

Joe Stefani Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Joe Stefani Elementary School
Street	2768 Ranchero Lane
City, State, Zip	Merced, CA 95348
Phone Number	209-724-2500
Principal	Jaime Calderon
Email Address	jcalderon@mcsd.k12.ca.us
School Website	https://stefani.mercedcsd.org/
Grade Span	3-6
County-District-School (CDS) Code	24657710112615

2025-26 District Contact Information

District Name	Merced City School District
Phone Number	(209) 385-6600
Superintendent	Julianna Stocking
Email Address	JStocking@mcsd.k12.ca.us
District Website	https://www.mercedcsd.org/

2025-26 School Description and Mission Statement

Joe Stefani Elementary School is committed to empowering all students to reach their full potential through a safe, inclusive, and academically rigorous learning environment. Serving a diverse student population of over 600 students—many of whom are socioeconomically disadvantaged and multilingual learners—the school prioritizes equity, access, and continuous improvement to ensure success for all learners. Instructional practices are aligned to state standards and informed by ongoing analysis of student performance data to strengthen achievement in English Language Arts, mathematics, and English language development.

Guided by the School Plan for Student Achievement (SPSA), Joe Stefani Elementary focuses on accelerating academic growth, increasing English Learner reclassification rates, improving attendance, and strengthening school climate through

2025-26 School Description and Mission Statement

Positive Behavior Interventions and Supports (PBIS) and restorative practices. As an Additional Targeted Support and Improvement (ATSI) school, targeted strategies are in place to reduce disproportionality in student discipline and ensure all students experience a supportive and engaging learning environment.

Stefani's mascot is the Stallion, and the school community lives by the motto R.I.S.E.: Respect, Integrity, Self-Control, and Effort. These core values are embedded across classrooms, schoolwide expectations, and student leadership opportunities, reinforcing positive behavior, academic perseverance, and social-emotional growth. Through strong partnerships with families, staff, and the broader community, Joe Stefani Elementary prepares students to become confident learners, critical thinkers, and responsible contributors to society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	133
Grade 4	168
Grade 5	172
Grade 6	168
Total Enrollment	641

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	18.4
Black or African American	3.7
Filipino	0.5
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.2
White	9.2
English Learners	19
Foster Youth	1.9
Homeless	0.9
Migrant	1.6
Socioeconomically Disadvantaged	88.3
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.

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)	23.2	99.83	419.7	95.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.8	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.4	1.02	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.13	1.3	0.31	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.3	1.45	15831.9	5.67
Total Teaching Positions	23.3	100	437.7	100	279044.8	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.

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)	22	95.66	403.9	93.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5.8	1.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.34	16.3	3.79	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.7	1.33	14303.8	5.15
Total Teaching Positions	23	100	432.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.6	90.43	436.5	89.55	230039.4	100
Intern Credential Holders Properly Assigned	2	7.66	16.4	3.37	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.91	23.3	4.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.09	12112.8	4.34
Unknown/Incomplete/NA	0	0	10.6	2.19	13705.8	4.91
Total Teaching Positions	26.1	100	487.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: (May 2016) Grades TK-8 Wonders with Integrated ELD World of Wonders Wonder Works Study Sync Flex	0.0
Mathematics	Houghton Mifflin Harcourt Go Math (February 2015) Grades K-6	0.0
Science	TWIG Science (July 2021) Grades TK-5 Discovery Science CA Science Techbook (July 2021) Grade 6	0.0
History-Social Science	Teacher Created Materials (May 2019) Grades K-5 National Geographic Learning, National Geographic World History (May 2019) Grade 6	0.0
Foreign Language	N/A	
Health	Health Wave (1997) Grades K-5 Glencoe/McGraw Hill Teen Health (October 1997) Grade 6	0.0
Visual and Performing Arts	Holt Arts in Action (1985)	0.0
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Joe Stefani Elementary School was built in 2006 and is maintained in accordance with the Williams Act, which requires that school facilities be clean, safe, and in good repair. A specialized education facility was constructed by the Merced County

School Facility Conditions and Planned Improvements

Office of Education (MCOE) during the 2014–15 school year to support students with specialized needs. Over time, additional improvements have been made to enhance safety, accessibility, and functionality across the campus.

Security enhancements completed during the 2015–16 school year included installing surveillance cameras, ornamental iron fencing, and secure access gates to strengthen the main control point and separate classroom buildings from playfield areas, which remain accessible for community recreation during non-school hours. In 2020, a hydration-station water bottle filler was installed on the playfield to improve student access to drinking water. Following the failure of the original septic system, the school was connected to the Franklin Water District treatment system to ensure reliable and sanitary wastewater services.

