Shiloh Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Shiloh Elementary School
Street	6633 Paradise Rd.
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 522-2261
Principal	Seth Ehrler
Email Address	sehrler@shiloh.k12.ca.us
School Website	www.shiloh.k12.ca.us
County-District-School (CDS) Code	50-71274-0121558

2023-24 District Contact Information

District Name	Shiloh Charter School
Phone Number	(209) 522-2261
Superintendent	Seth Ehrler
Email Address	sehrler@shiloh.k12.ca.us
District Website	www.shiloh.k12.ca.us

2023-24 School Description and Mission Statement

Shiloh Elementary School District is a TK-8 elementary school district located west of Modesto, California that serves approximately 180 students. The Shiloh Elementary School District has one campus that simultaneously operates both an elementary school and a charter school. Set in a rural area, the school is the focus of a small community that receives tremendous support from parents. The student body is comprised of mostly students of white or Hispanic heritage who are served by eleven highly qualified teachers. Classrooms are single-grade for Transitional Kindergarten through 8th grade as all combination classrooms were eliminated in 2018.

After completing a construction project in 2022 that added classrooms and a multi-purpose/gymnasium building, the district had to temporarily change plans to meet registration demands and establish a transitional kindergarten classroom. a year before state funds would be available from a recently approved application to build a two-classroom building to permanently accommodate the transitional kindergarten class. Additionally, the school board, in anticipation of future state modernization grant funds, has approved a project to reimagine a section of the school to use the space to construct a STEM Center that can be used by all teachers and students to support development in the fields of Science, Technology, Engineering, and Math, subject areas that continue to become increasingly important in a technologically advancing world.

To support district goals and student development, our staff is dedicated to providing an enriching, well-rounded academic experience. The mission of Shiloh School is to maintain clear academic and behavioral expectations with a highly valued, consistent focus on assessment, intervention, and parent involvement to ensure all students acquire proficiency in grade-level standards and become respectful, responsible, motivated citizens. The district acknowledges the priority for accountability for staff and students, recognizing the increasing need In recent years. The district uses curricula aligned with current state standards, preparing to investigate new curricula in the near future as the new state-adopted Mathematics standards are addressed by publishers. Various supplemental academic programs such as Reading Mastery, Accelerated Reader, Imagine Learning, and IXL are also used to supplement instruction in identified areas of need, both for intervention and enrichment. The programs are used to facilitate a comprehensive approach to providing instruction and support for all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	9
Grade 2	10
Total Enrollment	30

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3%
Male	46.7%
Hispanic or Latino	40%
Two or More Races	3.3%
White	36.7%
English Learners	26.7%
Socioeconomically Disadvantaged	60%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	100.00	8.40	89.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	10.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	0.40	100.00	9.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	100.00	9.50	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	0.50	100.00	9.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have state adopted materials in all of the core subject areas. The district has adopted Reading Wonder for ELA and is working to implement Reading Mastery. Students in grades K-2 continue to use Bridges to Mathematics), a math program which has proven to be impactful. The district will continue using Studies Weekly Social Studies for grades K-5 while exploring other options. The district recently adopted Discovery Science for grades K-8 after a recent pilot of two options.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders (K-6) 2016-2017	Yes	0%
Mathematics	The Math Learning Center Bridges to Mathematics (K-5)	Yes	0%
Science	Discovery Science (K-8) - 2019	Yes	0%
History-Social Science	Studies Weekly Social Studies (K-6)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Summary of Most Recent Site Inspection:
The October 2022 site inspection indicated that the Shiloh Charter School facility does not have any major problems.

Corrective Actions Taken or Planned:
The most pressing issue connected to school facility conditions is the current water system. In 2018, water testing indicated that the nitrate levels of water being pumped by the current well exceeded the maximum allowance per state guidelines. The State Water Board assigned a consultant group which helped the district procure interim funding for drinking water supplied by Alhambra. Unfortunately, the district experienced some difficulty identifying a plan of action to find a permanent solution. In order to satisfy the requirements of the compliance order and determine a plan for corrective action as outlined by the compliance order, local authorities have obligated the district to spend $12,500 to hire an agency to complete research and provide a specialist report recommending the best choice for corrective action. The Stanislaus Department of Environmental Resources has provided a letter of concurrence for submission to the Facility Hardship Program at OPSC in order to procure funding for the next steps. This project is in the final stages of planning.

