

Josephine Chrysler 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	Josephine Chrysler Elementary School
Street	2818 Conant Avenue
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 529-5430
Principal	Jessie Ceja, Ed.D.
Email Address	jceja@stanunion.k12.ca.us
Website	https://www.stanunion.k12.ca.us/JCE
County-District-School (CDS) Code	50-71282-6053060

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

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

WELCOME TO "THE HOME OF THE CHAMPION UNIVERSITY-BOUND SCHOLARS!"

Josephine Chrysler Elementary School is considered our community's second home and together we form the Chrysler Family. Chrysler serves students in grades Transitional Kindergarten (TK) through sixth grade. Our family consists of beautifully diverse parents, eager scholars, highly qualified teachers, Para-Professionals, dedicated office managers, hardworking custodial team members, progressive school site and district level administrative leaders. Our team has the utmost respect for all of our Chrysler family members, highest level of expectations for every single one of our scholars, and provides the highest quality of service to our community.

JOSEPHINE CHRYSLER ELEMENTARY SCHOOL'S MISSION STATEMENT

"The mission of Team Chrysler is to educate, support, and motivate OUR community by providing equitable access for ALL scholars through effective, on-going communication, quality instruction, and providing a safe learning environment."

STANISLAUS UNION ELEMENTARY SCHOOL DISTRICT'S (SUSD) MISSION STATEMENT

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

JOSEPHINE CHRYSLER ELEMENTARY SCHOOL'S 2019-2020 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA) AND STANISLAUS UNION ELEMENTARY SCHOOL DISTRICT'S 2017-2020 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

Goal #1: Provide a guaranteed and viable curriculum using daily effective instruction and monitoring, including opportunities for a broad course of study, interventions, and enrichment by highly qualified teachers to ensure each student, and all subgroups, demonstrate success with the full implementation of Common Core academic content standards.

Goal #2: Expand opportunities to increase parental involvement, collaboration, and partnerships with families and the larger community to support the district initiatives.

Goal #3: Provide education and supports to promote character traits and a healthy lifestyle necessary for students' academic and social success by maintaining proactive measures that include safe and welcoming campuses that promote a positive and productive learning environment, strong attendance, meaningful relationships, and shared accountability.

All three goals for SUSD and Josephine Chrysler are available to access and review at each respective website address.

ACCESS TO REVIEW AND PROVIDE FEEDBACK ON THREE GOALS

Josephine Chrysler Elementary School's 2019-2020 and previous school year's detailed SPSAs can be found on our school website at <https://www.stanunion.k12.ca.us/JCE> under the "SARC/SPSA" tab and on the California Department of Education website. The SPSA goals are monitored and adjusted to meet the needs of our scholars. If you have any feedback or would like to take part in this process please attend a SSC and/or ELAC meeting. You are also welcome to call or visit our office to make an appointment to meet with the Principal at any time.

The Josephine Chrysler SPSA was reviewed by all stakeholders and was approved by Josephine Chrysler's School Site Council (SSC) on April 25, 2019.

Stanislaus Union Elementary School District's 2017-2020 detailed LCAP Plan and how it will reach each goal is located at <https://www.stanunion.k12.ca.us/> by clicking on the "Local Control and Accountability Plan (LCAP) 2017-2020 Plan Summary" link. There is also a link for families to provide feedback by clicking on the "LCAP Public Feedback Form" link.

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	95
Grade 2	117
Grade 3	93
Grade 4	88
Grade 5	73
Grade 6	88
Total Enrollment	677

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.7
Asian	13
Filipino	0.4
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	0.7
White	11.1
Socioeconomically Disadvantaged	88.9
English Learners	45.8
Students with Disabilities	9.5
Foster Youth	0.6
Homeless	12.1

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	26	28	28	165
Without Full Credential	3	2	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 2019

Josephine Chrysler Elementary School is committed to providing all students with textbooks and instructional materials in all core subject areas from grades K-6. At the beginning of the year, Josephine Chrysler Elementary School was randomly visited by the Stanislaus County Office of Education Williams Act Visitation Team to ensure that every single scholar has the most recent adoptions of essential, core textbooks and instructional materials. Josephine Chrysler received a "no insufficiencies reported" in the most recent Williams Visit Report, which means that 0% of scholars lacked any core subject textbooks/instructional materials.

