

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joe Stefani Elementary School	24657710112615	March 26, 2025	June 10, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Joe Stefani Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
 Stefani Elementary School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in November 2024 since the Suspension Rate for the African American subgroup increased in 2023-2024.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Joe Stefani Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Stefani Elementary School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in November 2024 since the Suspension Rate for the African American subgroup increased in 2023-2024.

The Single Plan for Student Achievement (SPSA) for Stefani Elementary School is designed to meet the Every Student Succeeds Act (ESSA) requirements. In the process, the Joe Stefani team identifies resource inequities, analyzes data, and isolates identified needs. From this work, the team creates goals and then selects actions and/or strategies to meet the goal. The team then selects measurable outcomes to drive the actions. Throughout the implementation of the SPSA, Joe Stefani Elementary meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Joe Stefani Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed through partnerships with the site Leadership Team, the School Site Council (SSC), and the English Language Advisory Committee (ELAC). The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the Merced City Schools Board in June.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Stefani Elementary School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in November 2024 since the Suspension Rate for the African American subgroup increased in 2023-2024. A resource area that helps with discipline and student management is Positive Behavior Incentives and Supports (PBIS). This school and district initiative has three tiers: Tier 1 (school-wide), Tier 2 (small group supports), and Tier 3 (one-to-one intensive supports). A set of strategies that were not incorporated into the PBIS program prior was a wider use of Alternative Means of Corrections and Restorative Justice practices. These are now incorporated into the PBIS program, with the stated purpose being the reduction of the suspension rate for all significant subgroups--especially Black/African-American.

It is important to note that Joe Stefani Elementary's Black/African-American subgroup is statistically small (between 20 and 30 students) in comparison to our typical enrollment of over 600 students. Therefore, suspending students in this subgroup, even at a lower rate than the student population, will appear as a larger percentage rate.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

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

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To inform the placement of students into tiered groups for appropriate interventions, Stefani Elementary uses state and local assessments to modify instruction and improve student achievement (ESEA) that include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate intervention.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Joe Stefani Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.32%	0.33%	0	2	2
African American	4.07%	3.5%	3.95%	26	22	24
Asian	20.19%	22.13%	19.08%	129	139	116
Filipino	1.41%	1.11%	0.99%	9	7	6
Hispanic/Latino	60.88%	58.76%	61.02%	389	369	371
Pacific Islander	0.63%	0.32%	0.49%	4	2	3
White	9.08%	9.71%	9.70%	58	61	59
Multiple/No Response	2.19%	2.55%	2.80%	14	16	17
Total Enrollment				639	628	608

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 3	108	127	106
Grade 4	193	153	176
Grade 5	169	183	157
Grade 6	169	165	169
Total Enrollment	639	628	608

Conclusions based on this data:

1. Our school enrollment is diverse. Within our 600+ students enrolled, our largest group is Latino (at 61%) followed by Asian (19%).
2. We also experienced a "bulge" of students in certain grades. For the 23-24 school year, our largest group is 4th grade with over 176 students.
3. For the 22-23 school year, another "bulge" of students is in 5th grade with an increase of 14 students over the previous year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	129	123	110	16.7%	20.2%	18.1%
Fluent English Proficient (FEP)	99	112	74	20.1%	15.5%	12.2%
Reclassified Fluent English Proficient (RFEP)	25	31	29	19%	25%	26%

Conclusions based on this data:

1. Our EL population holds steady at over 100 students of the overall enrollment of 600+ (about 20%).
2. We were able to reclassify (redesignate) 29 students (26% of the EL population) in the 2023-2024 school year.
3. Our redesignation rate has increased strongly and steadily since the 2021-2022 school year (from about 7% to about 25%).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	111	130	113	110	128	111	110	128	111	99.1	98.5	98.2
Grade 4	187	152	181	185	151	178	185	151	178	98.9	99.3	98.3
Grade 5	164	173	157	162	172	155	162	172	155	98.8	99.4	98.7
Grade 6	171	169	170	169	169	168	169	169	168	98.8	100.0	98.8
All Grades	633	624	621	626	620	612	626	620	612	98.9	99.4	98.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2367.	2363.	2387.	3.64	9.38	8.11	15.45	13.28	23.42	31.82	28.13	28.83	49.09	49.22	39.64
Grade 4	2424.	2440.	2447.	14.05	15.23	19.66	16.76	22.52	22.47	23.24	25.17	26.40	45.95	37.09	31.46
Grade 5	2451.	2430.	2443.	8.64	5.23	9.03	21.60	20.93	16.13	21.60	18.60	21.94	48.15	55.23	52.90
Grade 6	2482.	2489.	2483.	11.83	8.28	7.14	21.89	21.89	24.40	27.22	30.77	30.36	39.05	39.05	38.10
All Grades	N/A	N/A	N/A	10.22	9.35	11.44	19.17	20.00	21.57	25.40	25.48	26.80	45.21	45.16	40.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.64	9.38	8.11	61.82	50.78	60.36	34.55	39.84	31.53
Grade 4	7.57	10.60	15.73	61.08	64.24	63.48	31.35	25.17	20.79
Grade 5	6.79	4.65	5.16	63.58	58.14	55.48	29.63	37.21	39.35
Grade 6	10.65	10.71	7.14	56.21	58.93	52.38	33.14	30.36	40.48
All Grades	7.51	8.72	9.31	60.54	58.32	57.84	31.95	32.96	32.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.55	8.59	8.11	50.00	42.97	58.56	45.45	48.44	33.33
Grade 4	13.51	11.26	12.92	47.03	65.56	56.18	39.46	23.18	30.90
Grade 5	9.88	5.23	7.10	47.53	48.26	54.19	42.59	46.51	38.71
Grade 6	10.06	8.93	7.74	43.79	51.79	55.95	46.15	39.29	36.31
All Grades	10.06	8.40	9.15	46.81	52.34	56.05	43.13	39.26	34.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.82	2.34	3.60	76.36	70.31	81.98	21.82	27.34	14.41
Grade 4	3.78	7.28	7.87	70.81	70.20	68.54	25.41	22.52	23.60
Grade 5	9.26	5.81	7.74	71.60	65.12	67.74	19.14	29.07	24.52
Grade 6	13.61	7.74	8.33	66.27	74.40	70.24	20.12	17.86	21.43
All Grades	7.51	5.98	7.19	70.77	69.95	71.24	21.73	24.07	21.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.64	7.81	7.21	67.27	57.81	66.67	29.09	34.38	26.13
Grade 4	9.19	11.26	11.24	64.32	69.54	70.79	26.49	19.21	17.98
Grade 5	7.41	5.23	7.74	62.35	56.98	58.71	30.25	37.79	33.55
Grade 6	11.24	10.71	10.12	65.68	66.67	69.05	23.08	22.62	20.83
All Grades	8.31	8.72	9.31	64.70	62.84	66.50	27.00	28.43	24.18

