

Lorena Falasco Elementary

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	Lorena Falasco Elementary
Street	310 Overland Ave
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 827-5834
Principal	Laura Brady
Email Address	lbrady@losbanosusd.k12.ca.us
Website	www.losbanosusd.org/lfes/
County-District-School (CDS) Code	24 65755 0102624

Entity	Contact Information
District Name	Los Banos Unified School District
Phone Number	(209) 826-3801
Superintendent	Dr. Mark Marshall
Email Address	markmarshall@losbanosusd.k12.ca.us
Website	www.losbanosusd.k12.ca.us

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

Lorena Falasco Elementary School is a traditional calendar school, which serves Kindergarten through Sixth Grade students. Located in Los Banos Unified School District which is situated on the west side of the San Joaquin Valley. LFE opened July 8, 2004 as a K-5 multi-track year round school with 700 students. In 2007-2008 we added 6th grade and in 2010-2011 LFE converted to a traditional calendar. Currently, student enrollment is just under 843 students.

We are privileged because our students come from a wide variety of ethnic and socio-economic backgrounds. The staff has high expectations for student achievement and believes that all students are learners and achievers. Lorena Falasco Elementary has a staff that is professionally skilled and personally committed to meeting the learning needs of all students. Currently, all students in grades 1st through 6th have one to one iPads in the classroom. Kindergarten has iPads for math and literacy centers.

The Vision Statement for Lorena Falasco Elementary School is: In partnership with our community, Lorena Falasco Elementary School is committed to creating a safe and positive environment with high expectations that encourage success and lifelong learning for everyone.

Our school mission is to educate all students according to their diverse needs as learners. We believe that all students can and will learn because of what we do. We believe that student performance and outstanding accomplishments should be recognized and rewarded and our students are motivated to perform well. Our school community supports the use of technology as a tool for teaching and learning to ensure our students are prepared to be college and career ready for the 21 Century.

You may request additional information regarding the School Accountability Report Card by calling the school office, 209-827-5834.

Thank you,
Laura Brady, Principal

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	110
Grade 2	118
Grade 3	124
Grade 4	118
Grade 5	135
Grade 6	134
Total Enrollment	843

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	0.4
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.2
White	5
Two or More Races	1.5
Socioeconomically Disadvantaged	83.5
English Learners	45.3
Students with Disabilities	11
Foster Youth	0.9
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	30	29	28	447
Without Full Credential	4	4	5	48
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 19, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Houghton Mifflin Reading: Medallion Ed, 2010 (K-6) - 06/2010 ELD - Houghton Mifflin Reading: Medallion Ed English Language Development, 2010, (K-6) - 06/2010	Yes	0
Mathematics	Macmillan /McGraw Hill, CA Mathematics, CA Ed 2007 (K-6) - 12/2008 Houghton Mifflin Harcourt, Go Math National, 2012 (K-1) - 6/2013	Yes	0
Science	Macmillan/McGraw Hill, California Science 2008 (K-6) - 5/2007	Yes	0
History-Social Science	Pearson Scott Foresman, History Social Science for California, 2006 (K-5) - 05/2006 Holt, Rinehart & Winston, Ancient Civilization 2006 (6th gr) - 5/2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Lorena Falasco Elementary School's grounds, buildings and restrooms are in good repair. The most recent site inspection took place in August, 2019. Fifteen components were inspected throughout the 7 areas which make up the campus. The school's overall ranking was Exemplary. As per the Williams Settlement Legislation, Lorena Falasco Elementary facilities are in good repair. 15 of 15 components were ranked exemplary. The Kindergarten playground mat was replaced in November of 2019.

The school is clean, safe, and functional. Classrooms and restrooms are cleaned daily. Our District has a work order process in place that ensures efficient service and that repairs are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 9, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	33	38	39	50	50
Mathematics (grades 3-8 and 11)	34	35	23	26	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	507	494	97.44	2.56	33.00
Male	248	240	96.77	3.23	25.83
Female	259	254	98.07	1.93	39.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	467	455	97.43	2.57	30.99
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	65.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	433	423	97.69	2.31	30.50
English Learners	287	281	97.91	2.09	28.47
Students with Disabilities	78	72	92.31	7.69	8.33
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	509	495	97.25	2.75	35.15
Male	249	241	96.79	3.21	38.17
Female	260	254	97.69	2.31	32.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	469	456	97.23	2.77	33.33
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	78.26
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	435	423	97.24	2.76	33.57
English Learners	288	282	97.92	2.08	31.56
Students with Disabilities	78	71	91.03	8.97	7.04
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	11.4	7.6	3.8

