

# Shiloh Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Shiloh Elementary School
<b>Street</b>	6633 Paradise Rd.
<b>City, State, Zip</b>	Modesto, CA 95358
<b>Phone Number</b>	(209) 522-2261
<b>Principal</b>	Seth Ehrler
<b>E-mail Address</b>	sehrler@shiloh.k12.ca.us
<b>Web Site</b>	www.shiloh.k12.ca.us
<b>CDS Code</b>	50-71274-6053045

<b>District Contact Information</b>	
<b>District Name</b>	Shiloh Elementary School District
<b>Phone Number</b>	(209) 522-2261
<b>Superintendent</b>	Seth Ehrler
<b>E-mail Address</b>	sehrler@shiloh.k12.ca.us
<b>Web Site</b>	www.shiloh.k12.ca.us

### School Description and Mission Statement (School Year 2017-18)

Shiloh Elementary School District is a K-8 elementary school district in west Modesto, California that serves approximately 163 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 seven highly qualified teachers. Classrooms are single grade for Kindergarten through 6th grades and combination classroom for 7th and 8th grades. Individual grade numbers range from ten to twenty-one students. 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 addition to the core curricula (including the 2016 ELA adoption of McGraw-Hill's Reading Wonders for K-6 students and recent 2017 adoptions of Math programs), various supplemental academic programs such as English 3D, Reading Mastery, Type to Learn, Accelerated Reader, and i-Ready are implemented to assist in identified areas of need, both for intervention and enrichment.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	15
Grade 1	14
Grade 2	9
<b>Total Enrollment</b>	<b>38</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	0
Asian	2.6
Filipino	0
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0
White	26.3
Two or More Races	0
Socioeconomically Disadvantaged	63.2
English Learners	50
Students with Disabilities	5.3
Foster Youth	0

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	7	6.5	8	8
Without Full Credential	0	0.5	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 2017

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. At this time, students in grades K-8 are using the Houghton Mifflin Go Math! curriculum and will consider a formal adoption of a mathematics program for 2017-2018. Teachers are also scheduled to begin reviewing English/Language Arts curriculum in 2016 to consider adopting a program for 7th and 8th grades in the near future.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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-1) McGraw-Hill My Math (2-5) McGraw-Hill/Glencoe California Math Courses 1-3 (6-8)	Yes	0%
Science	MacMillan/McGraw/Hill (K-5) - 2006-2007 Holt (6-8) - 2006-2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Scott Foresman (K-5) 2005-2006 McDougal Littel (6-8) 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 2017 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. 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 building which consists of the administrative office, five classrooms, a multi-purpose room, two small academic meeting rooms, and the student bathrooms. The district also added a modular classroom in 2017 and addressed campus ADA compliance issues at that time.

#### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Three HVAC units were replaced and one repaired

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			Carpets were replaced in most of the school except for the two modular which are scheduled to be moved to a different location. Those carpets were professionally cleaned and will be replaced once installed in their new locations.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Bathroom stalls were adjusted to meet 2010 ADA Standards for Accessible Design.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Extinguishers were scheduled for maintenance and replaced as needed.
<b>Structural:</b> Structural Damage, Roofs	X			The roof was resurfaced with a Dura-last product with a 20 year warranty in 2015-2016.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October, 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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 a Community Advisory Meeting in the Spring to provide information to the community and take 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. This past year, the LCAP process included a parent survey which helped to identify needs, specifically more outside supervision, extra-curricular enrichment opportunities and more space/facility. The supervision concern was addressed with the addition of staff; the district has also identified the need for additional facilities to address the other areas of feedback and has a project to add additional space and buildings on the state approved unfunded apportionment list.

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions									
Expulsions									

#### School Safety Plan (School Year 2017-18)

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. A bus evacuation drill is held annually under the direct supervision of our school bus driver employed by Storer Transportation Services. 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). During the summer of 2008, Shiloh School was very grateful and fortunate to receive a financial hardship grant from the State of California to assist with a modernization of the original school structures built in 1967. The scope of the project ensured that all safety issues were addressed and that all school facilities met state safety codes. In addition, the modular classrooms added in the summers of 2015 and 2017 once again required the school to make updates across the entire campus in order to be aligned with new state safety codes.



## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

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

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	1			16	1			15	1		
1	17	1			8	1			14	1		
2	10	1			18	1			9	1		
3	14	1										

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.2	N/A
Other	0	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,764.28	\$1,903.78	\$10,860.50	\$55,050
District	N/A	N/A	\$10,860.50	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	65.2	-11.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 CELDT testing) into an appropriate group for thirty minutes of specifically designed instruction. Also supplemental programs such as Type to Learn, Accelerated Reader, Reading Mastery, and i-Ready 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 portable classroom each year 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. Our current teacher to student ratio is 1 to 20.375. Additionally the district has hired a part-time resource specialist for the first time. The school also hired an instructional aide to support student learning and maintain safety outside during recess and lunch due to the gradually increasing number of students. As the school continues to expand, at least one more new teacher will be hired in order to decrease the student-to-teacher ratio, eliminate combination classrooms, and improve instructional services.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	8%	7%

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

### **Professional Development (Most Recent Three Years)**

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Training is offered on a consistent basis to keep teachers up-to-date with current programs and instructional practices. Teachers continue to attend professional development for newly adopted ELA/ELA Type II programs. In addition to local assessments, state assessments are used to identify areas of need. SBAC testing provided results to help guide future professional development. ELA scores were very similar to the rest of Stanislaus County (with an approximate 4% increase) and about 10% higher than Stanislaus County in mathematics (having increased proficiency scores by over 8%). We have implemented the McGraw-Hill/Glencoe Courses 1-3 in mathematics which teachers feel more competently addresses student learning. Teachers and administration meet twice per month to discuss best practices and implementation procedures for Common Core and to plan lessons. School administration and the educational team reflect on educational practices and instructional strategies. Teachers will continue to attend Common Core and Next Generation Science Standards training through the Stanislaus County Office of Education and/or other opportunities that present themselves. The district adopted EMC Mirrors & Windows ELA for grades 7 and 8. Additionally, all teachers have already attended a variety of ELA and Math trainings in 2017-2018 for ELA and Math, have attended a Science day training, and are scheduled to attend many more throughout the year through the Stanislaus County Office of Education.