School Facility Conditions and Improvements:
Shiloh School strives to maintain a safe, positive environment for students, staff, and community. Shiloh School believes that an encouraging setting fosters effort and optimism among students and staff. School facilities are always kept in good repair, with improvements being funded through our deferred maintenance plan and general fund. In addition, the Office of Public School Construction approved funds and Shiloh School underwent a modernization project during the summer of 2008. This project served to renovate the older school buildings which consist of the administrative office, five classrooms, a multi-purpose room, two small academic meeting rooms, and the student bathrooms. The district spent approximately $100,000 funded through the California Clean Energy Jobs Act which upgraded lighting and HVAC units campus-wide in 2017. The district also added modular classrooms in 2017 and 2018 and addressed campus ADA compliance issues at that time. Apportionment from the State Allocation Board for additional construction on the District Master Facility Plan was approved and received in the fall of 2020. The plan has included several changes and improvements to the overall safety and security features of the campus including ADA compliance with all new construction, new parking lots to improve safety during drop off and pick up times and and upgrades to the school fire system. The total cost of additions, renovations, and upgrades to the school facility has exceed $6,000,000.00, providing the necessary accommodations to offer improved educational services to students.

Overall Summary:
The Shiloh School facility has been deemed to be in good repair at the last site inspection.

Year and month of the most recent FIT report	January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Category	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			A new roof replacement was completed on the 2nd grade classroom which was relocated in 2021, causing a leak in the roof which was unable to be repaired after several attempts.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Grade 7	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Grade 9	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent involvement is an essential component in a school district which fosters academic achievement and self-esteem. Our school district has a Parents Club, a School Site Council, a District English Language Learner Advisory Committee, a Safety Committee, and an After School Program Committee in which parents participate. The following information is indicative of the district's normal practices which have been suspended, modified, or otherwise in the process of transition due to COVID-19. During parent-teacher conferences, a high percentage (98%) of students had parent/guardian representation at their conferences. Such a high level of parental involvement ensures the continued success of Shiloh's students. Shiloh also holds an annual Title I meeting, inviting all parents of Title I designated students to attend and ask questions. The school provides suggestions and advice on how to become more actively involved in their children's education. In addition, Shiloh School typically holds an Open House in the spring to provide information to the community to disburse surveys and request input from stakeholders to provide input for the design and implementation of the Local Control Accountability Plan (LCAP). A Public Hearing is scheduled shortly after at a board meeting in June to again allow for the opportunity for feedback on the LCAP before it is approved, published, and implemented. The parent survey is used to identify needs, such as recently noted feedback identifying outside supervision, extra-curricular enrichment opportunities, and more space/facility. The supervision concern has been addressed with the addition of staff and additional facilities. The LCAP provides a foundational plan for the school which continues to look for opportunities to improve communication and involvement with parents, most recently hosting a new "Back-to-School" type event, Rams Round-up, an evening with dinner provided, presentations on important topics scheduled, student computers checked out, online registration support made accessible and the traditional classroom introductions and overviews provided by teachers. We hope that these new practices will continue to support parents and students and promote open communication with staff.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	32	32	7	21.9
Female	16	16	4	25.0
Male	16	16	3	18.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	13	13	3	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	12	12	3	25.0
English Learners	8	8	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	19	19	4	21.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	2.09	1.08	1.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The administrative, instructional, and support staff strive to establish a school environment that is safe, clean, orderly and conducive to academic achievement. Staff members provide supervision for students on campus before school, during morning recess, and at lunchtime. Students who break rules are disciplined according to District policy and the California Education Code. Programs that reward positive behavior and good choices are established to promote responsibility. An Emergency and Safety Plan as well as a Transportation Safety Plan have been established by the District. The district held an annual "safety day" at the beginning of the school year for students and staff to participate in a variety of safety drills. Additionally, Storer Transportation annually conducts a bus evacuation drill and educational program conducted by our school bus driver. Drills for fire safety and lockdown security are held regularly at school. School site buildings and playground safety inspections are conducted on an ongoing basis during the school year by our District staff with assistance available from support agencies coordinated through the Stanislaus County Office of Education and the Central Region School Insurance Group (CRSIG). Over the last several years, the district has prioritized maintaining a clean campus in good repair with a specific focus on potential hazards and safety issues. Shiloh School continues to ensure school facilities meet state safety codes as addressed with the modular classrooms added in the summers of 2015 and 2017 which required the school to make updates across the entire campus to be aligned with new state ADA and safety codes. Most recently, new fencing and a security gate were installed during the summer of 2019 to improve perimeter security and create a single point of entry for visitors to improve monitoring and security as recommended by local Sheriff SWAT personnel who conducted a risk assessment with district administration in 2018. A new up-to-date Comprehensive Safety Plan is scheduled for approval in 2024 to update school practices as related to the made to the facility.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1	7	1		
2	7	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	11	1		
2	7	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	1	0	0
1	9	1	0	0
2	10	1	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,434	$5,273	$9,161	$68,907
District	N/A	N/A	$9,161	$68,907
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	18.5	-9.5