Conclusions based on this data:

- Our testing participation rate has remained consistent at around 99% of students.
- In Reading, around 57% of our students are at or near standard while about 70% are so in Listening Comprehension.

3. Overall, our percentage of students below standard has reduced consistently since the 2023 school year. In Writing, the percentage of students below standard has been reduced by double-digits.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	111	130	113	110	128	113	110	128	113	99.1	98.5	100
Grade 4	187	152	181	186	151	180	186	151	180	99.5	99.3	99.4
Grade 5	164	172	158	162	171	158	162	171	158	98.8	99.4	100
Grade 6	171	169	171	169	169	169	169	169	169	98.8	100.0	98.8
All Grades	633	623	623	627	619	620	627	619	620	99.1	99.4	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2378.	2403.	8.18	6.25	15.04	14.55	21.09	24.78	27.27	21.88	20.35	50.00	50.78	39.82
Grade 4	2420.	2441.	2437.	6.99	7.28	8.89	11.83	20.53	24.44	30.11	39.07	30.56	51.08	33.11	36.11
Grade 5	2438.	2428.	2430.	5.56	2.34	5.06	12.96	7.60	6.96	20.99	27.49	28.48	60.49	62.57	59.49
Grade 6	2442.	2451.	2434.	6.51	4.73	3.55	5.33	10.06	8.88	26.63	26.63	22.49	61.54	58.58	65.09
All Grades	N/A	N/A	N/A	6.70	5.01	7.58	10.85	14.22	15.81	26.32	28.92	25.97	56.14	51.86	50.65

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	8.59	14.16	40.00	45.31	46.02	50.00	46.09	39.82
Grade 4	7.53	7.28	8.89	38.71	55.63	47.22	53.76	37.09	43.89
Grade 5	4.94	4.09	5.06	46.91	43.27	40.51	48.15	52.63	54.43
Grade 6	6.51	6.51	2.37	33.14	35.50	36.09	60.36	57.99	61.54
All Grades	7.02	6.46	7.10	39.55	44.59	42.26	53.43	48.95	50.65

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.36	7.03	11.50	62.73	52.34	60.18	30.91	40.63	28.32
Grade 4	11.29	5.96	13.89	53.23	70.20	54.44	35.48	23.84	31.67
Grade 5	4.94	4.09	1.90	55.56	59.06	53.16	39.51	36.84	44.94
Grade 6	7.10	4.14	4.14	50.89	57.99	54.44	42.01	37.87	41.42
All Grades	7.66	5.17	7.74	54.86	60.10	55.16	37.48	34.73	37.10

Conclusions based on this data:

1. Our student overall performance in Mathematics increased by about 10% from the 21-22 school year.
2. While students demonstrated growth in all domains, the largest margin of growth occurred in Communicating Reasoning (63% above and at or near standard).
3. The Communicating Reasoning domain has the smallest portion of students below standard: around 37%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	1483.4	1473.1	1464.6	1485.7	1471.5	1459.8	1480.5	1474.2	1468.9	26	28	21
4	1504.2	1529.6	1503.0	1494.6	1540.7	1501.0	1513.1	1517.9	1504.3	40	39	31
5	1524.4	1515.4	1498.9	1518.8	1525.0	1494.9	1529.5	1505.5	1502.3	28	34	26
6	1515.5	1508.3	1512.0	1511.3	1506.6	1513.2	1519.3	1509.5	1510.2	30	27	31
All Grades										124	128	109

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	7.69	10.71	0.00	46.15	32.14	28.57	26.92	21.43	57.14	19.23	35.71	14.29	26	28	21
4	20.00	35.90	22.58	40.00	38.46	35.48	20.00	15.38	22.58	20.00	10.26	19.35	40	39	31
5	21.43	17.65	7.69	50.00	35.29	34.62	21.43	26.47	34.62	7.14	20.59	23.08	28	34	26
6	10.00	3.70	6.45	36.67	59.26	45.16	36.67	18.52	29.03	16.67	18.52	19.35	30	27	31
All Grades	15.32	18.75	10.09	42.74	40.63	36.70	25.81	20.31	33.94	16.13	20.31	19.27	124	128	109

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	34.62	32.14	14.29	30.77	17.86	42.86	11.54	14.29	23.81	23.08	35.71	19.05	26	28	21
4	27.50	61.54	38.71	42.50	20.51	32.26	17.50	5.13	12.90	12.50	12.82	16.13	40	39	31
5	39.29	38.24	26.92	50.00	44.12	53.85	3.57	8.82	3.85	7.14	8.82	15.38	28	34	26
6	40.00	25.93	32.26	33.33	51.85	35.48	20.00	3.70	22.58	6.67	18.52	9.68	30	27	31
All Grades	34.68	41.41	29.36	39.52	32.81	40.37	13.71	7.81	15.60	12.10	17.97	14.68	124	128	109

