

Central Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Central Elementary School
Street	295 North San Geronio Ave.
City, State, Zip	Banning CA, 92220
Phone Number	(951) 922-0264
Principal	Ileana Gutierrez
Email Address	igutierrez@banning.k12.ca.us
School Website	https://central.banning.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	33-66985-6031611

2025-26 District Contact Information

District Name	Banning Unified School District
Phone Number	(951) 922-0200
Superintendent	Terrence Davis
Email Address	tdavis@banning.k12.ca.us
District Website	www.banning.k12.ca.us

2025-26 School Description and Mission Statement

Central Elementary School is proud to be part of the Banning Unified School District—one of the oldest districts in Riverside County, serving approximately 4,500 students across a diverse 300-square-mile region. The district includes four elementary schools, one preschool, one TK school, one middle school, one comprehensive high school, and one continuation high school. Guided by Banning Unified's core beliefs, the district and its schools embrace cultural diversity, honor students' unique strengths, and strive to create inclusive learning environments for all.

Central Elementary serves 730 students in Kindergarten through Fifth Grade and operates on a traditional school calendar. As the district's largest Dual Immersion 90/10 model site, Central reflects Banning Unified's commitment to multilingualism, cultural appreciation, and academic excellence. Central's diverse student population enriches the school community and helps fulfill the district's mission to develop responsible, respectful, and prepared students who can achieve their full potential.

Central Elementary is committed to maintaining a rigorous, inclusive, and supportive educational environment. Central promotes diverse and challenging intellectual opportunities where students are encouraged to reach their full potential. The school fosters responsibility, a love of learning, and a strong sense of community. Classrooms and hallways are designed to be welcoming and purposeful, creating spaces where students feel safe, respected, and motivated to succeed. Teachers support critical thinking and problem solving through engaging, technology-rich lessons rooted in high expectations for all. Student effort, growth, and achievement are recognized and celebrated. Family partnership is central to the school's success. Parents volunteer across grade levels, support classroom instruction, assist in the library, and participate in field trips—reinforcing the district's belief that parents are essential partners in student learning.

Central Elementary is in its tenth year of implementing AVID systems, with a current focus on enhancing student writing through WICOR strategies and the Jane Schaffer writing process. The school is also proud to have earned the highest PBIS state recognition—Platinum Status—demonstrating its strong commitment to Positive Behavioral Interventions and Supports. Students model Central's PBIS expectations by being Always Prepared, Very Respectful, Intentionally Safe, Determined, and Responsible. Additionally, Central partners with the Confucius Institute to offer Mandarin language and Chinese culture enrichment, supporting global awareness and cultural competence.

2025-26 School Description and Mission Statement

Central Elementary Mission: At Central Elementary, we provide a safe, supportive, and academically challenging environment where every child can thrive.

Central Elementary Vision: Building Strong Foundations, One Pony Step at a Time!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	159
Grade 1	128
Grade 2	129
Grade 3	121
Grade 4	111
Grade 5	134
Total Enrollment	782

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Non-Binary	0
American Indian or Alaska Native	0.8
Asian	2.8
Black or African American	6.5
Filipino	0.5
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0
Two or More Races	2.9
White	5.4
English Learners	25.2
Foster Youth	0.6
Homeless	5.6
Migrant	0
Socioeconomically Disadvantaged	91.6
Students with Disabilities	7.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	79.32	187	86.45	234405.2	84
Intern Credential Holders Properly Assigned	1	2.85	1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	14.27	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.71	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	1	2.85	9.2	4.28	15831.9	5.67
Total Teaching Positions	35	100	216.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.1	93.97	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.03	15.6	7.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	1.68	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.7	2.71	14303.8	5.15
Total Teaching Positions	33.1	100	213.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30	85.71	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	2	5.71	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	5.71	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.86	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.8	4.47	13705.8	4.91
Total Teaching Positions	35	100	220.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	5.00	2	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	2	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	1
Total Out-of-Field Teachers	0.20	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.1	6.4	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2025- 2026)

A Public Hearing held by Banning Unified School District on December 15, 2021, 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 standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected

September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- Wonders/ Maravillas - 2016	0%
Mathematics	Houghton Mifflin Go Math - 2014	0%
Science	Savvas Elevate Science - 2019	0%
History-Social Science	Studies Weekly -2018	0%

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

School Facility Conditions and Planned Improvements

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.

