

Henry Miller 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	Henry Miller Elementary
Street	545 West L Street
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 826-3816
Principal	Jason Waltman
Email Address	jwaltman@losbanosusd.k12.ca.us
Website	http://www.losbanosusd.k12.ca.us/hmes/
County-District-School (CDS) Code	24 65755 6025548

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

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

Henry Miller Elementary School was named after Henry Miller, the famous cattle baron that owned most of the land around Los Banos in earlier years. The oldest section was built in 1953 and the new section in 1956. The campus occupies 5 acres. There are 14 permanent classrooms, 21 portables, 3 special service classes, an office, library, resource room, computer lab and an auditorium/kitchen on this campus.

Henry Miller School has an on-going commitment to academic excellence. Our school motto, "Henry Miller Hawks Fly Higher and Soar above the Rest," reflects our school pride. The Henry Miller staff values the diversity found at the school and believes that all children can learn. Henry Miller is committed to creating and maintaining a safe and caring learning environment, and to developing responsible students that can realize his or her best self.

The school's mission statement is that we will work collaboratively and with expertise to ensure that all students learn skills that will prepare them for secondary and post-secondary education. To help us meet that, we have developed these goals: 1. Work collaboratively by grade level and across grade level to improve student learning; 2. Ensure expertise through professional development opportunities; 3. Use research-based strategies (i.e. differentiated instruction, modeling, TPR, cooperative groups).

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

Grade Level	Number of Students
Kindergarten	122
Grade 1	118
Grade 2	120
Grade 3	122
Grade 4	127
Grade 5	131
Grade 6	132
Total Enrollment	872

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	1.1
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.6
White	7.1
Two or More Races	0.6
Socioeconomically Disadvantaged	84.7
English Learners	38.6
Students with Disabilities	11.8
Foster Youth	0.2
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	35	32	34	447
Without Full Credential	2	2	1	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: 9/12/2019

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/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)

The most recent site inspection took place in August 14, 2019. The school's overall ranking was "Good". As per the Williams Settlement Legislation, Henry Miller Elementary facilities are in good repair. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Our school campus is maintained by four custodians, as well as District grounds and maintenance crews. 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 14, 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	Fair	Kitchen: There was a leak in the kitchen faucet. C Boy's Restroom: There is a loose toilet. B Boy's Restroom: There is a urinal that is not flushing. B Girl's Restroom: There is a toilet that is continuously running and the first sink faucet is not working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	33	32	38	39	50	50
Mathematics (grades 3-8 and 11)	18	20	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	511	504	98.63	1.37	32.34
Male	261	256	98.08	1.92	28.13
Female	250	248	99.20	0.80	36.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	455	448	98.46	1.54	30.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	27.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	451	445	98.67	1.33	30.11
English Learners	284	279	98.24	1.76	28.67
Students with Disabilities	62	62	100.00	0.00	8.06
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	511	507	99.22	0.78	19.53
Male	261	258	98.85	1.15	20.54
Female	250	249	99.60	0.40	18.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	455	451	99.12	0.88	17.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	29	100.00	0.00	20.69
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	451	447	99.11	0.89	17.67
English Learners	283	282	99.65	0.35	16.31
Students with Disabilities	62	62	100.00	0.00	6.45
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	12.7	13.5	0.8

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)

At Henry Miller Elementary, we encourage parents and community members to be active participants in all aspects of school. Through Parent nights, Parent Club, School Site Council (SSC) and English Learners Advisory Committee (ELAC) there is ample opportunity to be active participants and supporters of our students and school. Parent Nights and SSC Meetings allow parents to be directly involved in providing students with activities and programs. Please contact Jason Waltman, Principal, at (209) 826-3816 for details on how to get involved.

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	3.0	3.3	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Henry Miller Elementary Comprehensive School Safety Plan was approved by the School Site Council in October 2018. The School Safety Plan addresses the school's response to earthquakes, fires, intruders, etc. Fire and disaster drills are held regularly. The School Safety Plan is available upon request from the school office. We have trainings at the beginning of each school year to make sure the staff is knowledgeable of the Disaster Plan components. Henry Miller Elementary is committed to providing students with a safe learning environment.

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	26	2	4		22	2	6		21	2	4	
1	31		4		30		4		28		4	
2	29		4		30		4		30		4	
3	31		4		30		4		31		4	
4	31		4		33		1	3	32		4	
5	33		1	3	33			4	33		1	3
6	33			4	33			4	33			4
Other**	11	2										

*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	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	7670	1,533	6,137	82,928

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	-43.3	16.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-20.1	1.1

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, Henry Miller Elementary School offers several programs and supplemental services which are funded through categorical programs. Before or After school intervention may be provided depending on availability of staff. Supplemental Education Services are provided to students who are identified as performing below grade level in ELA and/or math. We have one full time Intervention Support Instructor that provides reading intervention to identified students in 2nd and 3rd grade. The Resource Teacher helps coordinate intervention services and provides support to teachers in ELD.

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

At Henry Miller Elementary, every certificated staff member is involved in professional development. Our site support staff and administration plan trainings throughout the year to assist teachers in strategies pertaining to reading, writing and math. Certificated staff members participate in weekly grade level collaboration meetings in which teachers share instructional strategies and look at student data. Eight PLC or professional learning community meetings are held throughout the year to review benchmark data in ELA and math as well as to offer staff development in teaching methodologies. This is a commitment to our children to provide the best trained teachers for their academic success.