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	3.85	3.57	0.00	11.54	17.86	14.29	57.69	39.29	47.62	26.92	39.29	38.10	26	28	21
4	20.00	10.26	6.45	22.50	25.64	38.71	22.50	43.59	29.03	35.00	20.51	25.81	40	39	31
5	7.14	8.82	0.00	32.14	5.88	15.38	46.43	44.12	53.85	14.29	41.18	30.77	28	34	26
6	0.00	3.70	0.00	33.33	22.22	16.13	33.33	44.44	41.94	33.33	29.63	41.94	30	27	31
All Grades	8.87	7.03	1.83	25.00	17.97	22.02	37.90	42.97	42.20	28.23	32.03	33.94	124	128	109

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
3	38.46	14.29	19.05	42.31	42.86	57.14	19.23	42.86	23.81	26	28	21	
4	45.00	38.46	25.81	42.50	46.15	64.52	12.50	15.38	9.68	40	39	31	
5	21.43	20.59	23.08	71.43	55.88	61.54	7.14	23.53	15.38	28	34	26	
6	20.00	3.70	6.45	66.67	77.78	67.74	13.33	18.52	25.81	30	27	31	
All Grades	32.26	21.09	18.35	54.84	54.69	63.30	12.90	24.22	18.35	124	128	109	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
3	57.69	39.29	14.29	19.23	28.57	57.14	23.08	32.14	28.57	26	28	21	
4	27.50	64.10	41.94	57.50	25.64	38.71	15.00	10.26	19.35	40	39	31	
5	67.86	88.24	42.31	21.43	2.94	42.31	10.71	8.82	15.38	28	34	26	
6	60.00	70.37	54.84	30.00	14.81	35.48	10.00	14.81	9.68	30	27	31	
All Grades	50.81	66.41	40.37	34.68	17.97	42.20	14.52	15.63	17.43	124	128	109	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
3	3.85	0.00	0.00	26.92	39.29	38.10	69.23	60.71	61.90	26	28	21	
4	12.50	7.69	3.23	42.50	64.10	58.06	45.00	28.21	38.71	40	39	31	
5	14.29	8.82	0.00	67.86	44.12	53.85	17.86	47.06	46.15	28	34	26	
6	0.00	3.70	0.00	46.67	44.44	32.26	53.33	51.85	67.74	30	27	31	
All Grades	8.06	5.47	0.92	45.97	49.22	45.87	45.97	45.31	53.21	124	128	109	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3	7.69	14.29	0.00	80.77	64.29	85.71	11.54	21.43	14.29	26	28	21
4	37.50	25.64	19.35	42.50	61.54	67.74	20.00	12.82	12.90	40	39	31
5	21.43	5.88	7.69	71.43	70.59	69.23	7.14	23.53	23.08	28	34	26
6	10.00	29.63	6.45	76.67	55.56	83.87	13.33	14.81	9.68	30	27	31
All Grades	20.97	18.75	9.17	65.32	63.28	76.15	13.71	17.97	14.68	124	128	109

Conclusions based on this data:

1. Since the Pandemic, our ELs have increased their "passing" rate (Score of 4) on the ELPAC from 12% to almost 19%.
2. EL students taking the ELPAC have increased their achievement in all Domains since the 2021-2022 school year; however, the Writing domain increased the most (16 percentage points).
3. EL students at Stefani Elementary continue to progress towards the highest achieving level of 4 which will afford them the ability to be reclassified as Fluent English Proficient.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	90.5%	18.1%	1.3%
Total Number of Students enrolled in Joe Stefani Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	18.1%
Foster Youth	8	1.3%
Homeless	3	0.5%
Socioeconomically Disadvantaged	550	90.5%
Students with Disabilities	57	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.9%
American Indian	2	0.3%
Asian	116	19.1%
Filipino	6	1%
Hispanic	371	61%
Two or More Races	17	2.8%
Pacific Islander	3	0.5%
White	59	9.7%

Conclusions based on this data:

- For the 23-24 school year, Stefani Elementary School had 608 students enrolled. Of those students, 61% percent are Hispanic while 90.5% are eligible for free or reduced lunch (socioeconomically disadvantaged).

2. About 18% of students attending Stefani Elementary School are English Learners. These students receive designated ELD instruction for 30 minutes daily.
3. About 1% of Stefani Elementary School's student population is classified as Foster Youth, another .5% are Homeless, while about 4% are African American.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Orange

Conclusions based on this data:

1. Our school's overall performance in ELA and Math is low (Orange); an area that shows improvement (Yellow) is chronic absenteeism.
2. English Learner Progress is also an overall low (Orange) rate.

3. Our high Suspension rate remains an area of needed improvement for specific sub-groups.. Nonetheless, our overall score is low (Orange).

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>40.4 points below standard</p> <p>Increased 10.5 points</p> <p>566 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>59.6 points below standard</p> <p>Increased 4.9 points</p> <p>143 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>42.0 points below standard</p> <p>Increased 12.1 points</p> <p>516 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>131.4 points below standard</p> <p>Increased 10.2 points</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>59.2 points below standard</p> <p>Maintained 0.6 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>28.6 points below standard</p> <p>Maintained 0.7 points</p> <p>116 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>48.8 points below standard</p> <p>Increased 11.0 points</p> <p>341 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>34.6 points below standard</p> <p>Increased 43.2 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>17.6 points below standard</p> <p>Increased 29.1 points</p> <p>55 Students</p>

Conclusions based on this data:

1. In ELA, our school's overall performance remains low (Orange level); however, our student body increased by double-digits (10.5).
2. No sub-groups are in the red (lowest) category for the 23-24 school year.
3. All our significant subgroups either increased or maintained. The two or more races sub-group demonstrated the largest increase: more than 43 points.