Fiscal Year 2022-23 Types of Services Funded

The Shiloh Elementary School District has established an academic program that is dedicated to providing exemplary instruction to improve students' academic achievement. In addition to the core program adoptions in English/Language Arts, Mathematics, Social Studies, and Science, the Shiloh Charter School District has added multiple supplementary programs over the last several years to foster academic achievement for all student groups. An after-school program was established in 2007 to assist students in core subject areas in addition to providing English Language Intervention (Imagine Learning) and tutoring to struggling students. A state-adopted English Language development program was established to provide EL students (as placed through ELPAC testing) into an appropriate group for thirty minutes of specifically designed instruction. Also, supplemental programs such as Accelerated Reader, Reading Mastery, Imagine Learning, and IXL are used to provide both intervention and enrichment opportunities as determined by benchmark assessments and teacher observation.

Additionally, Shiloh School strives to offer an improved education by exploring options in technology and staffing. In the 2015-2016 and 2017-2018 school year, the school added a modular classroom each of these years and hired an additional teacher each year to split the 3rd/4th grades and 5th/6th grades combination classrooms and lower student-to-teacher ratios. The district continued this process by adding another modular classroom and hiring another teacher in 2018-2019 to split the last combination grades classroom, 7th/8th grades. Additionally, the district has hired a part-time resource specialist who is on campus every morning to provide services to students as well as plan the scope and sequence of lessons. The school continues to employ an additional instructional aide to support the resource specialist, support general student learning, and maintain safety outside during recess and lunch due to the gradually increasing number of students. Additionally, a counselor was hired in 2022-2023 to offer students health support one day per week. The district has now completed the process of splitting the combination classrooms into single-grade classrooms and will look forward to expanding the growth and opportunities offered by the district with the newly added facilities and additional transitional kindergarten classroom being built in 2024. This classroom will be the permanent location for the new transitional kindergarten classroom that was started in 2023-2024, also leading to the hiring of another credentialed teacher, increasing the number of teachers from 6 in 2015 to 11 in 2023, over an 80% increase. Our current classroom teacher-to-student ratio is 1 to 17.8 in 2023-2024 compared to 23.3 in 2014-2015, a 24% decrease and a ratio that the district believes is conducive to a supportive educational environment and experience for students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,029	$48,481
Mid-Range Teacher Salary	$74,031	$73,129
Highest Teacher Salary	$93,763	$99,406
Average Principal Salary (Elementary)	$0	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$139,211	$138,991
Percent of Budget for Teacher Salaries	26.28%	29.34%
Percent of Budget for Administrative Salaries	6.81%	5.99%

Professional Development

Training is offered consistently to keep teachers up-to-date with current programs and instructional practices. In addition to local assessments, state assessments are used to identify areas of need and set professional development goals for individual teachers and grade levels. SBAC testing provided results to help guide future professional development. Teachers and administration meet before the school year begins to discuss overall school results as well as individual results to best provide individualized support and instruction. The district-approved minimum day scheduling every Wednesday which allows teachers and/or administration to twice meet monthly for professional development purposes and discuss best practices and implementation procedures and provides two additional half days for state standards and to plan lessons. Teachers will continue to attend professional development opportunities to support their interests and needs. The primary focus of staff development has been on professional development to support Science curriculum adoption and ELL success on the ELPAC. Additionally, teachers participate in a math collaborative with other schools using Illustrative Math and have been planning together to create improved alignment and scaffolding throughout the grade levels in ELA.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12