

# Stanislaus Elementary School

## School Accountability Report Card

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

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

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

Entity	Contact Information
School Name	Stanislaus Elementary School
Street	1931 Kiernan Avenue
City, State, Zip	Modesto, CA 95356
Phone Number	(209) 545-0718
Principal	Andrea Imfeld
Email Address	aimfeld@stanunion.k12.ca.us
Website	<a href="https://www.stanunion.k12.ca.us/SE">https://www.stanunion.k12.ca.us/SE</a>
County-District-School (CDS) Code	50-71282-6053078

Entity	Contact Information
<b>District Name</b>	Stanislaus Union School District
<b>Phone Number</b>	(209) 529-9546
<b>Superintendent</b>	Shannon Sanford
<b>Email Address</b>	ssanford@stanunion.k12.ca.us
<b>Website</b>	www.stanunion.k12.ca.us

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

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### District Mission

The mission of the Stanislaus Union School District as the premier district of choice in partnership with the community is to ensure the ultimate educational experience for all children.

### District Governing Board Goals

1. Enhance practices and programs with a focus on instruction of effective Common Core State Standards (CCSS) for quality learning by all students.
  - a. Ensure students are prepared for the rigor and relevance of the 21st Century Skills.
    - Collaboration
    - Communication
    - Critical thinking/problem solving
    - Creativity
  - b. Collaborate with all stakeholders through the District Curriculum Leadership Teams to design and establish District-wide Professional Development supporting CCSS implementation.
  - c. Continue to refine and align current and ongoing assessments to improve rigorous instruction for a wide range of academic abilities.
  - d. Ensure that deployment of interventions, mentors, other researched based instructional strategies and funds are working toward all students' academic plans.
2. Continue to prioritize writing and provide consistent expectations aligned with CCSS at all school sites.
3. Provide and enhance site support and develop community/business partnerships for Visual and Performing Arts.
4. Continue to optimize across all curriculum domains, the use of technology resources for students, teachers and school sites as written in the district technology plan.
5. Increase community/school engagement through technology as well as extend technology for communication and education.
6. Update and promote wellness curriculum relevant to the whole child, i.e. nutrition, child development, bullying, social and peer interactions, substance abuse prevention, and family support services.

### School Vision

The staff at Stanislaus Elementary School will work collaboratively to ensure that ALL students grow both academically and socially.

**ALL students will:**

- achieve personal success with learning
- take responsibility for their learning and behavior
- appreciate and respect education and culture
- become lifelong learners and productive citizens

Stanislaus Elementary School serves TK through 6th grade pupils. The pupil population is culturally and socioeconomically diverse. Stanislaus Elementary School exists to provide a quality educational program for all pupils and school experiences that develop positive attitudes toward self, others and learning. Pupils are individuals with specific needs. It is our goal to meet their needs and to prepare them for a successful life. In addition, technology is integrated throughout the curriculum.

**School Mission**

The mission at Stanislaus Elementary School is to facilitate ongoing success in a safe, student-centered environment and encourage all students to learn at their highest ability. Staff and students work collaboratively and take responsibility for their actions while demonstrating respect and compassion for others. Students and staff communicate with parents and families to prepare students to be college and career ready, as well as to become contributing members of our society.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	66
Grade 2	56
Grade 3	49
Grade 4	47
Grade 5	45
Grade 6	44
<b>Total Enrollment</b>	<b>389</b>

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

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	1.3
Asian	13.6
Filipino	0.3
Hispanic or Latino	38.3
Native Hawaiian or Pacific Islander	0.3
White	36.5
Two or More Races	1.5
Socioeconomically Disadvantaged	45.8
English Learners	14.4
Students with Disabilities	7.2
Homeless	6.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	20	21	165
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2018

The Stanislaus Union School District is committed to providing rigorous and comprehensive course offerings in grades TK-8. Emphasis is placed on mastery of foundational Common Core Standards and skills in the primary grades and alignment and instruction of Common Core State Standards in the intermediate grade levels. Curriculum for all subjects and grade levels is continuously reviewed to prepare students for the 21st Century Job Market opportunities.

