

Shiloh School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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

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

School Description and Mission Statement (Most Recent Year)

Shiloh Elementary School District is a K-8 elementary school district in west Modesto, California that serves approximately 140 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 six highly qualified teachers. Classrooms are single grade for Kindergarten through 2nd grades and combination classrooms for 3rd through 8th grades. Individual grade numbers range from ten to nineteen 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 curriculum, various supplemental academic programs such as Language for Learning, Language for Thinking, Language for Writing, English 3D, Reading Mastery, Type to Learn, Accelerated Reader, and Imagine Learning are implemented to assist in identified areas of need, both for intervention and enrichment.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	18
Grade 1	17
Grade 2	19
Grade 3	12
Grade 4	13
Grade 5	16
Grade 6	19
Grade 7	11
Grade 8	20
Ungraded Elementary	
Total Enrollment	145

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.0
White	26.9
Two or More Races	0.01
Socioeconomically Disadvantaged	78.6
English Learners	46.2
Students with Disabilities	2.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

All students have state adopted materials in all of the core subject areas. Most recently purchased was the Houghton Mifflin Medallion Language Arts program for Kindergarten through 6th Grades before the 2010-2011 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Medallion (K-6) - 2010-2011 Prentice Hall (7-8) - 2011-2012	Yes	0%
Mathematics	Houghton Mifflin (K-5) - 2009-2010 Holt (6-8) - 2009-2010	Yes	0%
Science	MacMillan/McGraw/Hill (K-5) - 2006-2007 Holt (6-8) - 2006-2007	Yes	0%
History-Social Science	Scott Foresman (K-5) 2005-2006 McDougal Littell (6-8) 2005-2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Summary of Most Recent Site Inspection:

The December 2013 site inspection indicated that the Shiloh 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 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.

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.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 1, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	45	44	29	45	44	29	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	N/A
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47	49	47	47	49	47	54	56	55
Mathematics	69	72	65	69	72	65	49	50	50
History-Social Science	50	50	41	50	50	41	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	6	6
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-23	+45	-28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-16	+51	-28
Native Hawaiian/Pacific Islander			
White	-24	+47	-15
Two or More Races			
Socioeconomically Disadvantaged	-25	+55	-27
English Learners	-39	+81	-30
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.7%	20%	20%
7	9.1%	27.3%	27.3%

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 Parental Involvement State Priority (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 (Most Recent Year)

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. During parent-teacher conferences, a high percentage (93%) 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.0	5.52	0.7	0.0	5.52	5.7	5.1	4.4
Expulsions	0.71	0.0	1.38	0.71	0.0	1.38	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24	1			21	1			18	1		
1	14	1			15	1			17	1		
2	13	1			14	1			19	1		
3	10		1		11		1		12		1	
4	21		1		14		1		13		1	
5	8		1		21		1		16		1	
6	17		1		9		1		19		1	
Other												

Note: 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 2013-14)

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.1	---
Speech/Language/Hearing Specialist	0.1	---
Resource Specialist	0.2	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,177.56	\$2,706.60	\$6,470.96	\$50,965
District	---	---	\$6,470.96	\$50,965
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	38.0	-12.0

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 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 Scholastic iRead are used to provide both intervention and enrichment opportunities as determined by benchmark assessments and teacher observation. At this time, the Shiloh Elementary School District and its schools are not in program improvement and the district posted its highest API score of 827 to date in 2012 followed by 805 in 2013. Shiloh has been above an 800 API score for 3 of the past 4 years.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,869	\$38,970
Mid-Range Teacher Salary	\$57,288	\$56,096
Highest Teacher Salary	\$71,337	\$71,434
Average Principal Salary (Elementary)	\$67,311	\$91,570
Average Principal Salary (Middle)		\$97,460
Average Principal Salary (High)		\$99,544
Superintendent Salary	\$28,847	\$107,071
Percent of Budget for Teacher Salaries	27	36
Percent of Budget for Administrative Salaries	7	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

All Shiloh School teachers are Highly Qualified. Training is offered on a consistent basis to keep teachers up-to-date with current programs and instructional practices. In 2013 teachers attended the Common Core institute, a five day training by the Stanislaus County Office of Education designed to introduce the new national standards and assist with implementation at the school site. Additionally they continue to attend professional development through in ELA and writing. Teachers and administration have also registered for upcoming professional development opportunities in Mathematics and Formative Assessment as well. In addition to local assessments, state assessments are used to identify areas of need. Recent STAR results have shown growth in student achievement in both Mathematics and English/Language Arts. The consistent use of ELD programs have helped to close the achievement gap, with ELL students gaining 43 API points from 2011 to 2013. CELDT results since 2010 have shown an increased percentage of students being redesignated compared to prior years. Teachers and administration meet twice per month to discuss best practices and implementation procedures for Common Core. School administration and the educational team reflect on educational practices and instructional strategies. Teachers will continue to attend Common Core training through the Stanislaus County Office of Education and/or other opportunities that present themselves.