

# Mary Lou Dieterich 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	Mary Lou Dieterich Elementary School
Street	2412 Warm Springs Dr.
City, State, Zip	Modesto, CA 95356
Phone Number	(209) 550-8400
Principal	Sarah Gillum
Email Address	sgillum@stanunion.k12.ca.us
Website	<a href="https://www.stanunion.k12.ca.us/MLDE">https://www.stanunion.k12.ca.us/MLDE</a>
County-District-School (CDS) Code	50-71282-0105700

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)

### District's 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.

### The District's goals are:

1. Enhance practices and programs with a focus on instruction of effective state standards for quality learning by all students
2. Continue to prioritize writing and provide consistent expectations aligned with state standards 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 curricular 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.

Mary Lou Dieterich Elementary School is part of the Stanislaus Union School District located in Modesto, California, a city of approximately 204,933 in the Central Valley of the State. We are 90 miles east of San Francisco, and 70 miles south of Sacramento. Our school has maintained an enrollment between 560 - 590 students with 25 teachers instructing students from kindergarten through sixth grade.

### Mission Statement:

We at Mary Lou Dieterich Elementary School are a collaborative learning community that promotes rigorous academics and thoughtful citizenship to inspire every student towards a successful future of infinite possibilities. Collaborate! Educate! Succeed!

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

Grade Level	Number of Students
<b>Kindergarten</b>	96
<b>Grade 1</b>	80
<b>Grade 2</b>	78
<b>Grade 3</b>	80
<b>Grade 4</b>	85
<b>Grade 5</b>	79
<b>Grade 6</b>	81
<b>Total Enrollment</b>	579

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

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1
Asian	12.1
Filipino	1.7
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.9
White	24.5
Two or More Races	0.3
Socioeconomically Disadvantaged	47.7
English Learners	19.7
Students with Disabilities	7.6
Homeless	9.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	23	165
Without Full Credential	2	1	2	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:** August 2018

The Stanislaus Union School District is committed to providing rigorous and comprehensive course offerings in grades K-8. Emphasis is placed on mastery of basic skills and on continuous grade level, student progress in all core subject areas. Curriculum for all subjects and grade levels is continuously reviewed.

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.

The district adopted the Eureka Mathematics/Engage New York Curriculum for Mathematics during the 2014-2015 school year. The English Language Arts adoption of curriculum from Benchmark Advanced was adopted during the 2016-2017 school year. Recent curriculum adoptions have included Science in 2019, and Social Studies in 2018.

All levels of learners are addressed at Mary Lou Dieterich Elementary School. Testing for the Gifted and Talented students is completed in the winter and student placement into GATE classes is recommended in the spring for placement in the following school year for grades third through sixth. English Learners are instructed using the ELD curriculum provided with Benchmark Advanced. Students in grades 4-6 who participate in System 44/ Read 180 as a replacement program for English Language Arts, who are also English Learners are instructed using the ELD links curriculum.

Online software such as Accelerated Reader, Math Facts in a Flash, Footsteps to Brilliance, and brainpop are used in classrooms and the computer lab under teacher direction. Teachers regularly participate in Common Core Professional Development refresh courses, Explicit Direct Instruction training, and learning opportunities to focus on the newly adopted curricula, and PLC models. In addition to professional development related to curricula, teachers at MLD have participated in training related to teaching and testing of English learners. Teacher at MLD have also trained to focus on the social and emotional needs of students. The district provides teacher training opportunities with an emphasis on critical thinking instructional skills and Direct Instructional Practices, in order to prepare all students for the 21st Century Skills.

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

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, beginning with the 2004-05 school year, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey will be available at the school office, at the District Office or on the internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the effort made to ensure that students are provided with a clean, safe, and functional learning environment.

The school was built and opened in 2004. The school has 26 regular classrooms, a music classroom, a multipurpose room, a computer lab, a library, and an administration building.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Providing a clean learning environment is a District priority. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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. The District's complete deferred maintenance plan is available at the District Office.

The most recent deferred maintenance projects that were completed in the 2008-09 school year. These included: roofing was replaced on rooms F1 through F6.

## 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 2, 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	
<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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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>	55	58	48	47	50	50
<b>Mathematics (grades 3-8 and 11)</b>	49	49	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
<b>All Students</b>	332	330	99.40	0.60	58.18
<b>Male</b>	178	176	98.88	1.12	52.84
<b>Female</b>	154	154	100.00	0.00	64.29
<b>Black or African American</b>	19	18	94.74	5.26	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	63.41
Filipino	--	--	--	--	--
Hispanic or Latino	137	137	100.00	0.00	51.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	86	100.00	0.00	63.95
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	172	170	98.84	1.16	48.82
English Learners	95	95	100.00	0.00	49.47
Students with Disabilities	35	33	94.29	5.71	15.15
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	56.25

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	331	329	99.40	0.60	48.63
Male	177	175	98.87	1.13	52.57
Female	154	154	100.00	0.00	44.16
Black or African American	19	18	94.74	5.26	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	60.98
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	39.71
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	86	86	100.00	0.00	54.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	1.17	37.87
English Learners	94	94	100.00	0.00	42.55
Students with Disabilities	34	32	94.12	5.88	9.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	54.84

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	19.5	19.5	15.6

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)

Mary Lou Dieterich Elementary School is committed to encouraging parental involvement. Numerous opportunities are available, including formal and informal meetings with the Principal, Back to School Night, Open House, School Site Council, English Learners Advisory Committee (now part of School Site Council), District committees, site level awards ceremonies and performances, Family nights, and classroom volunteer opportunities.

