

Hemmerling Elementary School

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

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<http://hemmerling.banning.k12.ca.us/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year

Banning Unified School District

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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 575 students in Kindergarten through Fifth grades. Enrollment ratios for the elementary grades are as follows: Kindergarten 24/1; 1st – 3rd Grades 24/1 and 32/1 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 28 %; American Indian 8%; Asian 5%; Filipino 1%; African American 9%; White 46% and Other 3% .

Hemmerling is a Title 1 school which houses a Computer Lab, One to one computers in 5th grade, Library, 24 classrooms, including a resource room for RSP and Speech therapy, one full time counselors, one part-time ELL Specialist, one full-time Technician 1 and an intervention teacher. The school focus is to deliver quality instruction through state and district adopted curriculum with the support, guidance and supervision of highly qualified teachers. 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, SBAC, and CELDT)

Intervention meetings, such as Parent Conferences, Student Success Teams (SST) and Individualized Education Program (IEP) help coordinate student eligibility for AM 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), Helping Hands parent group and the Sunshine Committee. 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 2016-2017 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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	106
Grade 2	100
Grade 3	90
Grade 4	93
Grade 5	100
Total Enrollment	570

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	2.3
Asian	4.6
Filipino	1.1
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0
White	15.6
Two or More Races	5.3
Socioeconomically Disadvantaged	85.3
English Learners	20.2
Students with Disabilities	9.6
Foster Youth	1.1

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			
Hemmerling Elementary School	15-16	16-17	17-18
With Full Credential		27	26
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Banning Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hemmerling Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 09/21/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	SRA/McGraw-Hill (Wonders) - 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math- 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin - 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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: 03/31/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			RM 16: VENTS MISSING.
Interior: Interior Surfaces			X	RM 2: CARPET IS TORN. RM 3: CEILING TILES HAVE WATER STAINS. RM 4: CARPET IS TORN. MPR: CEILING TILE IS BROKEN. RM 11: CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. RM 10/LIBRARY: CEILING TILE HAS A WATER STAIN. RM9: CEILING TILE HAS A WATER STAIN. RM 7: CEILING TILE IS BROKEN. NURSE: CEILING TILES HAVE WATER STAINS. RM 22: CEILING TILES HAVE WATER STAINS. RM 24: CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. RM 25: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. WALLPAPER IS TORN.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 03/31/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				RM 26: CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. RM 27: CEILING TILES HAVE WATER STAINS. RM 21: CEILING TILE HAS A HOLE. RM 20: WALLPAPER IS TORN. CARPET IS TORN. CEILING TILE HAS WATER STAIN. CEILING TILE IS BROKEN. RM 19: CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. RM 18: CEILING TILE HAS A WATER STAIN. CARPET IS TORN. RM 17: CARPET IS TORN. RM 16: CEILING TILES HAVE WATER STAINS. CARPET IS TORN.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			WORKROOM: OPEN BAGS OF FOOD. RM 13: FOOD LEFT OUT IN ROOM. NURSE: RESIDUAL FOOD LEFT IN TRASH CAN FOR EXTENDED PERIOD. RM 25: ROTTING FOOD IN CLASSROOM. RM 17: FOOD LEFT OUT IN ROOM.
Electrical: Electrical		X		RM 1/COMPUTER LAB: ETHERNET BOX IS LOOSE. CUSTODIAL CLOSET: ONE LIGHT BALLAST IS OUT. RM 13: THREE LIGHT BALLASTS ARE OUT. ELECTRICAL COVER IS BROKEN IN THE RESTROOM. MPR: ONE LIGHT BALLAST IS OUT. GIRLS RR: EXHAUST FAN IS NOT WORKING. RM 27: SWITCH PLATE IS BROKEN. RM 21: EXTERIOR ELECTRICAL COVER IS MISSING. PHONE JACK IS LOOSE. RM 19: ONE LIGHT BALLAST IS OUT. EXTERIOR ELECTRICAL COVER IS MISSING. RM 18: TWO LIGHT BALLASTS ARE OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		GIRLS RR: EXTERIOR DRINKING FOUNTAIN LEAKS. CUSTODIAL CLOSET: EXTERIOR DRINKING FOUNTAIN IS OUT OF ORDER. WORKROOM: FAUCET HAS LOW PRESSURE. RM 13: FAUCET HANDLE IS BROKEN IN THE RESTROOM. BOYS RR: THIRD FAUCET HAS LOW PRESSURE. GIRLS RR: FAUCET HAS LOW PRESSURE. RM 6: DRINKING FOUNTAIN HAS LOW PRESSURE. RM 5: FAUCET HAS LOW PRESSURE.
Safety: Fire Safety, Hazardous Materials		X		RM 1/COMPUTER LAB: PAINT IS PEELING ON EXTERIOR WALL. RM 4: PLUG-IN AIR FRESHENER. PLUG-IN CANDLE WARMER.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 03/31/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					RM 12: IMPROPERLY STORED CLEANING SUPPLIES. AEROSOLS ARE PRESENT. RM 13: TWO PLUG-IN AIR FRESHENERS. RM 11: IMPROPERLY STORED CLEANING SUPPLIES. RM 9: IMPROPERLY STORED CLEANING SUPPLIES. RM 7: PESTICIDE IS PRESENT. RM 22: IMPROPERLY STORED CLEANING SUPPLIES. AEROSOLS ARE PRESENT. RM 26: BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). IMPROPERLY STORED CLEANING SUPPLIES. RM 27: BOXES ARE TRIPLE STACKED ABOVE SIX FEET (EARTHQUAKE HAZARD). RM 18: PLUG-IN AIR FRESHENER IS PRESENT. IMPROPERLY STORED CLEANING SUPPLIES. PAINT PEELING ON SIDING. RM 17: TWO PLUG-IN AIR FRESHENERS ARE PRESENT. IMPROPERLY STORED CLEANING SUPPLIES.
Structural: Structural Damage, Roofs	X				RM 20: DRY ROT AND PAINT PEELING ON SIDING. RM 19: DRY ROT AND PAINT PEELING ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				RM 23: TRIP HAZARD AT ASPHALT/RAMP SEAM. DOOR GOUGES THE RAMP. RM 24: TRIP HAZARD AT ASPHALT/CEMENT SEAM. RM 25: TRIP HAZARD AT ASPHALT/RAMP SEAM. RM 26: TRIP HAZARD AT ASPHALT/RAMP SEAM. RM 21: LARGE GAP BETWEEN RAMP AND PORTABLE. PARKING LOTS: TRIP HAZARDS THROUGHOUT.
Overall Rating	Exemplary	Good	Fair	Poor	
			X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	27	23	28	28	48	48
Math	21	15	18	17	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	83	81	97.6	39.5
Male	43	42	97.7	35.7
Female	40	39	97.5	43.6
Hispanic or Latino	49	48	98.0	31.3
White	14	14	100.0	42.9
Socioeconomically Disadvantaged	52	51	98.1	37.3
English Learners	15	14	93.3	7.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	23	40	36	33	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.3	18.4	20.4