In 2021, classroom technology upgrades were completed, new park benches and play equipment with a large shade canopy were installed to support students with special needs, and additional furnishings were provided to accommodate enrollment needs. Ongoing maintenance and repairs are addressed through the district's work order system and deferred maintenance planning.

The School Plan for Student Achievement (SPSA) supports continued monitoring of facility conditions to promote a safe, supportive learning environment that positively impacts student engagement, attendance, and school climate. Joe Stefani Elementary School remains committed to maintaining facilities that meet Williams Act requirements and support student learning and well-being. The Facility Inspection occurred on 9/2/2025

Year and month of the most recent FIT report

September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Counselor's Office, Classroom 24: walls appear to have hazards from tears and holes.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Teacher's Lounge: light covers missing. Office, Computer Lab, Women's Restroom, Classroom 3,4,6-8,15, 19, 20, 22-24,207, Boy's and Girl's Restroom, Serving Area, Office: fewer than five percent of the bulbs have burned out.
Electrical			X	Library, Classrooms 1-3,6,8-14,16,17,19,22,24: lighting does not appear to be adequate. Work Room, Classroom 11,22: improper usage of surge protectors or daisy chain of surge protectors. Classroom 21: light fixtures are NOT working properly. Classroom 08: lights covered with fabric.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Classroom 17: drinking fountains are inaccessible. Boys/Girls Restroom: restrooms NOT fully operational. Classroom 02: water pressure inadequate. SPED/Speech: drinking fountains are inaccessible.
Safety: Fire Safety, Hazardous Materials		X		Classroom 5,20: plug in air fresheners found. Classroom 4-6,12,15,18,19: materials labeled "keep out of reach of children" are within reach of children. Classroom 03: fire extinguisher is covered.
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	36	33	35	47	48
Mathematics (grades 3-8 and 11)	23	22	21	22	35	37

2024-25 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	632	619	97.94	2.06	35.70
Female	310	307	99.03	0.97	39.74
Male	322	312	96.89	3.11	31.73
American Indian or Alaska Native	--	--	--	--	--
Asian	118	116	98.31	1.69	45.69
Black or African American	22	22	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	395	386	97.72	2.28	33.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	20.00
White	58	57	98.28	1.72	38.60
English Learners	114	102	89.47	10.53	15.69
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	565	553	97.88	2.12	33.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	84	81	96.43	3.57	11.11

2024-25 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	632	626	99.05	0.95	22.36
Female	310	310	100.00	0.00	20.65
Male	322	316	98.14	1.86	24.05
American Indian or Alaska Native	--	--	--	--	--
Asian	118	118	100.00	0.00	29.66
Black or African American	22	22	100.00	0.00	22.73
Filipino	--	--	--	--	--
Hispanic or Latino	395	390	98.73	1.27	18.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	23.33
White	58	58	100.00	0.00	32.76
English Learners	114	110	96.49	3.51	8.18
Foster Youth	--	--	--	--	--
Homeless	11	9	81.82	18.18	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	565	560	99.12	0.88	21.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	84	80	95.24	4.76	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.72	20.59	17.75	19.06	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	170	99.42	0.58	20.59
Female	96	96	100.00	0.00	26.04
Male	75	74	98.67	1.33	13.51
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	18.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	106	99.07	0.93	16.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	26	26	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	148	99.33	0.67	18.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	4.35

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.

2024-25 California Physical Fitness Test Participation Rates					
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 5	94.5%	94.5%	95.0%	95.0%	94.5%

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.
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2025-26 Opportunities for Parental Involvement
<p>The Merced City School District recognizes that parents and guardians are their children’s first teachers and values their active partnership in the educational process. Joe Stefani Elementary School provides multiple opportunities for families to engage in meaningful decision-making, school governance, and schoolwide activities that support student achievement and well-being.</p> <p>Parents are elected to serve on the School Site Council (SSC), where they collaborate with staff to review student data, advise school leadership, and approve the School Plan for Student Achievement (SPSA) and categorical budgets. A parent representative from the school also participates in the District’s Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), ensuring family voice is represented at the district level.</p> <p>Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC). ELAC provides input on English Language Development programs, student progress, and services for English Learners. One ELAC member is selected to represent Joe Stefani Elementary School on the District English Learner Advisory Committee (DELAC).</p> <p>Families may also engage through the Parent Teacher Club (PTC), which brings together parents, teachers, and staff to coordinate school events, student celebrations, and fundraising activities that enhance the educational experience and strengthen school-family connections.</p> <p>Additional opportunities for parental involvement include, but are not limited to: Back-to-School Night, Parent-Teacher Conferences, Open House, awards assemblies, academic fairs, student performances, seasonal celebrations, extended learning showcases, and family engagement events. Information about district-wide meetings and forums related to the Local Control and Accountability Plan (LCAP) is regularly shared with families.</p> <p>Joe Stefani Elementary School remains committed to fostering strong partnerships with families by offering inclusive, accessible, and ongoing opportunities for engagement that support student success and align with school and district goals.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	704	678	162	23.9
Female	342	330	81	24.5
Male	362	348	81	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	126	122	11	9.0
Black or African American	31	27	14	51.9
Filipino	--	--	--	--
Hispanic or Latino	445	430	114	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	3	18.8
White	65	63	17	27.0
English Learners	143	140	31	22.1
Foster Youth	16	14	3	21.4
Homeless	14	12	5	41.7
Socioeconomically Disadvantaged	641	617	155	25.1
Students Receiving Migrant Education Services	12	12	2	16.7
Students with Disabilities	93	90	24	26.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.89	4.81	10.8	4.64	4.92	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.29	0	0.01	0.11	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.80	0.00
Female	8.48	0.00
Male	12.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.97	0.00
Black or African American	25.81	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	18.75	0.00
White	12.31	0.00
English Learners	11.89	0.00
Foster Youth	12.50	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	11.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.98	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.