Additionally, Mary Lou Dieterich Elementary School offers multiple family engagement activities throughout the year, including jog-a-thon, school carnival, Christmas shop, book fair, father-daughter dance, mother-son activity, family bowling night, and family fundraisers.

### 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
<b>Suspensions</b>	2.1	3.0	1.8	3.7	2.8	3.0	3.6	3.5	3.5
<b>Expulsions</b>	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)

Mary Lou Dieterich Elementary School has an adopted safety plan that is reviewed and revised annually. A committee comprised of the principal, representatives from the teaching staff, classified staff, and parents helped to develop the plan. The plan is then reviewed with School Site Council and the English Learner's Advisory Committee. The following sections are included in the plan: (1) Incident Response Team; (2) Emergency Procedures, including evacuation, fire, and earthquake procedures; (3) Containment Procedures, including: lock down, extended lock down, shelter in place, lock out, and dismissal; (4) other emergency considerations; and (5) First Aid Procedures, and reporting and reunification expectations.

Mary Lou Dieterich Elementary school participates in monthly fire drills, and annual drills to practice lockdown and lockout situations, shelter in place, and earthquake.

## 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	25		4		26		4		24	1	3	
1	24		3		27		3		27		3	
2	27		3		27		3		26		3	
3	27		3		27		3		27		3	
4	26		3		26		3		28		3	
5	30		3		26		3		26		3	
6	25		24		28		24		27		24	
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)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	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)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,557	\$2,717	\$7,840	\$83,282
District	N/A	N/A	\$7,828	\$81,182
Percent Difference - School Site and District	N/A	N/A	0.2	2.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	5.4	4.2

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 supports the basic educational program of the District. At Mary Lou Dieterich Elementary School, this is essentially the cost involved in providing staff, textbooks, supplies, and equipment for all pupils. Special services, such as those provided for English Learners (EL), are funded by monies that are received by the District exclusively for that particular special service.

In addition, Mary Lou Dieterich Elementary School received School Based Coordinated Program (SBCP) funds to provide services to all pupils. A School Site Council, composed of staff and parents elected by their respective peers, is authorized by the Governing Board to oversee this program. Supplemental services (additional personnel, materials and equipment) to help Limited English Proficient pupils acquire English were funded through Federal Title three funds.

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

At Mary Lou Dieterich Elementary School, we offer intervention services during the day, as well as three days per week intervention services after school.

### 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

Mary Lou Dieterich Elementary School classroom teachers and other school personnel participated in a variety of staff development activities. The principal meets with all teachers during staff meetings throughout the school year and in PLC meetings weekly. The principal also meets with each grade level team during Academic Conferences to evaluate student assessment data and intervention groupings and to create strategies to improve instruction to meet students' specific academic needs.

The district holds Professional Development days and teachers are given Professional Development training at the school site via teachers who are on the district curriculum councils and have attended district level training. The focus of these in-service days has been varied, but has included topics such as: Cyber security for students, Social and Emotional well being of students, Explicit Direct Instruction, Depth of Knowledge, Rigor, Learning Objectives, Response to Intervention, NGSS, Social Studies Framework, and Checking for Understanding. The district has provided trainings on Professional Learning Communities and building Impact Teams as well. There were also developments of ELA and Math Benchmarks that focus on the Common Core standards.

District professional development opportunities included classroom walk-throughs, system training, book studies, and Cultural Proficiency training.

Stanislaus Union School District has provided summer activities including a "Tech Fest" focused on helping teachers navigate the ever-changing technology available to educators. Mary Lou Dieterich Elementary was also supported in sending a team to the annual PLC conference in 2017, and has begun training in Positive Behavioral Interventions and Supports, PBIS (2017-Present). Furthermore, the district has supported the administration in attending ASCA workshops focused on Curriculum and leadership as well as Equity Leadership. The principal then returns with information and deeper training for the staff.

During the 2017-2018 and 2018-2019 academic years, off-site training opportunities for teachers have also begun to focus on teaching to the whole child with consideration for adverse childhood experiences, the effects of trauma, mindfulness, and how to best discipline in a restorative and proactive manner. This shift has occurred due to an observed need to teach civility and conflict resolution to our students.

During the 2016-2017 and 2017-2018 School years, teachers and administration have begun training on the ELPAC assessment and procedures for English Learners.

Beginning in the 2018-2019 school year, and continuing into future academic years, Mary Lou Dieterich Elementary has determined three areas of need for all professional development that is provided through site Title 2 funding. Teachers are training in GLAD strategies and instructional needs of English Learners, including ELPAC preparation training. Additionally, there is a second focus to provide a high level of viable curriculum through teacher planning and collaboration. To provide this, we have focused on professional developments related to Achievement teams and enhancing curriculum. Finally, we are continuing to send teachers and staff to training related to trauma informed teaching and social-emotional learning.

The district and the school administrator look at student assessment data to determine the needs for the types of Professional Development across the district and at the school site. Professional Development is also delivered through individual mentoring, one to one support from the district Teachers on Special Assignment, and through the New Teacher Induction program.