

Shiloh Charter 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	Shiloh Charter 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
Website	www.shiloh.k12.ca.us
County-District-School (CDS) Code	50-71274

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

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

Shiloh Elementary School District is a K-8 elementary school district located west of Modesto, California that serves approximately 180 students. The Shiloh Elementary School District has one campus on which simultaneously operate both an elementary school and charter school. Set in a rural area, the school is the focus of a small community which receives tremendous support from parents. The student body is comprised of mostly students of white or Hispanic heritage who are served by ten highly qualified teachers. Classrooms are single grade for Kindergarten through 8th grades as all combination classrooms were eliminated to commence the 2018-2019 school year. Individual grades currently average around 20 students per class. 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. In recent years, the district has focused on the implementation of Mathematics and English Language Arts curricula which are aligned with the most recent state standards. Currently, the district is researching and exploring options for Science and Social Studies programs which teachers are piloting at different levels. Various supplemental academic programs such as Reading Mastery, Accelerated Reader, Imagine Learning, MobyMax and Dreambox are also implemented to assist in identified areas of need, both for intervention and enrichment.

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

Grade Level	Number of Students
Kindergarten	9
Grade 1	10
Grade 2	6
Grade 3	22
Grade 4	22
Grade 5	21
Grade 6	20
Grade 7	20
Grade 8	10
Total Enrollment	140

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	0.7
Hispanic or Latino	62.1
White	27.1
Socioeconomically Disadvantaged	73.6
English Learners	49.3
Students with Disabilities	2.1
Homeless	

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	8	8.4	9.4	9.4
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 2019

All students have state adopted materials in all of the core subject areas. Most recently purchased was the McGraw-Hill Reading Wonders English/Language Arts program for Kindergarten through 6th Grades before the 2016-2017 school year and EMC Mirrors & Windows for grades 7 and 8 for this school year. Also this year, grades 2-5 transitioned to a new math program (Bridges to Mathematics) which has proven to be impactful in grades K-1 while grades 6-8 continue the implementation of Illustrative Mathematics. The district also purchased Studies Weekly Social Studies again for grades K-6 while grades 6-8 explore the use of the National Geographic curricula. While the district is currently using older adoptions with supplemental materials for Science, patience has been a priority with new releases being recently approved by the State Board of Education. Time is being invested to research and work with Science specialists at the Stanislaus County Office of Education to ensure funds are allocated on a comprehensive program which the district can support with improved resources.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders (K-6) 2016-2017 EMC Windows & Mirrors (7-8)	Yes	0%
Mathematics	The Math Learning Center Bridges to Mathematics (K-5) Illustrative Mathematics (6-8)	Yes	0%
Science	MacMillan/McGraw/Hill (K-5) - 2006-2007 Holt (6-8) - 2006-2007	Yes	0%
History-Social Science	Studies Weekly Social Studies (K-6) McDougal Littel (7-8) 2005-2006	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

School Facility Conditions and Planned Improvements (Most Recent Year)

Summary of Most Recent Site Inspection:

The October 2019 site inspection indicated that the Shiloh Charter School facility does not have any major problems.

Corrective Actions Taken or Planned:

The Department of General Services approved over \$800,000 toward the Shiloh Charter School modernization project which took place during the summer of 2008 and helped to repair most issues and bring areas of concern up to current codes.

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 has added upgraded fencing and a secured single point of access at the front of school and will continue to expand the fencing in future years. The district completes routine maintenance as needed.

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 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 is anticipated in the spring of 2020. The plan includes several changes and improvements to the overall safety and security features of the campus.