School and Student Performance Data

Academic Performance Mathematics

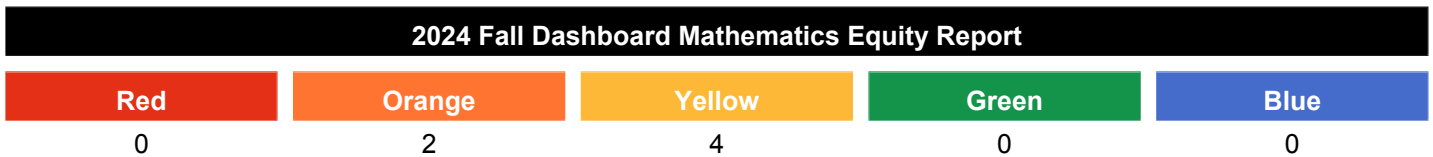
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>73.6 points below standard</p> <p>Increased 3.9 points</p> <p>568 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>91.3 points below standard</p> <p>Increased 6.3 points</p> <p>145 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>75.9 points below standard</p> <p>Increased 4.4 points</p> <p>518 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>146.5 points below standard</p> <p>Increased 9.1 points</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>88.9 points below standard</p> <p>Increased 10.3 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>57.2 points below standard</p> <p>Declined 3.1 points</p> <p>116 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>82.7 points below standard</p> <p>Increased 6.1 points</p> <p>343 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>94.6 points below standard</p> <p>Declined 9.4 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>44.8 points below standard</p> <p>Increased 15.4 points</p> <p>55 Students</p>

Conclusions based on this data:

1. The Stefani student body increased one achievement level from the previous year, from Orange to Yellow. Two subgroups--- African American and White students---demonstrated a significant increase, in the double digits.
2. Mathematics shows an average 74 points below standard for all students at Stefani; however, our students with disabilities increased their performance by 9 points. We had no subgroups perform in the lowest (Red) level.
3. As a relative strength, is our White subgroup (Yellow) at about 45 points below standard and had the largest increase (more than 15 points).

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 40.8% making progress. Number Students: 98 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 7 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 19.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 39.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 40.8%

Conclusions based on this data:

- 98 students were assessed with the ELPAC in the 23-24 school year. Of the students tested, about 41% were making progress toward English Language Proficiency. About 19% of them decreased their ELPAC by one level, while about 40% maintained ELPI Level 1, 2L, 2H, 3L or 3H. When the Reclassification rates are included, about 100 students have been reclassified over the last three school years. Our reclassification rate is 20% for the current school year, a steady increase since the end of the pandemic; nonetheless, our EL population is in the Orange level due to their lower rate of progress over the prior year.
- Teachers will teach English Language Learners instruction during Designated ELD for 30 minutes daily.
- Teachers provide English Language Learner students opportunities throughout the school day to participate in integrated English Learner lessons.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>17.6% Chronically Absent</p> <p>Declined 9.6</p> <p>658 Students</p>	<p>English Learners</p> <p>Green</p> <p>8.7% Chronically Absent</p> <p>Declined 6.6</p> <p>149 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>54.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>18.3% Chronically Absent</p> <p>Declined 10.1</p> <p>601 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>22.2% Chronically Absent</p> <p>Declined 6.9</p> <p>72 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Declined 16.3</p> <p>28 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 2</p> <p>123 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>19.1% Chronically Absent</p> <p>Declined 13.6</p> <p>403 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.5% Chronically Absent</p> <p>Increased 7</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>22.7% Chronically Absent</p> <p>Declined 6.5</p> <p>66 Students</p>

Conclusions based on this data:

1. Our student body chronic absenteeism rate shows a significant upward growth as all groups improved by almost 10 points. The biggest improvement is shown by our English Learners and Asian sub-groups--both showing (green) performance.
2. No sub-groups are in the lowest performance (Red) level. Foster Youth and Homeless sub-groups do not register on the CA Dashboard as their number are not statistically significant.
3. Our overall chronic absenteeism rate is around 18%---a huge improvement over the 22-23 school year (at about 27%) and from the pandemic-era rates of over 50%. The biggest improvement in chronic absenteeism was with our African-American sub-group, with an improvement of over 16 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

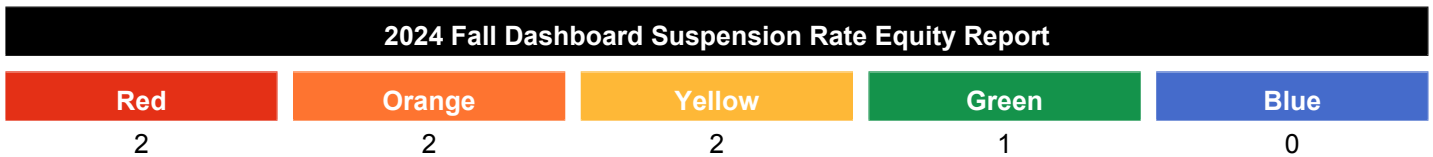
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Maintained 0.1%</p> <p>686 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.8%</p> <p>151 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>21.4% suspended at least one day</p> <p>Increased 15.2%</p> <p>14 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined 0.3%</p> <p>628 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>9.6% suspended at least one day</p> <p>Increased 4.1%</p> <p>73 Students</p>	<p>African American</p>  <p>Red</p> <p>20% suspended at least one day</p> <p>Increased 7.1%</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.6%</p> <p>128 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>418 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.7%</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined 1.1%</p> <p>69 Students</p>

Conclusions based on this data:

1. Our overall suspension rate is under 5%--school staff and administration continue to implement alternative means of correction and behavior interventions to bring this rate out of the Orange level.
2. The suspension rate for Asian students is the lowest (Green) of all subgroups at Stefani Elementary. Our African-American and Students with Disabilities were suspended at a higher rate (Red).
3. Our African American students continue to face suspensions at a very high rate of 20%. This subgroup is in the Red. With such a small group (30 students), suspending just 2 students (2/30) will supersede the overall school rate. The Students with Disabilities sub-group suspension rate is also high (red), with almost 10% of the students suspended at least once. The suspension rate for these two groups is not acceptable. We will continue to work on alternative means of correction using the implementation of Restorative Justice practices.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

Minimum 60% of students will reach Typical Growth (1 year's growth) in ELA and a minimum of 30% of the students will reach their Stretch Growth (1.5 years or more) as measured through local District Progress Assessment (DPA). Such students will also maintain a minimum attendance rate of 85%

Minimum 50% of students will reach Typical Growth (1 year's growth) in Math and a minimum of 20% of the students will reach their Stretch Growth (1.5 years or more) as measured through local District Progress Assessment (DPA). Such students will also maintain a minimum of 85% attendance rate.

