



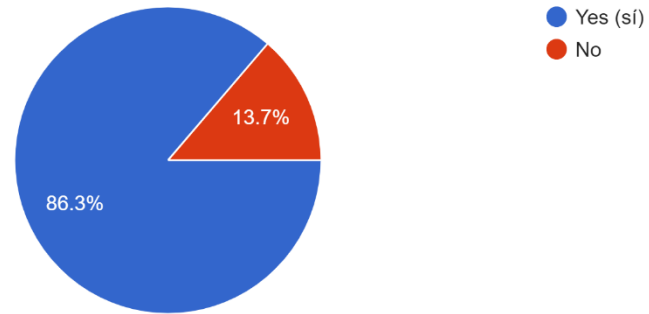
Does your school encourage you to be involved in your child's education? (¿Su escuela le anima a participar en la educación de su hijo?)

50 responses



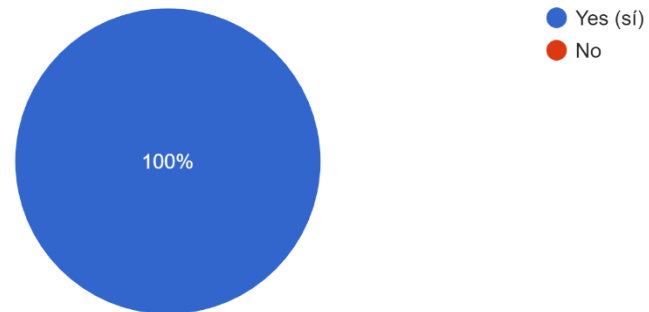
Do you believe your child is safe at school? (¿Crees que tu estudiante está segura en la escuela?)

51 responses



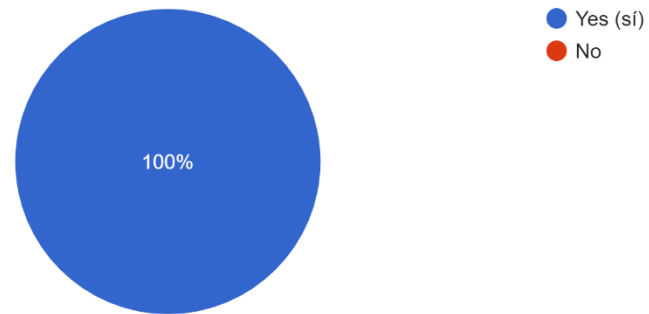
Do you believe your child's teacher is doing a good job educating your child? (¿Cree que el maestro de su hijo está haciendo un buen trabajo educando a su hijo?)

52 responses



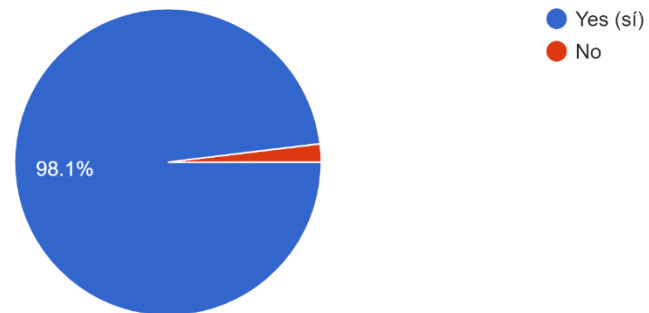
Do you get communications from the school through the Parent Square communication Platform?
(¿Recibe comunicaciones de la escuela a través de la plataforma de comunicación Parent Square?)

51 responses



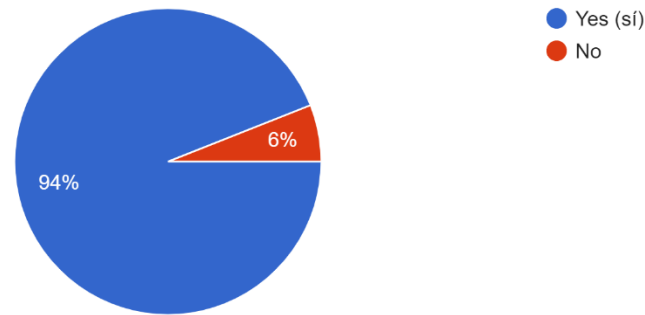
Are you familiar with the Parent Square communication platform? (¿Está familiarizado con la plataforma de comunicación Parent Square?)

52 responses



Do you get invites to participate in the School Site Committee and/or English Learner Advisory Committee? (¿Recibe invitaciones para participar e... y / o el Comité Asesor de Estudiantes de Inglés?)

50 responses



Did you participate in any of the following? (¿Participó en alguno de los siguientes?)

46 responses