The Curriculum & Instruction Department serves all learners. The department works with staff to select textbooks and supplemental materials to support language arts, mathematics, science/health, social science, and the arts. It supports exceptional children – those with disabilities, the highly able, and English language learners. In addition staff development is designed to support all staff in all areas of curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance, 2016 Grades 4-6 Houghton Mifflin Harcourt, READ 180/System 44, 2015	Yes	0%
Mathematics	Great Minds, Eureka Math, 2016	Yes	0%
Science	Grade TK – Scholastic, My Big World, Let's Find Out, and Science Spin 2017 Grade K-6 – Teachers Curriculum Institute, TCI 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-6: Benchmark Advance, Benchmark Advance 2016 K-6: Studies Weekly	Yes	0%
Health	Grade 4-5 Human Relations Media, The Puberty Workshop, 2012 Grade 6 Puberty Talk, Health Connected 2017	Yes	0%

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

Stanislaus Union School District staff believe that in order to remain safe, all schools must be clean, safe, and functional. School sites receive feedback from community members through surveys, conversations and other formal/informal means regarding the conditions of the site. This information along with information gained from a facility survey instrument developed by the State of California Office of Public School Construction to ensure that each site, including Stanislaus Elementary School, is well maintained, clean, safe and functional. The results of this survey will be available at the school office, at the District Office or on the internet at <http://www.spsc.dgs.ca.gov/>. In general, providing a clean learning environment is a District priority. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Below is more specific information on the condition of the school and the efforts made to ensure that pupils are provided with a clean, safe, and functional learning environment. The school opened in 1950. The school has 22 classrooms, a multipurpose room, a library, two computer labs, and an administration office. The main campus was built in 1950. Additions were constructed in 1954 and 1957 when the multipurpose room was completed, and again in 2019 when two new classrooms were added. Reconstruction was done in 1994. District maintenance staff ensures that the repairs and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-2013 school year, School Bond monies supplemented deferred maintenance to allow for the following projects: upgrading/updating infrastructure including school wide wireless internet services, upgrading/updating both children and staff restrooms, alarms on roofs, re-carpeting staff room, secretary and nurse's offices, school wide surveillance system, construction and furnishing an additional computer lab, and construction of an outdoor amphitheater.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** October 1, 2019

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	56	53	48	47	50	50
<b>Mathematics (grades 3-8 and 11)</b>	55	44	38	38	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	191	191	100.00	0.00	52.88
Male	90	90	100.00	0.00	56.67
Female	101	101	100.00	0.00	49.50
Black or African American	11	11	100.00	0.00	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	73.91
Filipino					
Hispanic or Latino	75	75	100.00	0.00	36.00
Native Hawaiian or Pacific Islander					
White	66	66	100.00	0.00	66.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	35.48
English Learners	46	46	100.00	0.00	39.13
Students with Disabilities	17	17	100.00	0.00	35.29
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	19	100.00	0.00	47.37

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	190	100.00	0.00	44.21
Male	89	89	100.00	0.00	56.18
Female	101	101	100.00	0.00	33.66

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	69.57
Filipino					
Hispanic or Latino	74	74	100.00	0.00	31.08
Native Hawaiian or Pacific Islander					
White	66	66	100.00	0.00	56.06
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	92	92	100.00	0.00	27.17
English Learners	46	46	100.00	0.00	28.26
Students with Disabilities	17	17	100.00	0.00	17.65
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	19	100.00	0.00	42.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	29.2	14.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parent Involvement Policy: Parents/guardians are encouraged to participate in their child's educational experience in a variety of ways. Special family events include an annual Jog-a-Thon Fundraiser, Winter Festival, and Field Day all sponsored by our Parents' Club. The District sponsors a Science Fair/STEM Festival, Art Show, Back-to-School Night and Open House events. These events provide all parents the opportunity to share special activities at school with their children. Parents/guardians are recruited to support these activities. Other special pupil activities include our school activity days, field trips, and Outdoor Education program for sixth graders. Parent organizations, including Parents' Club, School Site Council, ELAC, and other advisory committees, give parents/guardians an opportunity to have a direct voice in the planning and implementation of the school program. Additionally, Blackboard Connect, District and School websites, Back-to-School Night, Parent-Teacher Conferences, Open House, monthly newsletters, Field Day, etc. provide further opportunities for parent/guardian involvement with Stanislaus Elementary School and to obtain information about school programs and their child's educational progress. Interpreters are made available for all parent meetings. School-generated and Parents' Club generated notices are sent home in both English and Spanish to facilitate open communication. Written forms of the Grade Level Standards are provided and explained to all parents at the regular scheduled conferences. All other provisions of Public Law 107-110 are in compliance.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	0.8	1.1	3.7	2.8	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1