Minimum of 25% of English Learner students will be re-designated to Fluent English Proficient (RFEP) while a minimum of 50% of English Learner students will maintain their ELPI level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of scholars 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 them to successfully enter the next grade level, high school, college and/or career.
Priorities 1, 2, 4, 5, and 7

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Medium (yellow) status: all Stefani students will increase their achievement level in both ELA and Math so as to move to the normal (green) level.

Low (orange) status: In ELA (as indicated by the SBAC results) our Students with Disabilities group will continue to increase (were in the red in the 22-23 school year) in ELA and grow a minimum of 10 points.

Low (red) status: In ELA (as indicated by the SBAC results) our Asian students will increase their achievement level by at least 10 points and return to a high (green) status.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Performance Assessment (DPA)	a. All Students: 57% Annual Typical Growth & 23% Stretch Growth in ELA b. All Students: 45% Annual Typical Growth & 15% Stretch Growth in Math c. African American: 48% Annual Typical Growth & 26% Stretch Growth in ELA d. African American: 45% Annual Typical Growth & 15% Stretch Growth in Math e. English Learners: 56% Annual Typical Growth & 20% Stretch Growth in ELA f. English Learners: 47% Annual Typical Growth & 13% Stretch Growth in Math g. Foster Youth: 33% Annual Typical Growth & 0% Stretch Growth in ELA	a. 60% Annual Typical Growth & 30% Stretch Growth in ELA (all students) b. 50% Annual Typical Growth & 20% Stretch Growth in Math (all students) c. 55% Annual Typical Growth & 30% Stretch Growth in ELA (African American) d. 50% Annual Typical Growth & 20% Stretch Growth in Math (African American) e. 60% Annual Typical Growth & 25% Stretch Growth in ELA (English Learners) f. 50% Annual Typical Growth & 20% Stretch Growth in Math (English Learners) g. 40% Annual Typical Growth & 10% Stretch Growth in ELA (Foster Youth)
CAASSP/SBAC	a. All students: 55% Met/Nearly Met Standard in ELA b. All students: 43% Met/Nearly Met Standard in Math	a. 60% to Meet/Nearly Meet Standard in ELA (all students) b. 50% to Meet/Nearly Meet Standard in Math (all students)
ELPAC	a. English Learners: 40% progressed at least 1 level b. English Learners: 40% maintained level (except level 4)	a. 50% of English Learners to progress at least 1 level b. 50% of English Learners to maintain their level (level 4 excluded)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide before and after school tutorial intervention services to bolster our intensive tiered RtI support	Priority is given to students "in the bubble" those that are 1 to 2 years behind academically.	6000 0824 1000-1999: Certificated Personnel Salaries Teacher Over Time for tutoring 5000 3010 1000-1999: Certificated Personnel Salaries Teacher Over Time for tutoring
1.2	Provide needed classroom furniture and up-to-date library books in all genres to support the classroom reading instruction	All students	6410 General Fund 4000-4999: Books And Supplies Library books

1.3	Provide Site based trainings to certificated staff on tutoring protocols and core support for low achieving students.	Students Nearly Meeting Standard, especially English Learners, Foster Youth African American youth; Homeless, and Students with Special Needs	3200 0824 1000-1999: Certificated Personnel Salaries Certificated Staff Site Based Trainings
1.4	Hire temporary Academic Clinicians and school supplies to support all students in the CORE areas	All students	150000 3010 1000-1999: Certificated Personnel Salaries Academic Clinicians 21711 3010 4000-4999: Books And Supplies school supplies
1.5	Equipment maintenance agreements and printshop supplies for student achievement	All students	3000 3010 5000-5999: Services And Other Operating Expenditures Equipment maintenance agreements
1.6	Provide site-based grade level planning (substitute coverage)		2000 3010 1000-1999: Certificated Personnel Salaries grade level planning substitutes 4000 0824 1000-1999: Certificated Personnel Salaries Substitutes for grade-level planning
1.7	Conference attendance for administration and staff for PLC and AVID Summer Institute	All Students	16000 3010 5000-5999: Services And Other Operating Expenditures AVID Summer Institute and PLC conference
1.8	Pay annual AVID elementary dues	All Students	5000 3010 5000-5999: Services And Other Operating Expenditures AVID Elementary membership dues
1.9	Acquire annual student planners	All Students	3000 3010 5000-5999: Services And Other Operating Expenditures Student planners
1.10	Certificated and classified benefits for staff	All Students	21105 3010 3000-3999: Employee Benefits extra duty employee benefits
1.11			

1.12			
1.17			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1.1: This action was implemented well, as our staff tutored students before and after school in the CORE areas of ELA and Math
 Strategy 1.2: This action was implemented with fidelity as we obtained quality, culturally relevant books and needed furniture.
 Strategy 1.3: This action was not implemented as there was an abundance of district-based trainings held throughout the year.
 Strategy 1.4: This is a new action to be implemented for the 25-26 school year.
 Strategy 1.5: This action was implemented as specified.
 Strategy 1.6: This action was implemented as teachers held planning meetings by grade level.
 Strategy 1.7: This action was implemented when a team from our school attended the AVID Summer Institute.
 Strategy 1.8: This action was implemented as we paid our AVID dues and continue to operate as an AVID Elementary school.

