

# Hemmerling Elementary School

1928 W. Nicolet St. • Banning, CA 92220 • (951) 922-0254 • Grades K-5

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## 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 of Educational Services**

Bryan Astrachan  
**Chief Human Resources Officer**

Barbara Wolford  
**Director of Student Services**

### **School Description**

Hemmerling Elementary School is located in the City of Banning, California with a population of approximately 27,000 residents. Hemmerling is one of four elementary schools in the Banning Unified School District. The school was built in 1957 and was named after Robina Hemmerling, an educator, in honor of her service to education in the San Geronio Pass Area. There are approximately 500 students in Kindergarten through Fifth grades. Enrollment ratios for the elementary grades are as follows: Kindergarten 28/1; 1st – 3rd Grades 30/1 and 33/1 in Fourth and Fifth Grades. In Kindergarten, we offer a Full Day Program to expose students to academic and social concepts. Significant subgroups represented on campus include Hispanic, Socio-Economically Disadvantaged (SED) and English Learners. Enrollment by ethnicity is as follows: Hispanic 56%; American Indian 6%; Asian 5%; Filipino 1%; African American 5%; White 22% and Other 3% .

Hemmerling is a Title 1 school which houses a Computer Lab, Library, 17 classrooms, including a resource room for RSP and Speech therapy, two intern counselors, one part-time ELL Specialist, one full-time Health Aide and there is available space for an intervention reading lab. The school focus is to deliver quality instruction through state and district adopted curriculum with the support, guidance and supervision of highly qualified teachers. Hemmerling has an overall API of 796. Data analysis and assessments are used at all grade levels to guide instruction and all students participate in district-wide and state assessments. (District Benchmarks, CST, and CELDT)

Intervention meetings, such as Parent Conferences, Student Success Teams (SST) and Individualized Education Program (IEP) help coordinate student eligibility for AM computer lab tutoring, after school academic tutoring, Resource, Speech and Social-emotional counseling services.

Hemmerling School has developed a strong commitment to parent involvement through active participation in groups such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and our Helping Hands parent group. These groups also help to form school goals, create school events and share in the overall academic success of all Hemmerling students.

### **Principal's Message**

This annual report to the community is based upon the basic beliefs and goals of the Banning Unified School District. I have addressed all of the requirements specified by law around these beliefs and goals. The data reflects our 2012-13 school year. I hope this report card will provide you with valuable information about our students, staff, and school.

### **Mission Statement**

We embrace the belief that every student is capable of achieving high standards for academic and social success. We stand firm in "No Excuses!" We will collaborate to provide an inspiring, safe, and supportive environment. We believe that every student has the potential to attend college and are prepared as a school community to evaluate, reflect, and take action to ensure learning for ALL !

## 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) 922-0254.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	91
Gr. 1	92
Gr. 2	85
Gr. 3	89
Gr. 4	95
Gr. 5	67
<b>Total</b>	<b>519</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	4.4
Asian	6.7
Filipino	1.2
Hispanic or Latino	58.6
Native Hawaiian/Pacific Islander	0.0
White	19.8
Two or More Races	3.5
Socioeconomically Disadvantaged	91.7
English Learners	19.3
Students with Disabilities	7.1

## 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			
Hemmerling Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	23		
<b>Without Full Credential</b>	0		
<b>Teaching Outside Subject Area of Competence</b>	0		
Banning Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hemmerling Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	97.78	2.22
<b>High-Poverty Schools</b>	97.78	2.22
<b>Low-Poverty Schools</b>	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: June 2010	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>SRA/McGraw-Hill - 2010</p> <p>ELD - Avenues - 2007</p>
<p><b>Mathematics</b></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 Go Math- 2013</p>
<p><b>Science</b></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><b>History-Social Science</b></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)

Hemmerling Elementary School provides a safe, clean environment for students, staff, and volunteers. The school consisting of 24 classrooms, a multipurpose room, a library, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of January 2014.

#### 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 23, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Staff Lounge- Roof leak. 2 stained tiles. Work orders in process. Classroom 12- Roof leak. 4 stained ceiling tiles. Work orders in process. Classroom 17- Roof needs cleaning, prep., and re-coating. Work order in process. Classroom 26- Roof needs coating on all joints & screws. 6 stained ceiling tiles. Work order in process.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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			16	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	49	52	46	42	44	43	54	56	55
Math	65	63	60	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	6	5	5
Similar Schools	9	8	8

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

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	16
Male	17
Female	16
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	16
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	15
English Learners	7
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	34	2	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	10	-21
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	29	-1	-13
English Learners	18	33	-64
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 Hemmerling Elementary School. Parents can participate in Open House, Back to School Night, parent conferences, Parents & Pastries, Family Math Night, Family Reading Night, and several student activities. We also have the School Site Council, English Language Advisory Committee, a Parent Volunteer Group, and Parent Coffee Sessions.

### 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 Hemmerling 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 throughout the school year and earthquake drills are held twice annually. In addition, the school conducts a Bus Evacuation Drill once a 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 October Board meeting. The plan is updated and reviewed with school staff at the first staff meeting each year. 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	4.2	3.7	2.7
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	2013-2014	2004-2005
Year in Program Improvement	Year 1	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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.75
Resource Specialist	.5
Other	
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.	20.5	30	18	4		2	0	3	3	0		
Gr. 1	20	23	23	5	1	1	0	3	3	0		
Gr. 2	17.7	23	21	6	1	1	0	3	3	0		
Gr. 3	19	30	22	4		1	0	3	3	0		
Gr. 4	30.7	26	24	0		1	3	3	3	0		
Gr. 5			34									2

\* 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/](http://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	3139.00	579.18	2559.82	\$61,769
District	♦	♦	5944.88	\$65,494
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-56.9	-3.9
Percent Difference: School Site/ State			-53.8	-2.2

## **Types of Services Funded at Hemmerling Elementary School**

### **Professional Development provided for Teachers at Hemmerling 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.

Hemmerling School staff is offered professional development based on the needs of the teachers and students. There is collaboration with the district and PD has been focused on preparation for the Common Core standards. We offer off site conferences, on site weekly training (Smart Wednesdays), and one on one conferencing. The teachers are supported with data reporting, principal walkthroughs and feedback and grade level collaboration.