



# Hoffer Elementary School

1115 E. Hoffer St. • Banning CA, 92220 • (951) 922-0257 • Grades K-5  
Matthew Beilstein, Principal  
mbeilstein@banning.k12.ca.us  
<http://hoffer.banning.k12.ca.us/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Banning Unified School District**

161 W. Williams Street  
Banning CA, 92220  
(951) 922-0201  
[www.banning.k12.ca.us](http://www.banning.k12.ca.us)

### **District Governing Board**

Alex Cassadas  
Jason Smith  
Alfredo Andrade  
Kerri Mariner  
Anne Price

### **District Administration**

Mr. Robert Guillen  
**Superintendent**

Ms. Felicia Adkins  
**Director, Educational Services**

Mrs. Barbara Wolford  
**Director, Student Services**

Mrs. Catherine Bagnara  
**Director, Fiscal Services**

Mr. Cornell Williams  
**Director, Maintenance, Operations  
and Transportation**

Mrs. Karen Sanchez-Wright  
**Director, Nutrition Services**

Mr. Mac Patel  
**Director of Information Technology**

Mrs. Sandi Khodadi  
**Coordinator, Human Resources**

Mrs. Estella Patel  
**Coordinator Assessment and  
Accountability**

Mrs. Alisha Morff  
**Coordinator of Instruction**

Dr. Janet Gray  
**Title IX Equity Coordinator**

Mrs. Christina Hoff  
**Supervisor, Fiscal Services**

### **School Description**

Hoffer Elementary School's mission is for our community of educators, parents, and students to motivate and empower ALL students to realize their full potential.

Hoffer's community is committed to:

- Assuring that each student has the opportunity to maximize learning.
- Effective collaboration and communication.
- High expectations and hold all educators, students, and parents accountable for learning.
- Celebrating individual successes and cultural diversity.

## About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	101
Grade 2	104
Grade 3	85
Grade 4	70
Grade 5	91
<b>Total Enrollment</b>	<b>526</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.0
American Indian or Alaska Native	1.9
Asian	7.4
Filipino	1.1
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.4
White	14.4
Socioeconomically Disadvantaged	96.2
English Learners	18.3
Students with Disabilities	17.9
Foster Youth	0.6

## 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			
Hoffer Elementary School	16-17	17-18	18-19
With Full Credential	25	26	29.25
Without Full Credential	1	2	0
Teaching Outside Subject Area of Competence	0	0	0
Banning Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	218.25
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hoffer Elementary School	16-17	17-18	18-19
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 2018-19)

### Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing in September 27, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: 09/27/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders/McGraw-Hill -2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin - 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton Mifflin - 2001 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Houghton Mifflin - 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Hoffer Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1949, Hoffer Elementary School is situated on 9.66 acres. The school buildings span 45,217 square feet, consisting of 15 permanent classrooms, 21 relocatable classrooms, a library, a computer lab, a conference room, and two storage rooms. A new multi-purpose room was completed in March 2006. In August 2007, a complete modernization of the campus began, including new floors, ceiling, plumbing, electrical and HVAC in each wing. Modernization to the main building classrooms is now complete and includes a new teacher workroom. The facility strongly supports teaching and learning through its ample classroom and playground space. New blacktop was poured in common area in July, 2014, and a new roof was put on the administration building in July of 2015. Security fencing was installed in 2018 and a modernization of the Administration building is scheduled to be completed in 2018