Overall, the implementation of the strategies/actions of this goal helped our student body experience healthy academic growth. Specifically, our African American students grew academically. We implemented a healthy AVID program with a focus on organization and academic growth; we implemented county office of education (MCOE) math site-based training throughout the year; we implemented PLC staff development with a focus on data and the Critical Questions; we implemented a robust before & after school tutoring program.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1.1: In this action, we had less teacher-led before and after school tutoring but an increase in tutoring provided by a third party (Bali Tutoring).
 Strategy 1.2: There was no difference in implementation as the budgeted amount was spend with fidelity.
 Strategy 1.3: This action was not implemented and the budgeted amount remained.
 Strategy 1.4: This is a new action to be implemented for the 25-26 school year.
 Strategy 1.5: There was no difference in the intended implementation and the actual implementation of this action.
 Strategy 1.6: This action was implemented with fidelity, with no significant difference between the planned action and the budgeted amount.
 Strategy 1.7: There was no difference between the intended and actual implementation of this action.
 Strategy 1.8: This action was implemented with fidelity as well.

Our English learner population did not grow as much academically---although they made progress, their ELPAC scores show lesser growth than in the previous year. Although our students grew academically, we will continue to implement our exisiting and new actions as specified above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy 1.3: We will provide site-based training for our teachers to implement tutoring throughout the school year.
Strategy 1.4: We will institute this new action to hire Academic Clinicians to help improve the achievement of our low-achieving subgroups.

Overall, the goal has been adjusted to specify the type of growth (including specific measures) that our students should achieve. All changes/updates regarding this goal are specified above in the Title and Description of this goal as well as in the Annual Measurable Outcomes. Additionally, we are focusing additional trainings and resources to target these specific subgroups: English Learners (including Long-Term ELs), Foster Youth, African American youth, Homeless, and Students with Special Needs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Social-Emotional Learning & Wellness

By May 2026, student responses on the California Healthy Kids Survey (CHKS) will result in a minimum of 90% in the following categories for all students;

1. a connectedness to the school
2. academically motivated
3. a caring staff
4. a staff with high expectation for students
5. social and emotional support at school for students

Student Severely Chronic absenteeism rate will be reduced to 15% or less.

Home suspension rate for all students will be reduced by at least 1% point by the end of the academic school year, 2025-2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a welcoming, safe, culturally responsive environment, where scholars 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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic Absenteeism:

On the CA Dashboard, our overall chronic absenteeism rate improved over the previous year---down to 17.6%, with a reduction of almost 10 points. All statistically significant student subgroups improved. Nonetheless, our almost 18% chronic absenteeism rate is high, and improvement is needed. To continue improving in this area, we continue to implement an attendance plan whereby we recognize good attendance and follow up with extreme truancy cases---anywhere from attendance contracts to home visits to district-managed SARB agreements. No sub-groups are in the lowest performance (red) level. Foster Youth and Homeless sub-groups do not register on the CA Dashboard as their number are not statistically significant. Our English Learner sub-group experienced an improvement. The English Learner group also has a 15% chronic absenteeism rate, an almost 50% better rate than the student body population. Our African American youth showed a significant decline in Chronic Absenteeism with an improvement of almost 9% over the previous school year.

Suspensions:

ATSI status: African American students will decrease their suspension rate (from 20%) in order for this group to move out of the lowest (red) level. Our suspension rate (4.8%) is comparable to the state level of 3.2%. Within that, our significant subgroups were suspended as follows: Asian students is the lowest of all subgroups at Stefani Elementary. English Learners are suspended at a very low rate of 1.9% Students with Disabilities, although suspended at a high (5.5%) rate, declined by almost 3 percentage points. The Foster Youth suspension rate also declined by about 3%. Our Homeless group is not statistically significant to register on the CA Dashboard. Our African American students continue to face suspensions at a very high rate of 20%. This rate is in comparison within the same subgroup, which is a total of 30 students. With such a small group, suspending just 2 students (2/31) will supersede the overall school rate. The suspension rate is still not acceptable. We will continue to work on alternative means of correction using the implementation of Restorative Justice practices. Our Students with Disabilities were also suspended at a high rate (red). In summary, our overall suspension rate (4.8%), while not very high, does not vary much from the state level of 3.2%. Our goal is to decrease our African American subgroup suspension rate to single digits. We also seek to lower the rate of suspensions for Students with Disabilities. In doing so, we will move both of these groups out of the red (lowest) current level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a. Chronic Absenteeism Rate for all students b. African American chronic absenteeism rate	a. 18% current chronic absenteeism rate for all students b. 42% current chronic absenteeism for African American subgroup	a. 15% target rate for all students b. 30% target rate for the African American subgroup
a. Suspension Rate b. African American suspension rate	a. 4.8% current suspension rate for all students b. 20% current suspension rate for African American Students	a. 4% target rate for all students b. -10% (down to 10%) is the target suspension rate for African-American students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Fund assemblies that are academically motivating, anti-bullying, and character-building and field trips for student SEL & Wellness	All students	2550 0824 5000-5999: Services And Other Operating Expenditures

			School rallies 1000 3010 5000-5999: Services And Other Operating Expenditures School rallies 1500 0824 5000-5999: Services And Other Operating Expenditures non-AVID field trips
1.2	Provide safety communications and supplies for student supervision and security	All students	24040 0824 4000-4999: Books And Supplies Safety Equipment
1.3	Fund postage and printshop supplies for home mailers	All students	3000 0824 5000-5999: Services And Other Operating Expenditures Postage mail to student families 1000 3010 5700-5799: Transfers Of Direct Costs printshop supplies
1.4	Provide educational excursions and transportation on VIA buses	All students	12100 3010 5800: Professional/Consulting Services And Operating Expenditures AVID field trips
1.5	Provide coaches for intramural sports such as soccer, basketball & track	All students	2200 0824 2000-2999: Classified Personnel Salaries Classified Coaches
1.6	Provide coaches for intramural sports in soccer, basketball, and track	All students	2500 0824 1000-1999: Certificated Personnel Salaries sports coaches (certificated)
1.7	Provide Health & Wellness noon duty staff for student engagement in games at break & lunch	All Students	6000 0824 2000-2999: Classified Personnel Salaries H&W noon duty
1.8	Fund AVID program dues, membership to help support student achievement on campus	All students	5000 3010 5000-5999: Services And Other Operating Expenditures Membership & Dues
1.10			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1.1: This action was implemented well, as we held various assemblies throughout the year to help inspire students.

