

Los Banos 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	Los Banos Elementary
Street	1260 Seventh St.
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 826-4981
Principal	Renee Leonard
Email Address	rleonard@losbanosusd.k12.ca.us
Website	http://www.losbanosusd.k12.ca.us/lbes/
County-District-School (CDS) Code	24 65755 6025555

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)

Los Banos Elementary is a kindergarten through sixth grade on a traditional calendar. Los Banos Elementary has a current enrollment of 776 students. Los Banos Elementary is located on 8.5 acres on the rural west side of the Central Valley. There are 18 classrooms, 18 portables, an office, library, computer lab, resource room, cafeteria/central kitchen and the district Information Services department. Our staff includes a principal, assistant principal, 3 secretaries, 1 Health Aide, 31 classroom teachers, 2 SDC teachers, 4 SDC classroom aides, 10 classroom aides, 1 librarian, 1 computer technician, 1 (6 hour part time) in-house behavior support aide, 1 speech therapist, 2 speech aides (that split school sites), 2 inclusion specialists, 2 inclusion specialist aides, 1 bilingual clerical aide, 1 Reading Intervention teacher, 1 part time Reading Intervention teacher, and 1 categorical resource teacher.

LBE “LEARNING BUILDS EXCELLENCE”

Our mission is to create a positive, student centered, academic environment where students learn to be good citizens as they strive to meet or exceed the rigorous Common Core California State Standards (CCSS). Our goal is to create a foundation that will enable all students to find success at the higher levels of learning and develop a sense of community.

The focus of our vision is on student achievement. Los Banos Elementary staff will work collaboratively to ensure that all students learn skills that will prepare them for secondary and post-secondary education. Classroom teachers support and plan instructional activities using the state adopted core materials, and research-based strategies (i.e. differentiated instruction, modeling, TPR, cooperative groups, etc.) to ensure that all students are successful. Student data is collected and analyzed from formal and informal assessments. Using a shared delivery model, special education inclusion specialists, speech therapists, resource teacher and administration collaborate with classrooms as a team to support teachers.

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

Grade Level	Number of Students
Kindergarten	126
Grade 1	107
Grade 2	120
Grade 3	121
Grade 4	92
Grade 5	115
Grade 6	154
Total Enrollment	835

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.7
Asian	0.1
Filipino	0.6
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	1.4
White	8.7
Two or More Races	1
Socioeconomically Disadvantaged	84.6
English Learners	42.8
Students with Disabilities	11.9
Foster Youth	1.3
Homeless	0.4

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	30	31	447
Without Full Credential	3	4	4	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 9, 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 Houthon 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 August 2019. Fifteen components were inspected throughout the 11 areas which make up the campus. The school's overall ranking was "Good". As per the Williams Settlement Legislation, Los Banos Elementary facilities are in good repair. They are clean, safe, and functional. Classrooms and restrooms are cleaned daily.

Los Banos Elementary School's grounds, buildings and restrooms are in good repair. 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: 8/26/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Kindergarten Bldg., rooms 1-4: Room 4, Crack in ceiling in closet & hall ceiling tiles are loose and falling Intermediate Bldg., : Room 25, sink counter-top is rotted out. Portable Restrooms & Classrooms: Light covers outside rooms #32 & 33 are missing and need to be replaced. Room 39 moisture between dual pane window.
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	Poor	Kinder Bldg: room 2, exterior window frames are rotting and peeling. Primary playground: Blacktop outside room 6 is cracking and sunken down, areas on blacktop are lifting, cracking, and wearing away. Cafeteria/Central Kitchen: The cement outside the cafeteria (LEAP exit) is cracked and uneven.
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)	29	31	38	39	50	50
Mathematics (grades 3-8 and 11)	19	19	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	493	96.48	3.52	30.69
Male	240	233	97.08	2.92	24.14
Female	271	260	95.94	4.06	36.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	433	416	96.07	3.93	28.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	43	97.73	2.27	48.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	422	408	96.68	3.32	27.03
English Learners	243	226	93.00	7.00	24.44
Students with Disabilities	89	86	96.63	3.37	11.63
Students Receiving Migrant Education Services	21	15	71.43	28.57	33.33
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	512	500	97.66	2.34	19.00
Male	241	237	98.34	1.66	18.14
Female	271	263	97.05	2.95	19.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	434	423	97.47	2.53	17.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	43	97.73	2.27	34.88
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	422	410	97.16	2.84	16.83
English Learners	243	233	95.88	4.12	16.31
Students with Disabilities	89	86	96.63	3.37	6.98
Students Receiving Migrant Education Services	21	15	71.43	28.57	20.00

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	26.3	25.4	18.4

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 Los Banos Elementary, we encourage parents and community members to be active participants in all aspects of school. Through Parent workshops, School Site Council (SSC) and ELAC, and service organizations such as Veterans of Foreign Wars (VFW) and the American Legion, 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. Activities and special academic and arts based events are planned throughout the school year.

Please contact Ann Erreca, Resource Teacher, at (209) 826-4981 for details on how to offer your time.

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	8.2	6.5	8.4	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.1	0.1	0.1	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Los Banos Elementary 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. The committee consists of teachers, a school maintenance person, and the assistant principal. Safety in-service training and assemblies for both the staff and students are planned throughout the year. School vandalism and crime is reported monthly to the State of California. The LBE Crisis Response plan is also updated annually and presented to the SSC for approval and reviewed by the staff throughout the 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	26	1	6		23		6		25		5	
1	30		4		23	1	4		26		4	
2	27		4		28		4		29		4	
3	31		4		19	3	2		26	1	4	
4	29		5		26		4		29		3	
5	30		5		32		2	2	27		4	
6	26	1	4		29	1	5		30		5	
Other**									14	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	.9
Resource Specialist (non-teaching)	1.0
Other	3.0

*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	9,671	2,080	7,591	90,854

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	-22.6	25.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	1.1	10.2

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, Los Banos 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. We have one full time and one part time Intervention Support Instructor that provides reading intervention to assist struggling readers. In addition nine teachers are providing intervention services through supplemental education services.

TK and Kindergarten teachers provide Leveled Literacy Instruction for first grade students that have been identified as reading below grade level. Several supplemental computer based programs such as Imagine Learning, Rosetta Stone, and Education City are available as interventions as well. System 44 serves 31 students who have been identified as reading 2 years below grade level and are on all tracks. Parent education is also offered throughout the 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	2	2

Los Banos Elementary School coordinates a variety of funding sources to provide training for staff. The School Site Council (SSC) recognizes the need for training of staff and allocates training funded through categorical funds. 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.