Curriculum for core subjects is continuously reviewed by the Assistant Superintendent of Curriculum and Instruction and the social/emotional curriculum for Positive Behavior Interventions and Supports is reviewed by the Assistant Superintendent of Student Services. Core subject curriculum is also evaluated by district level committees including the Instruction Council, Math Council, English Language Arts Council, Gifted and Talented Education Advisory Committee, Health and Wellness Committee, Visual and Performing Arts Committee, Wellness Committee, and the District English Learner Parent Advisory Committee.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS USED IN CORE SUBJECTS DURING THE 2018-2019 SCHOOL YEAR

English Language Arts and (Designated) English Language Development:

Grades K-6: Benchmark Advance (Benchmark Education Company, 2016)

Mathematics:

Grades K-6: Eureka Math Modules (Great Minds, 2016)

Science:

Grade TK: My Big World, Lets Find Out, and Science Spin (Scholastic, 2017)

Grade K-6: Bring Science Alive! Exploring Science Practices (Teachers' Curriculum Institute, 2015)

History/ Social Science:

Grades K-6: Studies Weekly (Studies Weekly 2018)

Health:

Grades 4-5: The Puberty Workshop (Human Relations Media, 2012)

Grade 6: Puberty Talk (Health Connected, 2017)

TEXTBOOKS AND INSTRUCTIONAL MATERIALS USED TO SUPPORT READING SKILLS DURING THE 2018-2019 SCHOOL YEAR

Reading Intervention Programs:

Grades K-3: "95 Percent Group" (95 Percent Group Inc., 2009-2010);

Grades 4-6: "Read 180" (Scholastic Inc., 2009)

Transitional Kindergarten Teachers have developed district wide curriculum based on essential skills that scholars will need in order to successfully transition into Kindergarten.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS USED TO SUPPORT SOCIAL AND EMOTIONAL SKILLS DURING THE 2018-2019 SCHOOL YEAR

Social and Emotional Skills PBIS Resources:

Grades K-2: Strong Start: A Social and Emotional Learning Curriculum (Brookes Publishing, 2nd Edition, 2016)

Grades 3-5: Strong Kids: A Social and Emotional Learning Curriculum (Brookes Publishing, 2nd Edition, 2016)

Grades 6-8: Strong Kids: A Social and Emotional Learning Curriculum (Brookes Publishing, 2nd Edition, 2016)

The social emotional books were highly recommended by the Positive Behavior and Supports (PBIS) coalition as the most effective resources to provide Tier 2 interventions and support.

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, 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, Bring Science Alive! 2019	Yes	0%
History-Social Science	K-6: Benchmark Advance, Benchmark Advance 2016 K-6: Studies Weekly	Yes	0%
Foreign Language			
Health	Grades 4-5: Human Relations Media, The Puberty Workshop, 2012 Grade 6: Puberty Talk, Health Connected 2017	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL SAFETY AND CLEANLINESS IS A PRIORITY AT JOSEPHINE CHRYSLER ELEMENTARY SCHOOL

The Stanislaus Union Elementary School District makes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff and school site custodial staff ensure 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. The last FIT report which was conducted in September 2018 by the Stanislaus Office of Education reported our facilities to be in "good" condition in all areas.

SCHOOL BUILDING HISTORY

Josephine Chrysler Elementary School opened in 1961. The "A wing" was built in 1960. Additions were constructed in 1961, 1962 and the multipurpose room in 1965. A new multipurpose room was built in 1992, and reconstruction on a wing was completed in 1994. Currently there are 37 classrooms, several small office spaces, a multipurpose room, a library, and an administration building.