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order. A school site inspection report is completed on a weekly basis.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the District. Hoffer Elementary School has one full-time custodian on duty and has a nightly custodial cleaning crew. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems. In 2012-13, the district allocated \$175,425 for the deferred maintenance program, which represents 0.05% of the district's general fund budget.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/25/2018**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	CAFETERIA: VENTS OR SURROUNDING AREAS ARE DIRTY
<b>Interior:</b> Interior Surfaces	Fair	ROOM 05: CARPETING DAMAGED OR STAINED ROOM 06: CARPETING DAMAGED OR STAINED ROOM 09: CARPETING DAMAGED OR STAINED ROOM 10: CARPETING DAMAGED OR STAINED ROOM 11: CARPETING DAMAGED OR STAINED ROOM 12: CARPETING DAMAGED OR STAINED ROOM 13: CARPETING DAMAGED OR STAINED ROOM 17: CARPETING DAMAGED OR STAINED ROOM 21: CARPETING DAMAGED OR STAINED ROOM 24: CARPETING DAMAGED OR STAINED ROOM 26: CARPETING DAMAGED OR STAINED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	CUSTODIAN: CLUTTERED CLASSROOM OR STOREROOMS STORAGE: CLUTTERED CLASSROOM OR STOREROOMS
<b>Electrical:</b> Electrical	Good	ROOM 08/COMPUTER LAB: IMPROPER USAGE OF EXTENSION CORDS OR EXTENSION CORD TRIP HAZARD
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	CUSTODIAN: WATER LEAK - INFORM GUIDE DURING THE INSPECTION
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ROOM 28: EXCESSIVE MATERIALS HANGING OR PSOTED ON WALLS
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CUSTODIAN: SIGNIFICANT CRACKS, TRIP HAZARDS, HOLES OR DETERIORATION PARKING LOTS: SIGNIFICANT CRACKS, TRIP HAZARDS, HOLES OR DETERIORATION PLAY COURTS: SIGNIFICANT CRACKS, TRIP HAZARDS, HOLES OR DETERIORATION
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	20.0	28.0	26.0	48.0	50.0
Math	16.0	16.0	17.0	15.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	17.2	15.1

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	254	251	98.82	20.32
<b>Male</b>	132	131	99.24	19.08
<b>Female</b>	122	120	98.36	21.67
<b>Black or African American</b>	32	31	96.88	25.81
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	18	17	94.44	23.53
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	156	155	99.36	18.71
<b>White</b>	33	33	100.00	27.27
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	245	242	98.78	19.42
<b>English Learners</b>	68	68	100.00	17.65
<b>Students with Disabilities</b>	45	45	100.00	4.44
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	251	98.82	15.94
Male	132	131	99.24	16.03
Female	122	120	98.36	15.83
Black or African American	32	31	96.88	16.13
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	23.53
Filipino	--	--	--	--
Hispanic or Latino	156	155	99.36	15.48
White	33	33	100	15.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78	14.88
English Learners	68	68	100	16.18
Students with Disabilities	45	45	100	2.22
Foster Youth	--	--	--	--

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.

### 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 2018-19)

Parents and the community are supportive of the educational program at Hoffer Elementary School. Parents are encouraged to attend Open House, Back to School Night, Parent Teacher Organization meetings, Parent/Teacher Conferences, parent trainings, student performance days, and several other student activities. Parent involvement is also encouraged by joining the School Site Council, English Learners Advisory Committee (ELAC), and Hoffer Helpers in the classroom, Coffee with the Principal, and the Hoffer Parent Teacher Organization (PTO)

#### 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.

#### School Safety Plan

Safety of students and staff is a primary concern of Hoffer School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard. Visitors are required to return to the school office upon departure to return their badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for update are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	6.0	2.6	4.1
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	19	19	2	2	1	2	4	3			
1	21	16	23	2	2		2	4	4			
2	26	15	23		3		3	3	4			
3	26	17	20		2	1	3	3	3			
4	27	17	15		2	3	3	4	1			
5	24	19	20	1	2	2	2	3	3			
Other	18		13	2		2	1					

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).



### Professional Development provided for Teachers

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers five staff development days annually for teachers to use for instruction and professional development. Hoffer provided the following professional staff development for the 17/18 school year–

- Best Practices for Project Based Learning PBL
- Best Practices for Guided Reading
- Best Practices for Tier 2 supports
- Best Practices for Math Instruction
- Best Practices for STEAM
- Best Practices for I Ready Instruction
- Best Practices AVID Strategies
- Best Practices for Authentic/Formative Assessment

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,424	\$45,681
Mid-Range Teacher Salary	\$76,777	\$70,601
Highest Teacher Salary	\$98,448	\$89,337
Average Principal Salary (ES)	\$116,990	\$110,053
Average Principal Salary (MS)	\$126,579	\$115,224
Average Principal Salary (HS)	\$133,295	\$124,876
Superintendent Salary	\$224,936	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5113.21	\$395.69	\$4717.51	\$81,624
District	◆	◆	\$9727.38	\$76,475
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-69.4	6.5
Percent Difference: School Site/ State			-40.7	13.4

\* Cells with ◆ 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

Alternative Supports were offered to students. In addition, an intervention teacher is available to help struggling students.

### 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.