



Central Elementary School

295 North San Gorgonio Ave. • Banning CA, 92220 • (951) 922-0264 • Grades K-5

Marcia Cole, Principal

mcanderson@banning.k12.ca.us

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Banning Unified School District

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

District Governing Board

Alex Cassadas

Jan Spann

Ray Curtis

Larry Ellis

Martha Bederio

District Administration

Mr. Robert Guillen
Superintendent

Felicia Adkins
Director Educational Services

Bryan Astrachan
Chief Human Resources Officer

Barbara Wolford
Director of Student Services

Principal's Message

Central Elementary is a Dual Immersion School, with the 90/10 model. We strive to promote an environment where children are encouraged to work to their full potential as they experience diverse and challenging intellectual opportunities. During their years with us at Central, we hope to foster their sense of responsibility, their love of learning and their sense of community. In our classrooms and on our campus, we work daily to encourage positive behavior and interaction that is safe and respectful. This year we have approximately 800 students in almost 30 classrooms. Our halls and classrooms are filled with writing projects and rich samples of student work. Our goal here at Central is to make sure all students become critical thinkers and reach their full potential. At Central the faculty, students and parents work together in order to provide a caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. Student success is recognized and celebrated. We have ROCK assemblies every trimester and monthly Perfect Attendance awards, and student of the month luncheons are among the many ways that achievements - hard work, effort and improvement - are recognized. The teachers challenge their students to be problem solvers and critical thinkers by providing interesting, creative and challenging technology infused lessons that emphasize high standards for all. Parent volunteers assist teachers in classrooms, the computer lab, the library, and on field trips. Having active parent participation throughout the grades helps to reinforce to the children that parents are our most important partners in education. Thank you for your continued support and entrusting your wonderful children to us.

Vision Statement

Central Elementary School will be recognized as a place of learning where cultural diversity is valued and the learning needs and interests of its multi-ethnic population are met. Central School will build a supportive partnership with parents and community to ensure that basic needs are met in a safe and nurturing environment. Each student will be brought to their fullest individual potential by promoting confidence and self esteem, upholding a high expectation for student achievement, flexible teaching through multiple assessments, consistency in curriculum, positive discipline, and multiple teaching strategies.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 922-0264.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	144
Gr. 1	160
Gr. 2	141
Gr. 3	136
Gr. 4	108
Gr. 5	104
Total	793

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	1.4
Asian	2.3
Filipino	0.3
Hispanic or Latino	74.9
Native Hawaiian/Pacific Islander	0.1
White	10.5
Two or More Races	3.4
Socioeconomically Disadvantaged	85.2
English Learners	28.0
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Central Elementary School	12-13	13-14	14-15
Fully Credentialed	26		30
Without Full Credential	0		1
Teaching Outside Subject Area of Competence	0		
Banning Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	97.78	2.22
High-Poverty Schools	97.78	2.22
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials	
Year and month in which data were collected: 2010	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>ELD - Avenues - 2007</p> <p>SRA/McGraw-Hill - 2010</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin - 2007</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin - 2001</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin - 2007</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Central Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1927, Central Elementary School is situated on six acres. The school buildings span 41,329 square feet, consisting of 21 permanent classrooms, 13 relocatable classrooms, a library, a computer lab, a multipurpose room, a conference room, and two storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of October 2012.

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 that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Central Elementary School has two full-time custodians on duty. 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. The school does not have deferred maintenance projects scheduled for the 2012-13 year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 23, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			30	39	40	43	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	65	65	66	42	44	43	54	56	55
Math	78	80	78	42	44	40	49	50	50
HSS				30	31	33	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	10	10	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	16.7	15.2

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	43
All Student at the School	30
Male	38
Female	24
Black or African American	25
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	28
Native Hawaiian/Pacific Islander	
White	42
Two or More Races	
Socioeconomically Disadvantaged	30
English Learners	11
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	14	11	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	13	-14
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	11	14	-14
English Learners	14	16	-25
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Central Elementary School. Parents are encouraged to attend Back to School Night, Open House, Parent/Teacher Conferences, and several student events and activities. Through out the year, we have family math and reading night. We have nutrition classes for parents. We have tacita de cafe for our dual immersion parents. We at central truly our parents and community.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Booster Club
- University of California Agriculture and Natural Resources
- Morongo Band of Indians
- San Gorgonio Republican Women's Federation
- Arrowhead Water
- Over 50 Parent Volunteer

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 Central Elementary School. Many people visit the campus to volunteer in the classrooms and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district 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 on a monthly basis, earthquake and intruder alert drills are held quarterly throughout the school year. The school evaluates the plan annually and updates it as needed. 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. The plan was last updated and reviewed with school staff in fall 2013. An updated copy of the plan is available to the public at the school office.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.2	1.5	1.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	13.3	10.2	8.5
Expulsions Rate	0.7	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	71.4	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19.9	28	29	7			0	6	5	0		
Gr. 1	19.9	28	27	7			0	5	6	0		
Gr. 2	16.1	26	28	8			0	5	5	0		
Gr. 3	20.3	22	27	6	1		0	4	5	0		
Gr. 4	31	34	27	0			3		4	0	3	
Gr. 5			35									3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,494	\$38,920
Mid-Range Teacher Salary	\$63,849	\$59,803
Highest Teacher Salary	\$82,354	\$78,096
Average Principal Salary (ES)	\$99,598	\$95,836
Average Principal Salary (MS)	\$105,467	\$99,849
Average Principal Salary (HS)	\$120,833	\$107,599
Superintendent Salary	\$175,000	\$151,912
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3694.15	488.76	3403.93	68200
District	♦	♦	5944.88	\$65,494
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-42.7	6.1
Percent Difference: School Site/ State			-38.5	8.0

Types of Services Funded at Central Elementary School

Professional Development provided for Teachers at Central Elementary School

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers three buy-back staff development days annually for teachers to use for instruction and professional development.