Strategy 1.2: This action was implemented with fidelity as Stefani Elementary secured safety equipment for support personnel.

Strategy 1.3: This action was implemented as planned.

Strategy 1.4: This action was implemented with fidelity.

Strategy 1.5: This action was implemented well using classified staff as coaches, and our students thrived in intramural sports.

Strategy 1.6: This action was implemented well using certificated staff as coaches, and our students thrived in intramural sports.

Strategy 1.7: This action was implemented with fidelity as our Health & Wellness noon duty supervisor was engaged all year.

Strategy 1.8: This action was implemented with fidelity as we continue to be an AVID Elementary school site.

Regarding chronic absenteeism, our student body has improved by double digits. We seek to continue bouncing back from the pandemic-era rates of around 50% and to get this rate down to the teens. All of our statistically significant subgroups improved. By continuing to implement an Attendance Plan with specific strategies and to follow up with extreme cases, we will accomplish this.

Regarding our suspension rates, we continue to implement alternative means of correction, counseling, and Restorative Justice practices to bring this rate down. Our two subgroups in the lowest level, White and African American students, although not suspended at higher rates, stand out because their overall numbers are relatively small.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no substantial differences between the planned strategies and actions and their implementation.

Nonetheless, our intention is to continue bringing suspension rates down. African American and White student subgroups will continue to be targets of counseling, alternative means of correction, and Restorative Justice (RJ) practices. RJ was not budgeted for this past year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Specific protocols will be implemented to bring down the suspension rate significantly---down to single digits for African American and White students. Alternative Means of Correction will be utilized extensively, and Restorative Justice practices will be implemented with the sole purpose of reducing home suspension rates across the board. Our target will be to raise the African-American and White sub-groups out of the Red level on the CA Dashboard.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Empowerment

We seek to solidify and increase the community and family engagement within our school community.

By February 2026, California School Parent Survey (CSPS) parent survey responses will show a minimum of 90% in satisfaction overall.

By February 2026, our African American parent community will demonstrate a minimum 10% increase in engagement and satisfaction based on the responses to the CHPS.

By February 2026, our Foster Youth parent community will demonstrate a minimum 10% increase in engagement and satisfaction based on the responses to the CHPS.

By February 2026, our English Learner parent community will demonstrate a minimum 10% increase in engagement and satisfaction based on the responses to the CHPS.

By February 2026, our Homeless parent community will demonstrate a minimum 10% increase in engagement and satisfaction based on the responses to the CHPS.

By February 2026, our Students with Disabilities parent community will demonstrate a minimum 10% increase in engagement and satisfaction based on the responses to the CHPS.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education to ensure all scholars excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys.

Priorities 3, and 6

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our African American students and Students with Disabilities were suspended at a higher rate than our overall population. With increased parent engagement, the use of alternative means of correction and Restorative Justice practices, we seek to significantly reduce the number of suspensions to a single digit rate. Within that, we seek to increase parent engagement and satisfaction with the school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a. Family Engagement communication b. Family Engagement opportunities	a. School-wide engagement notifications (Parent Square) less than 50 sent b. Plan and execute specific parent engagement opportunities	a. Increase the parent engagement messages sent via Parent Square by at least 20% b. Increase the number of (and participation rate) of parent engagement opportunities school-wide

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide home mailings for students with chronic attendance	Open to all students	500 0824 5000-5999: Services And Other Operating Expenditures SART mailings 1000 3010 5900: Communications school to home mailings
1.2	Provide bilingual (Spanish) interpreting at parent meetings	English Learners	1000 3010 2000-2999: Classified Personnel Salaries Spanish interpretation at parent meetings
1.3	Provide clerk support for our Learning Director to support English Learners and other specific student subgroups	English Learners	
1.4	Provide daycare for the school age children of parents who participating in SSC, ELAC, and Parent Workshops.	All students	1600 0824 2000-2999: Classified Personnel Salaries babysitting
1.5	Provide materials and supplies to support administration with parent meetings	All students	3214 3010 4000-4999: Books And Supplies Materials Supplies and Equipment for parent participation
1.6	Provide bilingual liaisons to eliminate language/communication barriers between the home and school	Bilingual (spanish speaking) students & families	22710 0824 2000-2999: Classified Personnel Salaries Family and Community Liaison
1.10			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1.1: This action was focused on mailings to increase parent engagement.
Goal 1.2: This action was implemented with fidelity, as we did use our classified staff for bilingual interpretation throughout the year.
Goal 1.3: This action has provided strong support for our Learning Director, and the strategy is therefore being implemented well.
Goal 1.4: This action was implemented as intended, as parent meetings were supported with child care.
Goal 1.5: This action was implemented with fidelity as school administration used the corresponding resources for parent meetings.
Goal 1.6: This action was implemented very well, as our Community Liaison continually provides a strong link with the parent community.

