



Cabazon Elementary School

50575 Carmen Ave • Cabazon CA, 92230 • (951) 922-0252 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Banning Unified School District

161 W. Williams Street
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District Governing Board

Jason Smith
Board President

Leslie Sattler
Board Clerk

Mayra Anguiano
Trustee

Lucia Martinez-Lara
Trustee

Laura Troutman
Trustee

District Administration

Natasha Baker, Ed. D.
Superintendent

Veronica Pendleton, Ed. D.
Interim Director Educational Services

Barbara Wolford, Ed. D.
Director, Student Services

Catherine Bagnara
Director, Fiscal Services

Cornell Williams
Director Maintenance, Operations, and Transportation

Lolita Mediano
Coordinator, Nutrition Services

Mac Patel
Director of Information Technology

Sandi Khodadi
Coordinator, Human Resources

Michael Ed. D.
Interim Coordinator of Instruction

Christina Hoff
Supervisor, Fiscal Services

Janet Gray Ed. D.
Title IX Coordinator

School Description

District Mission Statement

Banning Unified School District is a diverse community that collaborates to develop responsible, respectful, prepared students to achieve their full potential.

School Mission Statement

We at Cabazon, believe that our students have the potential to be proficient in reading, math, and writing. We will strive to reach this goal by providing an environment that is nurturing, competitive, and creative to meet the needs of our students. We will inspire our students to discover their own potential worth and character as we prepare them for higher education.

School Profile

Banning Unified School District, one of the oldest districts in Riverside County, has a past as colorful as the 300-square mile area it services. Currently, for the 2018-2019 school year, the district has 4,492 students enrolled in kindergarten through twelfth grade in one pre-school/TK school, four elementary schools, one Pre School TK school, one middle school, one comprehensive high school, and one continuation high school. The diverse population enables the school to embrace many different cultures and strive to create an environment that embraces all. Consistent with Banning Unified School District's beliefs, the school thrives on this diverse population and encourages each student's unique abilities. Currently, the school serves 311 students in grades Kindergarten through five. The school operates on a traditional school calendar.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	61
Grade 3	58
Grade 4	54
Grade 5	54
Total Enrollment	325

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	3.7
Asian	0.6
Filipino	0.9
Hispanic or Latino	68.3
White	18.2
Two or More Races	1.8
Socioeconomically Disadvantaged	88.9
English Learners	20.3
Students with Disabilities	9.8
Foster Youth	0.3
Homeless	9.5

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 for Cabazon Elementary	17-18	18-19	19-20
With Full Credential	15	17.25	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Banning Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	200
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Cabazon Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 08/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ELD Wonders/McGraw-Hill - 2016</p> <p>ELA Wonders/McGraw-Hill - 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton Mifflin California Go Math 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Pearson Realize Science - 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Studies Weekly, History Social Science, © 2018 (Adopted June 28, 2018), Grades K-5</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cabazon Elementary School provides a safe, clean environment for students, staff, and volunteers. Built-in 2000, Cabazon Elementary School is situated on 9.6 acres. The school buildings span 24,000 square feet, consisting of 16 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 March 2019.

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 the 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.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the District. Two full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. A summary of these standards is available 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	Good	
<p>Interior: Interior Surfaces</p>	Good	<p>ROOM 4: CEILING TILE IS LOOSE. ROOM 15: WATER STAINED CEILING TILES. ROOM 16: WATER STAINED CEILING TILES.</p>
<p>Cleanliness:</p>	Good	

Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 3: DOOR STOP IS BROKEN. ROOM 16: WINDOW SCREEN HAS HOLE.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	22	25	26	25	50	50
Math	12	21	15	15	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	14.8	11.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 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	172	167	97.09	25.15
Male	94	90	95.74	20.00
Female	78	77	98.72	31.17
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100.00	9.09
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	105	96.33	22.86
White	30	30	100.00	30.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	155	97.48	25.16
English Learners	45	44	97.78	22.73
Students with Disabilities	34	31	91.18	12.90
Foster Youth	--	--	--	--
Homeless	19	17	89.47	10.53

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 2018-19 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	171	167	97.66	20.96
Male	93	89	95.70	23.60
Female	78	78	100.00	17.95
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100.00	9.09
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	97.22	19.05
White	30	30	100.00	30.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	155	98.10	21.29
English Learners	45	45	100.00	17.78
Students with Disabilities	34	31	91.18	12.90
Foster Youth	--	--	--	--
Homeless	19	18	94.74	5.26

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 2019-20)

We encourage all parents to get to know their child's teacher to have open communication all throughout the year. There are many activities that we encourage parents to be involved in; AVID Workshops, Parent Coffee Sessions, Parent Conferences, School Site Council, and English Learners Advisory Committee (ELAC) are just a few. Parental support and participation make a difference. Please do not hesitate to contact the Cabazon principal for more information. Due to concerns for the safety of our children, it is a state law that volunteers on campus must have current TB tests and are fingerprinted by the Banning Police Department. All visitors must have a state-issued identification and will be scanned in our Lobbyguard system before they will be allowed to enter the campus.

There are also numerous programs and activities that are enriched by the generous contributions made by the following organizations:

- Arrowhead Water Company
- Wal-Mart
- Ruby's Diner
- Cabazon Water District
- Riverside County Health Department

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

The safety of students and staff is a primary concern of Cabazon Elementary 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 a 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 the 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	0.8	4.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	6.0
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	650.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	2		23		2		25		2	
1	20	2			23		2		24		2	
2	22		2		18	2			25		2	
3	17	3			22		2		22	1	2	
4	27		2		24		1		17	1	2	
5	19	1	2		19	1	2		27		2	
Other**					17	2	1		7	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers professional development during our Smart Wednesday's and other opportunities as we move towards the implementation of Common Core State Standards. Professional development has focused on mathematics instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,412	\$46,208
Mid-Range Teacher Salary	\$78,313	\$72,218
Highest Teacher Salary	\$100,417	\$92,742
Average Principal Salary (ES)	\$121,799	\$134,864
Average Principal Salary (MS)	\$128,693	\$118,220
Average Principal Salary (HS)	\$140,183	\$127,356
Superintendent Salary	\$234,271	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$2113.89	\$421.69	\$1692.20	\$86373
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-140.7	12.2
School Site/ State	-123.2	19.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Alternative supports were offered to Cabazon students. In addition, there is an intervention teacher that is available for 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.