SCHOOL SITE CLEANLINESS

Providing a clean learning and working environment is a district and school site priority. The Principal works daily with the custodial staff to develop priorities that ensure that the health and safety of all who enter our school are taken care of. This includes, but not limited to: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and quality of cleanliness.

SCHOOL SITE MAINTENANCE AND REPAIRS

In the 2009-2010 school year the flooring was replaced in rooms 40 and 45. During the 2011-2012 school year maintenance and repairs included bathrooms being updated, office and staff room carpeting, installation of gutters, and two playground drinking fountains. Maintenance projects during the 2012-13 school year include bathroom renovations, installation new drinking fountains, all buildings painted, all wooden fencing replaced and a new door in the front office. Maintenance projects during the 2013-14 school year include bathroom renovations and classroom and library carpeting. In 2014-2015 school year, a canopy was built from building A to B and from building B to C in order to help keep students dry during the rainy season. In 2016-2017 torrential downfall unrooted at least six trees which caused damage to the fence by room 42. This was repaired soon after. In 2017 a local community organization donated and replaced all fallen trees and added a more trees in the intermediate and primary playgrounds to provide more shade for scholars during those hot summer days.

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: August 22, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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
English Language Arts/Literacy (grades 3-8 and 11)	30	27	48	47	50	50
Mathematics (grades 3-8 and 11)	23	25	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	348	341	97.99	2.01	26.98
Male	202	197	97.52	2.48	25.89
Female	146	144	98.63	1.37	28.47
Black or African American	11	11	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	225	220	97.78	2.22	26.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	29.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	320	316	98.75	1.25	26.27
English Learners	181	176	97.24	2.76	28.41
Students with Disabilities	45	44	97.78	2.22	6.82
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	49	48	97.96	2.04	20.83

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	348	345	99.14	0.86	24.64
Male	202	201	99.50	0.50	24.38
Female	146	144	98.63	1.37	25.00
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	225	224	99.56	0.44	23.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	50	48	96.00	4.00	27.08
Two or More Races					
Socioeconomically Disadvantaged	320	319	99.69	0.31	24.45
English Learners	181	180	99.45	0.55	21.11
Students with Disabilities	45	44	97.78	2.22	11.36
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	49	49	100.00	0.00	18.37

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	23.7	26.3	5.3

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)

2019-2020 PARENT INVOLVEMENT OPPORTUNITIES AVAILABLE TO ALL OF OUR SCHOLARS AND FAMILIES

The entire team at Josephine Chrysler Elementary School invites all of our wonderful families to become involved in our Champion University-Bound Scholars education.

Back to School Night

Back to School Night is dedicated to our families meeting their new teacher and hearing the expectations of the new grade level. The evening was held on Thursday, August 30, 2018 following the Title I/ Parent Involvement/ and PBIS Overview Meeting in the Multi-Purpose Room. Families attended a twenty-five minute rotation with their child's teacher and a second rotation was provided for families with more than one child.

Classroom Volunteering

We highly encourage our families to volunteer in their son/daughter's classroom to support student learning and achievement. We ask interested volunteers to call the office to contact the teacher to set up a time to volunteer. Parents' time and energy is greatly appreciated! When a family member plans to be in the classroom on a frequent basis the law requires the family member to complete a Tuberculosis (TB) test and provide a document signed by the examining physician. If a volunteer is not in the classroom for prolonged times and does not have frequent contact with students a test may not necessary. Please check with our school nurse for verification.

Family Learning Nights

This year, Josephine Chrysler will be holding family nights throughout the year focused on topics beneficial to expanding student and family learning at home. Teachers will lead these educational nights which are sure to be a positive experience for all who attend. Family professional development nights will be focused on current school wide initiatives including PBIS, technology integration, literacy, and healthier food choices.