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

Stanislaus Elementary School has adopted a Site Safety Plan that is reviewed and revised annually. All school Site Safety Plan teams consist of Parents, Teachers, Custodians, Classified Staff, Students, and Administrators to ensure that the plan has input from all stakeholders. Final approval of the Site Safety Plan will be reviewed and approved by the School Site Council and then submitted to the district Governing Board for final approval.

The School Site Safety Plan includes procedures and responses to particular situations including:

1. Incident Response Team
2. Emergency Procedures
3. Containment Procedures
4. Intruder-Hostage Situation
5. Bomb and Other Threats
6. Emergency Phone Numbers
7. First Aid Station and Communications Center
8. Staff Assignments During Emergencies
9. Site Emergency Plan Checklist
10. Individual Room Life Survey
11. Site and Evacuation Maps

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	2		19	3	1		21	1	3	
1	22		2		25		2		22		3	
2	25		2		21		2		28		2	
3	27		2		21	1	1		25		2	
4	24		2		25		2		24		2	
5	28		2		24		2		23		2	
6	31		2		27		2		22		2	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	.4
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$11,055	\$3,154	\$7,901	\$85,772
<b>District</b>	N/A	N/A	\$7,828	\$81,182
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.9	5.5
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	7.3	7.8

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

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

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

The per pupil expenditure from the General Fund for each pupil in the District last year was \$10,911.00. This fund supports the basic educational program of the District. At Stanislaus Elementary School, this is essentially the cost involved in providing staff, textbooks, supplies, and equipment for all pupils.

School Based Coordinated Program (SBCP) funds were utilized to provide supplemental services, such as awards, literature books, PE equipment, teachers' in-service, supplies, and conference expenses for staff. In addition, the school received funds to provide supplemental services (personnel, materials, and equipment) to assist limited English proficient students in acquiring English.

Each year, due to fundraising efforts and high parental involvement, fundraising efforts through the Associated Student Body or an organized parent support group also provide funding for student educational activities including assemblies and field trips.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,854	\$49,378
Mid-Range Teacher Salary	\$82,303	\$77,190
Highest Teacher Salary	\$98,019	\$96,607
Average Principal Salary (Elementary)	\$123,129	\$122,074
Average Principal Salary (Middle)	\$132,071	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$168,049	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3

During the 2017-18 school year, ongoing professional development in the following areas were provided: ELD (integrated and designated strategies), STEM, Integration of Technology, and Effective Instruction. In addition, Stanislaus Elementary staff members are also participating in Positive Behavior Intervention and Supports (PBIS) training to support positive student behavior and increase academic achievement. PBIS training for the 2017-18 school year was focused on developing our school-wide behavior expectations and positive reward system. For the 2018-19 school year, we continued to focus our professional development on ELD, STEM, Integration of Technology, Effective Instruction and PBIS. PBIS training for the 2018-19 school year focused on ensuring staff fidelity of implementation of school-wide behavior expectations and on developing our Tier 2 interventions for behavior. This 2019-2020 school year, we will again focus our professional development on ELD, Integration of Technology, Effective Instruction, and PBIS. PBIS training for the 2019-2020 school year will focus on developing our Tier 3 systems for behavior intervention. A renewed area of focus for our site this year is on the development of our Response to Intervention system. All professional development provided by Stanislaus Union School District is aligned to grade level standards, current adoptions, and needs assessments. The site administrator and staff continue to receive training in the use of data management systems which allows for common conversations regarding analysis of student data.