Overall Summary:

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

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, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	TwoHVAC units were maintained in working condition.
Interior: Interior Surfaces	Good	Carpets were replaced in most of the school in 2017 except for the two modular classrooms which are scheduled to be moved to a different location in 2020 at which time carpets will be replaced. All carpets were professionally cleaned.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	AAI Pest Control services and school maintenance monitor and address issues as per the IPM regularly.
Electrical: Electrical	Good	Maintenance monitors and services electrical conditions as needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bathroom stalls have been recently adjusted to meet 2010 ADA Standards for Accessible Design. and renovated in 2019.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The Fire Marshall conducted an annual review; extinguishers were scheduled for maintenance and replaced as needed.
Structural: Structural Damage, Roofs	Good	The roof was resurfaced with a Dura-last product with a 20 year warranty in 2015-2016.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The cement corridor area in front of the staff room and office was replaced to update the grade to current code to meet 2010 ADA Standards for Accessible Design in 2015 and other sidewalk areas have been addressed as well to meet code. Additional paving was added around school to meet ADA requirements. The district anticipates that additional identified requirements will be addressed when new construction commences in 2020.
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)	46	45	46	45	50	50
Mathematics (grades 3-8 and 11)	45	43	45	43	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	115	114	99.13	0.87	44.74
Male	58	57	98.28	1.72	36.84
Female	57	57	100.00	0.00	52.63
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	73	73	100.00	0.00	36.99
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	62.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	83	82	98.80	1.20	37.80
English Learners	65	64	98.46	1.54	39.06
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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	116	115	99.14	0.86	43.48
Male	59	58	98.31	1.69	41.38
Female	57	57	100.00	0.00	45.61
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	74	74	100.00	0.00	36.49
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	55.56
Two or More Races					
Socioeconomically Disadvantaged	84	83	98.81	1.19	37.35
English Learners	65	64	98.46	1.54	39.06
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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	30.0	5.0	40.0
7	20.0	20.0	25.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement 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, an District English Language Learner Advisory Committee, a Safety Committee, and an After School Program Committee in which parents participate. During parent-teacher conferences, a high percentage (95%) 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 holds an Open House in the spring to provide information to the community and to disburse surveys and request input from stakeholders to design and implement the Local Control Accountability Plan (LCAP). A Public Hearing is scheduled shortly after at a board meeting to again allow for 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; the district had also identified the need for additional facilities to address the other areas of feedback and is projected to begin construction on the Master Facility Plan this spring of 2020 to add classrooms/buildings once apportionment has been approved by the State Allocation Board. Once facilities provide additional space, the district plans to pursue opportunities to increase academic and enrichment opportunities for students.

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	0.8	2.2	0.0	0.6	1.7	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. 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 lock down security are held regularly at our school. School site buildings and playground safety inspections are conducted on an on-going 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, maintained campus with a specific focus on potential hazards and safety issues and 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 in order to be aligned with new state 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 in order 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 was last approved in the spring of 2019.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	9	1			10	1			9	1		
1	5	1			6	1			10	1		
2	11	1			7	1			6	1		
3	20	1			20	1			22		1	
4	18	1			21		1		22		1	
5					19	1			21		1	
6	32		1		19	1			20	1		
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	
Resource Specialist (non-teaching)	0.3

*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	\$12,566.73	\$1,958.20	\$10,608.53	\$60,124.00
District	N/A	N/A	\$10,608.53	\$60,124.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	34.2	-7.7

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 Shiloh Elementary School District has established an academic program which 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, Dreambox and MobyMax 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 for two days per week to provide services to students as well as plan scope and sequence of lessons. The school also hired an additional instructional aide to the resource specialist, support general student learning and maintain safety outside during recess and lunch due to the gradually increasing number of students. 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 as new facilities are added. Our current classroom teacher-to-student ratio is 1 to 20.3, a ratio which the district believes is conducive to a supportive educational environment and experience for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,033	\$45,252
Mid-Range Teacher Salary	\$64,618	\$65,210
Highest Teacher Salary	\$81,842	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$113,906	\$124,686
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	7%

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	10	10	10

Training is offered on a consistent basis 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. In 2017-2018, ELA scores increased significantly (10%+) which outpaced Stanislaus County, and Math scores increased (8%+) which outpaced both Stanislaus County and the State of California results. Teachers and/or administration meet monthly for professional development purposes, to discuss best practices and implementation procedures for state standards and to plan lessons. Teachers will continue to attend professional development opportunities to support their interests and needs. The district has purchased Studies Weekly Social Studies (K-6) and teachers continue to attend various professional development opportunities to support the implementation of these programs and improved instructional practices.