Parent Advisory Meetings on Title I, Title III Programs including DELAC, ELs, and LCAP

Family members from all school sites meet to discuss important topics that impact student learning. District English Learner Advisory Committee Members focus on issues impacting English Learners and ways to improve student attendance and any family member may attend a parent LCAP advisory meeting to provide input to our Superintendent and Assistant Superintendents on how to continue meeting our Local Control Area Plan goals. Please stop by our school office or visit the district office for dates and times.

Parent Cafes

Josephine Chrysler holds periodic Parent Cafés. The goals of the Parents' Cafe is for families to build community with their fellow neighbors, discuss topics of interest specific to the community, and unite to inform one another of the local resources that are available.

Parent-Teacher Conferences Week

Parent-Teacher Conferences are held the week of September 16-20, 2019. The purpose is to discuss our scholars' strengths, concerns, interventions attempted, progress made, and create school-home action plan to support our scholar.

School Site Council (SSC) & English Learner Advisory Committee (ELAC)

Parents and community members of Josephine Chrysler CUBS are encouraged to attend our quarterly SSC and/or ELAC meetings. The SSC annually reviews and updates Josephine Chrysler Elementary School's School Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school and provide feedback on important topics that impact learning. The ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services and ways to make parents aware of the importance of regular school attendance. The SSC ensures that funding is being allocated correctly, receives input from all stakeholders, and represent their stakeholder group by voting on items that impact student learning.

County Science Olympiad Competition

The Science Olympiad competition is geared towards to all scholars, especially those who enjoy science and love the thrill of competing. Scholars compete against students from other schools in the Stanislaus County in Turlock, California. Josephine Chrysler has one lead teacher who coordinates the entire event and encourages parents to participate as coaches for an event. In 2017-18 Josephine Chrysler team won 13th place in the entire county, above all other Stanislaus Union schools. Clearly, Josephine Chrysler scholars love science and winning! Our scholars' success is a reflection of our amazing coordinator, teacher/parent volunteers, and our dedicated scholars! All scholars in grades four through sixth have attended an assembly in November to start recruiting our next winning team! Go Cubs!

SUSD Governing Board Meetings

Families and district team members are encouraged to attend monthly Governing Board Meetings which are held at the district office on the second Thursday of each month at the Stanislaus Union Elementary School District located at 2410 Janna Avenue, Modesto, CA 95350 Room 11 in Building C starting at 7pm. If you are unable to attend you may access the agenda online on the district website at <https://www.stanunion.k12.ca.us/> and click on "Click here for Board Meeting Agendas".

Title I, Parent Involvement Annual Meeting, and PBIS Overview

To ensure that parents/guardians are consulted and participate in the planning, design, implementation and evaluation of Title I programs, Josephine Chrysler Elementary School holds its annual Title I/ Parent Involvement meeting one hour before the start of Back to School Night. During the 2019-2020 school year the meeting was held on Thursday, August 13, 2019. The presentation included information about Title I Federal funds and Title I rights, as well as showcase the many parent involvement opportunities available to our families at Josephine Chrysler Elementary School. In addition, team members from the PBIS Committee shared an overview of our PBIS program which is made up of three three tiers. Tier 1 are positive, universal interventions that all scholars have access to. Tier 2 are more targeted interventions including a daily check-in, check-out system and participating in a small group using "Strong Kids" curriculum. Tier 3 are individualized interventions including a referral to the Student Assistant Specialist, more one-on-one time in class with the Teacher or a ParaProfessional.

Parent Institute for Quality Education (PIQE)

During the 2019-2020 school year parents were able to attend the PIQE workshops this school year to increase parent involvement and empowerment in the school. Parent attended 13 workshops focused on accessing the school and increasing their partnerships with the school.

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	5.6	2.0	1.5	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)

SAFETY IS OUR PRIORITY!

Josephine Chrysler Elementary School is proud to provide a safe, clean, and caring learning environment for all scholars. One daytime and two evening custodians perform essential cleaning and maintenance operations in each classroom and building space, everyday. Our district maintenance team also support with major repairs to help keep our school safe for all. An established safety program provides regular monitoring and inspection of all facilities and grounds for safety by the District's Maintenance and Operations Director.