The family and Community engagement goal was in place the previous year. All strategies were implemented, and we experienced a noticeable increase in parent participation. Now refined, this goal continues.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the implementation of the goal and the budgeted expenditures. However, we continued to experience challenges with the rate of parent participation in small committees. The parent participation rate in School Site Council (SSC), Parent Teacher Club (PTC), and English Learner Advisory Committee (ELAC) was very low. On the plus side, the parent participation rate for big events like Literacy Night, Back to School Night, and Open House was very high.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal has been refined to include specific targets for African American youth, English Learners (including Long Term ELs), and Foster Youth, Homeless, and Students with Disabilities. We will actively recruit parents to participate in larger numbers in our various committees and parent groups with scheduled meeting throughout the year: SSC, PTC and ELAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Success of Targeted Subgroups

This goal focuses specifically on services and support for Black/African American students, English Learners (including Long Term ELs), Foster Youth, Homeless Youth, and Students with Disabilities. All these groups need improvement academically, with regards to suspension rates and chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The MCSD LCAP Goal 4 specifically addresses the needs of African American students, Students with Disabilities, Foster Youth, English Learners, and Homeless in the core areas of ELA and Mathematics as well as suspension and attendance rates.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The state Dashboard indicates that our African American Students and Students with Disabilities are suspended at higher rates as compared to their peers. They also lag in academic performance and attendance. Although locally (site level) African American students are experiencing strong academic growth and increased attendance rates, they still need targeted support. Foster Youth, English Learners, and Homeless students are also impacted by low academic achievement, chronic absenteeism, and high suspension rates.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>a. African American youth suspension rates</p> <p>b. African American youth academic achievement (ELA)</p> <p>c. African American youth academic achievement (Math)</p> <p>d. African American youth attendance rate</p> <p>e. Although Foster Youth don't register on the CA Dashboard, their rates are comparable to African American youth</p> <p>f. Our Homeless sub-group, although very small in size, experiences challenges in ELA, Math, Chronic Absenteeism and Suspension Rate</p>	<p>a. 20% suspension rate per the CA dashboard</p> <p>b. 25.7 points is the increase African American students demonstrated on the ELA exam, per the Dashboard</p> <p>c. 14.8 points is the increase African American students demonstrated on the ELA exam, per the Dashboard</p> <p>d. Our African American youth have a 52% chronic absenteeism rate with an 8.7% decline over the previous year</p> <p>e. Foster Youth rates are about as low in achievement in all areas as are African American youth</p> <p>f. Double-digit deficits is the current state of affairs for the homeless population in ELA, Math, Attendance and suspensions</p>	<p>a. 3% plus reduction in suspension the suspension rate in order to bring it into single digits</p> <p>b. 10+ points (double digits) is the target growth in ELA for this subgroup</p> <p>c. 10+ points (double digits) is the target growth in Math for this subgroup</p> <p>d. 10%+ decline in chronic absenteeism is the target for this subgroup</p> <p>e. Double-digit growth (10 or more points or 10% or more) is the target for Foster Youth</p> <p>f. Double-digit reductions in all areas will be the target for our homeless population</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide extra duty certificated support for after school IEP, PBIS and MTSS meetings	All students	3000 0824 1000-1999: Certificated Personnel Salaries after school meetings for certificated staff
4.2	Provide instructional materials such as Read Naturally and Mystery Writing	English Learners (Including Long Term ELs) Homeless, Foster, African American, and Students with Disabilities	3000 0824 5800: Professional/Consulting Services And Operating Expenditures CORE support instructional supplies 3500 3010 5800: Professional/Consulting Services And Operating Expenditures CORE support instructional supplies
4.3	Provide CPO Clerk to assist the Learning Director with support for specific subgroups	English Learners (Including Long Term ELs), Homeless, Foster, African American, and Students with Disabilities	21712 3010 2000-2999: Classified Personnel Salaries CPO Clerk 2500 3010 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 4.1: This activity was implemented with fidelity.

Strategy 4.2: Part of this activity was implemented and the acquisition of Mystery Writing curriculum is new.

Strategy 4.3: This activity was implemented with fidelity.

African American and Foster Youth were the two groups targetted the previous year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

African American and Foster Youth demonstrated significant improvent in Chronic Absenteeism and Academic Growth per the CA Dashbord.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025-2026 school year, we are adding English Learners (including Long-Term ELs), Homeless Youth, and Students with Disabilities for targetted asistance.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,052.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0824	\$85,800.00
3010	\$278,842.00
General Fund	\$6,410.00

Subtotal of state or local funds included for this school: \$371,052.00

Total of federal, state, and/or local funds for this school: \$371,052.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	278,842	0.00
0824	85,800	0.00
None Specified		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
0824	85,800.00
3010	278,842.00
General Fund	6,410.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,700.00
2000-2999: Classified Personnel Salaries	55,222.00
3000-3999: Employee Benefits	21,105.00
4000-4999: Books And Supplies	57,875.00
5000-5999: Services And Other Operating Expenditures	40,550.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,600.00
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	0824	18,700.00
2000-2999: Classified Personnel Salaries	0824	32,510.00
4000-4999: Books And Supplies	0824	24,040.00
5000-5999: Services And Other Operating Expenditures	0824	7,550.00
5800: Professional/Consulting Services And Operating Expenditures	0824	3,000.00
1000-1999: Certificated Personnel Salaries	3010	157,000.00
2000-2999: Classified Personnel Salaries	3010	22,712.00
3000-3999: Employee Benefits	3010	21,105.00
4000-4999: Books And Supplies	3010	27,425.00
5000-5999: Services And Other Operating Expenditures	3010	33,000.00
5700-5799: Transfers Of Direct Costs	3010	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	3010	15,600.00
5900: Communications	3010	1,000.00
4000-4999: Books And Supplies	General Fund	6,410.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,426.00
Goal 2	60,890.00
Goal 3	30,024.00
Goal 4	33,712.00

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:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jaime Calderon	Principal
Irma Ayala	Other School Staff
Erica Simmons	Classroom Teacher
Norma Castro	Parent or Community Member
Ivette Rodriguez	Parent or Community Member
Teng Thao	Parent or Community Member
May May Lee	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Other: Stefani Leadership Team (Simmons)

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.

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.

This SPSA was adopted by the SSC at a public meeting on March 26, 2025.

Attested:



Principal, Jaime Calderon on March 26, 2025

SSC Chairperson, Ivette Rodriguez on March 26, 2025