2025-26 School Safety Plan

Stefani Elementary School provides a positive, safe, and maintained environment and facilities for students, staff, and community members. A Comprehensive School Safety Plan that addresses safety concerns through a systematic planning process has been reviewed with local law enforcement, parents, students, teachers, administrators, classified employees, and other people who may be interested in the prevention of campus crime and violence. As defined by Education Code 32280, a safety plan is a plan to develop strategies aimed at the prevention of, and education about, potential violence on the school campus. The Comprehensive School Safety Plan also addresses appropriate strategies that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety. This includes topics such as disaster procedures, bullying, fire and other safety drills, procedures that ensure students have access to a safe place to learn, and more. The Comprehensive School Safety Plan was reviewed, updated, and discussed with school faculty by January 2026.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	22	1	5	0
4	25	1	5	0
5	30	0	6	0
6	33	0	3	8
Other	8	1	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	21	2	3	0
4	29	0	6	0
5	31	0	5	0
6	28	1	40	0
Other	24	1	8	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	25		5	
4	28		6	
5	29		5	
6	33		8	8
Other	19	1	1	

2024-25 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	608

2024-25 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)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.2
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	10,858.00	1,542.10	9,315.90	115,802.14
District	N/A	N/A	10523.05	\$116,502
Percent Difference - School Site and District	N/A	N/A	-12.2	-0.6
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-17.9	13.0

Fiscal Year 2024-25 Types of Services Funded

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title II, Part A - Teacher Quality, Title III, Part A - Limited English Proficiency, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Title IV, Part A - Student Support and Academic Enrichment, Gifted and Talented Education, Local Control Funding Formula Base, Supplemental and Concentration Grants and Grade Span Adjustment, Proposition 28 – Arts & Music in Schools; Expanded Learning Opportunity Program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,682	\$61,597
Mid-Range Teacher Salary	\$114,870	\$98,902
Highest Teacher Salary	\$137,063	\$126,340
Average Principal Salary (Elementary)	\$169,967	\$158,383
Average Principal Salary (Middle)	\$169,967	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$240,000	\$288,332
Percent of Budget for Teacher Salaries	29.96%	31.29%
Percent of Budget for Administrative Salaries	4.94%	5.38%

Professional Development

Over the past year, the Merced City School District (MCSD) has provided comprehensive professional development to all certificated staff, administrators, and instructional assistants, ensuring ongoing support for teaching and learning. This development aligns with the district's mission to deliver high-quality instruction, promote mastery of academics, nurture student confidence, and foster inclusive learning environments. It also directly supports the district's Key Areas of Focus: Literacy, Safety, and Relationships.

This school year, MCSD has committed over one hundred days to high-quality staff development, reinforcing our dedication to continuous growth and improvement. The professional learning sessions have been accompanied by practical modeling, demonstrations, and follow-up with observation, coaching, and feedback. These efforts have been carried out across our fourteen elementary schools, four middle schools, thirteen preschools, and the Community Day School, ensuring broad district-wide impact.

A key focus of this year's professional development continued to be the implementation of evidence-based strategies, particularly in structured reading, grounded in the Science of Reading principles. This emphasis aims to strengthen both Tier 1/Core instruction and Tier 2/Intervention across all grade levels and subject areas. By enhancing foundational reading skills and providing targeted interventions, MCSD aims to support improved academic outcomes for all students, ensuring a solid academic foundation and continued progress throughout the year. Additionally, professional development was focused on new supplemental curriculum to support our most striving readers: Handwriting without Tears and Learning Ally. Finally, the district contracted to provide Administrator Training through Center for Model Schools for 9 days plus site-based coaching at all 18 schools for four (4) days each, as well as Universal Design for Learning through Novak Education at all 18 sites for four (4) days each during the 2025-2026 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	141	171	237