

R. M. Miano Elementary 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	R. M. Miano Elementary School
Street	1129 East B Street
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 826-3877
Principal	Zelda Dias-Harper
Email Address	zdias@losbanosusd.k12.ca.us
Website	http://www.losbanosusd.k12.ca.us/rmmes/
County-District-School (CDS) Code	24 65755 6025563

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

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

Built in 1964, R.M. Miano Elementary School is named for former elementary principal/superintendent, Rinaldo Melvin Miano.

R.M. Miano Elementary School has 20 permanent classrooms, 20 portables, an office, a cafeteria and kitchen which have been modernized. In addition, a Pre-School is located in 2 portables on this campus. The campus occupies 10 acres and operates on a traditional calendar. There are currently 958 students on the school roster.

R.M. Miano Elementary School serves kindergarten through sixth grade students. We are delighted that 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. R.M. Miano Elementary has a solid record of improvement and a staff that is professionally skilled and personally committed to meeting the learning needs of students. We also offer a before and after school program on site which provides students with homework assistance and well as enrichment activities.

The vision of R.M. Miano Elementary School is to empower teachers, in partnership with parents, to educate children as life-long learners by promoting academic achievement, self directed learning, and problem-solving skills as measured against state standards.

R.M. Miano Elementary School is committed to the fundamental belief that it takes the support of many, to raise children to become responsible adults. Our Mission is focused upon addressing the academic, emotional, and social needs of all students. We have established a vision statement to encourage a positive climate. That statement is as follows:

R.M. Miano Elementary School is focused on student learning and works to match the curriculum with State Standards. Teachers identify essential standards and set goals to have all students meet grade level standards. The purpose of our educational program is to prepare students to be lifelong learners and reach their potential as college and career ready adults.

You may request additional information regarding the School Accountability Report Card by contacting the school office, 209-826-3877.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	116
Grade 2	124
Grade 3	129
Grade 4	128
Grade 5	136
Grade 6	134
Total Enrollment	871

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	0.6
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.1
White	5.4
Two or More Races	0.3
Socioeconomically Disadvantaged	89.1
English Learners	52.1
Students with Disabilities	9.9
Foster Youth	0.5
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	31	34	33	447
Without Full Credential	7	3	2	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 12, 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/MGraw 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)

The most recent site inspection took place in October 2019. Fifteen components were inspected throughout the 8 areas which make up the campus. The school's overall ranking was exemplary.

R.M. Miano Elementary School's grounds, buildings and restrooms are in good repair. All visitors must sign in at the front office and request authorization to gain access all school classrooms and buildings.

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: October 30, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	BWing: 4) baseboards in B2 need to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	CWing: multiple light bulbs in multiple rooms need to be replaced DWing: D7-light fixture is out or all bulbs in the fixture - and cover hanging from fixture in the middle of room P-wing: P3 missing light difuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	BWing & CWing: replace light covers, bulbs, & dividers between sink & urinals in boys RR
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	EWing: repair/replace wood trim along top of outside walls to E1 & E6 PWing: repair paint underneath eaves P5, P9, P10, P11 - repair/replace wood trim along top of outside walls to P1, & P3; re-adhere trim along vertical seam between P10 and adjoining building. Laminate covering around window frame and post in P3 is peeling in several places and needs some ceiling tiles replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	BWing: un-approved window coverings in B2 needs to be removed EWing: repair/replace all window screens
Overall Rating	Fair	

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)	43	38	38	39	50	50
Mathematics (grades 3-8 and 11)	35	39	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	534	502	94.01	5.99	38.45
Male	281	260	92.53	7.47	35.77
Female	253	242	95.65	4.35	41.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	498	468	93.98	6.02	38.25
Native Hawaiian or Pacific Islander					
White	25	23	92.00	8.00	34.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	472	445	94.28	5.72	37.08
English Learners	328	308	93.90	6.10	31.49
Students with Disabilities	68	44	64.71	35.29	13.64
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	534	505	94.57	5.43	39.41
Male	281	262	93.24	6.76	39.31
Female	253	243	96.05	3.95	39.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	498	471	94.58	5.42	39.28
Native Hawaiian or Pacific Islander					
White	25	23	92.00	8.00	39.13
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	472	448	94.92	5.08	39.29
English Learners	328	311	94.82	5.18	35.69
Students with Disabilities	68	44	64.71	35.29	11.36
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	21.9	8.0	2.9

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 R.M. Miano Elementary School. Parents are an important part of the team and are invited to visit classes and speak with their child's teacher regularly. In addition, parents may also participate in school activities and become school volunteers. Working cooperatively is the key to student success. Through School Site Council and ELAC, parents also take an active role in curriculum development for our students. If you would like more information on how to become involved in any of these activities or programs, please contact the school office by dialing (209) 826-3877.

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	3.5	1.4	3.3	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

R.M. Miano Elementary School is committed to providing students with a safe learning environment. A School Safety Committee meets on a regular basis to review safety issues and recommend improvements. Our school campus is maintained by four 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.

R.M. Miano Elementary School has a School Disaster Plan which is included in our District Safety Plan. The staff is knowledgeable of the Disaster Plan components. Our students feel safe and understand that school supports their safety at all times. A School Safety Plan is available at the school office.

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	30		4		28		4		26		4	
1	31		4		30		4		29		4	
2	30		4		30		4		30		4	
3	31		4		27	1	4		27	1	4	
4	32		2	2	33			4	31		4	
5	33		1	4	33			4	33		2	2
6	27	1	5		33		1	4	33			4
Other**	13	1			12	1			12	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)	2.0
Other	5.0

*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	7,718	1,332	6,385	8,2844

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9,524	70,071
Percent Difference - School Site and District	N/A	N/A	-39.5	16.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-16.1	1.0

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)

To ensure high levels of learning and success for all students, R.M. Miano Elementary School offers programs and supplemental services which are funded through categorical programs. Before or after school intervention may be available depending on availability of staff. Supplemental Education Services related to the school's Program Improvement status is provided to identified students who are reading below grade level. Within the school day interventions are available to help students performing below grade level. Imagine Learning ELA, Accelerated Reader, Accelerated Math, Imagine Math Facts and Fast Math are supplemental computer based programs that are available as an intervention. The Read 180 Program serves students who have been identified as reading two years below grade level and in need of an intervention. We have one full time Intervention Support Instructor that provides reading intervention to identified students in 1st, 2nd and 3rd grade, along with a Resource Teacher and 6 bilingual instructional assistants, help support teachers in English Language Development and Literacy Instruction. Parent Education is also offered throughout the school year.

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

In addition to the two full-day professional development days, all certificated staff members and instructional assistants at Volta School improve their teaching skills by participating in professional development workshops throughout the year. On campus, professional development is sometimes provided during weekly collaboration meetings. Once a month, teachers meet with the Math Solutions Math coach to improve Math instruction and incorporate discourse into all disciplines. Teachers also have the opportunity to participate in training provided by the District, and to attend outside conferences and training. Current professional development topics include Rigorous Curriculum Design Units for Language Arts and Math, close reading and writing strategies for grades 2-6.