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 strongly encouraged at Lorena Falasco Elementary. Parents are an important part of the team and are invited to visit and volunteer in classrooms. In addition, parents also participate in school activities and serve in clubs and on committees. Working cooperatively with parents is the key to student success. Through parent training classes, School Site Council, ELAC and Parent Club, parents take an active role in the academic success of our students. Guest speakers, such as a Los Banos Police Department Gang Task Force officer, the District Nurse, a representative from Los Banos Junior High School, and mental health counselors from Merced County have been scheduled throughout the year at parent meetings. Back to School Night in the fall and Open House in the spring are wonderful opportunities for parents to visit their child's classroom. Each year, parenting classes, Parenting Partners, is offered.

It is essential that parents attend Parent -Teacher Conferences which are held at the end of the first trimester each year. Parents are encouraged and welcome to attend our End of Trimester Awards Assemblies which are held 3 times per year and student performance assemblies such as the Winter Program, the Talent Show, and the Science Fair. If you would like more information on how to become involved in any of these activities or programs, you may call our principal, Laura Brady, 209-827-5834.

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	1.7	3.1	4.0	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lorena Falasco Elementary is committed to providing students with a safe learning environment. A School Safety Committee meets on a yearly basis to review safety issues and recommend improvements. Another way we obtain parent input on school safety is through a school survey, developed through ELAC and SSC and completed by parents. Our school campus is maintained by 4 custodians, as well as District grounds and maintenance crews. The school is inspected on an ongoing basis for safety hazards and repairs are made as required.

The students and staff participate in maintaining a clean and safe environment by putting litter in its place and keeping the classrooms neat and hazard free. In addition, fire and disaster drills are held regularly. Lorena Falasco Elementary has a School Disaster Plan which is included in our District Safety Plan. The School Safety Plan is updated yearly and was updated and approved by the School Site Council in November 2019.

Copies of the Safety Plan and evacuation maps are located in each classroom in a standardized location in an easy to identify cover. The Safety Plan is reviewed with the staff at the beginning of each year and reviewed with staff and students each month. It is also reviewed with the School Site Council and ELAC parent groups each year.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		5		27		5		26		4	
1	31		4		30		4		28		4	
2	22		4		31		4		30		4	
3	30		4		26		4		31		4	
4	31		4		30		4		28		4	
5	32		2	2	33		1	3	33			4
6	29	1	1	3	29	1	1	3	33			4
Other**									11	1		

*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)	1.0
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,397	1,166	6,231	78,427
District	N/A	N/A	9,524	70,071
Percent Difference - School Site and District	N/A	N/A	-41.8	11.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-18.6	-4.5

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)

In an effort to help all students gain academic success, Lorena Falasco Elementary School offers several programs and supplemental services which are funded through categorical programs. A response to Intervention model is used with tier one support taking place in the classroom. Before or after school intervention is identified to specifically targeted students. Identified first graders reading below grade level are pulled for a reading intervention program offered by kindergarten teachers. An Intervention Support Instructor facilitates a reading pullout intervention program to help students performing below grade level in 2nd grade. Several computer based programs such as Imagine Reading, Imagine Math Facts, Accelerated Reader, Accelerated Math, and Rosetta Stone are utilized in the computer lab and classrooms to support student academic achievement. Grades 1-6 have 1 to 1 iPads and utilize specific Apps focused on math and ELA. Parent education is offered throughout the year in the form of guest speakers at parent meetings, as well as an 8 week Parenting Partners class. An educational newsletter which focuses on helping students be successful in school is sent home monthly in Spanish and English.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$51,374
Mid-Range Teacher Salary	\$	\$80,151
Highest Teacher Salary	\$	\$100,143
Average Principal Salary (Elementary)	\$	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$	\$143,746
Superintendent Salary	\$	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	3	3	2

The primary focus of professional development is determined by teacher and staff input as well as by looking at the student academic assessment data. This year, the staff has participated in professional development on math. The teachers attended a day and half of Professional Development provided by Math Solutions the week prior to the start of school.

Certificated staff members participate in weekly grade level collaboration meetings in which teachers share instructional strategies and look at student data. Six PLC or professional learning community meetings are held throughout the year. During these PLC meetings, two math coaches from Math Solutions offer staff development in teaching methodologies regarding the common core math standards. In addition to the PLC meetings, both math coaches work with first through sixth grade teachers in their classrooms offering support on common core math lessons. Staff meetings are held approximately one time per month and specific time is allotted for professional development. Teachers are supported with implementation of CCSS through in-class coaching by administration, teacher and principal meetings, and looking at student performance data.