All school site safety plan teams consist of Parents, Teachers, Classified Team Members, Custodians, and Administrators to ensure that we have input from all stakeholders. Our safety plan is reviewed and updated annually.

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

1. Emergency Procedures
2. Evacuation Procedures
3. Shelter in Place Procedures
4. Fire and Earthquake Evacuation Procedures
5. Intruder and Bomb Threat Procedures
6. Containment Procedures
7. List of Emergency Contact Telephone Numbers
8. First Aid and Communication Centers
9. Specific actions Adults must take to ensure the safety of all scholars and team members.

Due to the fact that classified details are included in the School Site Safety Plan, the plan is available to review with the Principal and is excluded from public view in our Welcome binder in the front office to keep our school. Please stop by our office to meet it the Principal.

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	23		6		21	1	4		25		5	
1	23		4		23		5		24		4	
2	27		3		24		4		23		5	
3	25		3		28		3		23		4	
4	27		3		24		3		29		3	
5	30		3		28		3		24		3	
6	30		24		29		24		29		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	

Title	Number of FTE* Assigned to School
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	\$10,790	\$3,020	\$7,770	\$73,514
District	N/A	N/A	\$7,828	\$81,182
Percent Difference - School Site and District	N/A	N/A	-0.7	-9.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	5.0	-11.4

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)

JOSEPHINE CHRYSLER ELEMENTARY SCHOOL 2016-2017 EXPENDITURES

The per pupil expenditure in the Stanislaus Union Elementary School District for the 2017-2018 school year was \$10,790. This amount was used to determine programs and services to be provided in the 2018-2019 school year.

Josephine Chrysler Elementary School received Federal Title I, II, and III funding based student group classifications. All scholars had access to Title I services including: Classroom materials and supplies, an intervention teacher with Para-Professional support, and Para-Professionals to support learning and instruction in the areas of English Learners, in the Learning Center (Special Education), Response to Intervention (RtI), and Designated English Language Development time.

Title II funding supported the professional development of Teachers in the areas of Guided Language Acquisition Design (GLAD) training, Math, Science, English Language Development, Technology training to support scholar learning, and Positive Behavior Intervention and Supports (PBIS) training.

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

JOSEPHINE CHRYSLER ELEMENTARY SCHOOL PROFESSIONAL DEVELOPMENT

Professional Development is a key factor in teacher effectiveness, retention, and overall fulfillment of their responsibility. An effective process for staff development and curriculum improvement is planned and implemented annually at Josephine Chrysler Elementary School. Professional Development is primarily funded by federal Title II funds.

The Assistant Superintendent of Curriculum and Instruction along with the support of three instructional coaches have provided effective district-based Professional Development opportunities in Explicit Direct Instruction, TAPPLE strategies, Designated and Integrated English Language Development, Eureka Math, and Benchmark Advance. Additionally, training on the district's newly adopted curriculum *Bring Science Alive!* was conducted. Josephine Chrysler staff members are also participating in Positive Intervention and Supports (PBIS) training to create positive interventions for all students based on a three tiered system.

Professional Development for the 2019-2020 school year at Josephine Chrysler Elementary School is provided to Teachers every Monday a Certificated Team Meeting is scheduled. Primary foci include learning from team members who attend district level committees, Designated and Integrated ELD using Guided Language Acquisition Design (GLAD) strategies provided by Teachers who attended the five day training in 2016-2017 and 2018-2019, Professional Learning Communities Institutes, Explicit Direct Instruction by Instruction Council members, PBIS training by committee members, and technology integration by our School Site Support Technician.

Since 2015, SUSD has provided all certificated Teachers with at least two full-day district staff development days (SDD) and at least seven afternoon TK-8 professional development times focused on district grade level meetings and district-wide learning foci.