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	287	98.29	23.34
Male	148	144	97.3	15.28
Female	144	143	99.31	31.47
Black or African American	22	22	100	27.27
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	35.71
Filipino	--	--	--	--
Hispanic or Latino	191	188	98.43	21.81
White	36	34	94.44	29.41
Two or More Races	16	16	100	12.5
Socioeconomically Disadvantaged	250	246	98.4	22.36
English Learners	86	86	100	19.77
Students with Disabilities	43	41	95.35	2.44
Foster Youth	--	--	--	--

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 2016-17 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	293	287	97.95	14.63
Male	148	144	97.3	14.58
Female	145	143	98.62	14.69
Black or African American	22	22	100	0
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100	28.57
Filipino	--	--	--	--
Hispanic or Latino	192	189	98.44	12.7
White	36	34	94.44	26.47
Two or More Races	16	16	100	25
Socioeconomically Disadvantaged	251	246	98.01	12.6
English Learners	86	86	100	11.63
Students with Disabilities	43	41	95.35	4.88
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, AVID nights and several student activities. We also have the School Site Council, English Language Advisory Committee, a Parent Volunteer Group, Parent Coffee Sessions, and the Sunshine Committee.

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 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	2014-15	2015-16	2016-17
Suspensions Rate	0.3	2.1	2.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	6.0	2.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

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)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	25	21	1		2	4	4	2			
1	27	23	26				4	4	4			
2	21	26	24	1			3	4	4			
3	21	27	22	1		1	4	3	3			
4	22	26	28	1			3	4	3			
5	24	28	23	1		2	3	3	1			2

* 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 5 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 the use of 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,533	\$44,144
Mid-Range Teacher Salary	\$71,795	\$69,119
Highest Teacher Salary	\$92,602	\$86,005
Average Principal Salary (ES)	\$108,826	\$106,785
Average Principal Salary (MS)	\$121,128	\$111,569
Average Principal Salary (HS)	\$124,373	\$121,395
Superintendent Salary	\$210,000	\$178,104
Percent of District Budget		
Teacher Salaries	33%	34%
Administrative Salaries	5%	6%

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

Types of Services Funded

An intervention teacher was available for struggling students. We were able to hire a full time counselor for behavior management as well as a tech 1 that can work with students in the capacity of a health aid as well as help with attendance issues.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2013-14	2014-15	2015-16
Hemmerling Elementary School			
Dropout Rate			
Graduation Rate			
Banning Unified School District			
Dropout Rate			
Graduation Rate			
California			
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	3139.00	579.18	\$2,702.13	\$63,536.40
District	♦	♦	\$7,043.38	\$68,472
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-61.6	-4.9
Percent Difference: School Site/ State			-49.5	-2.7

* Cells with ♦ do not require data.