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 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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

12/16/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces				11: DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. EXTENSION CORD IS BEING PERMANENTLY USED. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 14: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 15: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 17/ LIBRARY: CEILING TILES HAVE HOLES. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 19/ COMPUTER LAB: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. CRACKS IN INTERIOR WALL. 21: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON EAVE. PAINT IS CHIPPING ON EXTERIOR WALL. DRY ROT ON EAVE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			10: UNSECURED ITEMS ARE STORED TOO HIGH. 11: DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. EXTENSION CORD IS BEING PERMANENTLY USED. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 12: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 13: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 14: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 15: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 16: UNSECURED ITEMS STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE.

School Facility Conditions and Planned Improvements

				19/ COMPUTER LAB: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. CRACKS IN INTERIOR WALL. 20: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. WALL IS DAMAGED. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE. 21: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON EAVE. PAINT IS CHIPPING ON EXTERIOR WALL. DRY ROT ON EAVE. 22: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE. 23: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 24: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVES DRY ROT ON EAVES 8: UNSECURED ITEMS ARE STORED TOO HIGH. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D: UNSECURED ITEMS ARE STORED TOO HIGH. G: UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X			11: DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. EXTENSION CORD IS BEING PERMANENTLY USED. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. E: EXTENSION CORD IS BEING PERMANENTLY USED. F: 4. WATER STAIN CEILING TILES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL OUTLET COVER IS MISSING. OUTLET COVER IS LOOSE. 10. EVACUATION MAP IS NOT POSTED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	11: DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. EXTENSION CORD IS BEING PERMANENTLY USED. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 12: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 13: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 14: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 15: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 16: UNSECURED ITEMS STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE.

School Facility Conditions and Planned Improvements

			17/ LIBRARY: CEILING TILES HAVE HOLES. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 18/ BOOK STORAGE: 11. PAINT IS PEELING ON EAVES. 19/ COMPUTER LAB: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. CRACKS IN INTERIOR WALL. 20: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. WALL IS DAMAGED. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE. 21: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON EAVE. PAINT IS CHIPPING ON EXTERIOR WALL. DRY ROT ON EAVE. 22: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE. 23: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 24: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVES DRY ROT ON EAVES 25: PAINT IS PEELING ON RAMP RAILING. WOMENS REST ROOM: PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE.
Structural: Structural Damage, Roofs	X		11: DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. EXTENSION CORD IS BEING PERMANENTLY USED. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 12: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 13: PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 14: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 15: CEILING TILES HAVE HOLES. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 16: UNSECURED ITEMS STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 17/ LIBRARY: CEILING TILES HAVE HOLES. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 19/ COMPUTER LAB: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. CRACKS IN INTERIOR WALL. 20: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. WALL IS DAMAGED. UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE. 21: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON EAVE. PAINT IS CHIPPING ON EXTERIOR WALL. DRY ROT ON EAVE.

School Facility Conditions and Planned Improvements

				23: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVE DRY ROT ON EAVE. 24: UNSECURED ITEMS ARE STORED TOO HIGH. PAINT IS CHIPPING ON EAVES DRY ROT ON EAVES WOMENS REST ROOM: PAINT IS CHIPPING ON EAVE. DRY ROT ON EAVE.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	28	26	27	47	48
Mathematics (grades 3-8 and 11)	28	23	13	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	371	365	98.38	1.62	28.22
Female	183	181	98.91	1.09	37.02
Male	188	184	97.87	2.13	19.57
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	20	20	100.00	0.00	30.00
Filipino	--	--	--	--	--
Hispanic or Latino	303	298	98.35	1.65	27.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27

White	19	18	94.74	5.26	27.78
English Learners	94	89	94.68	5.32	13.48
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	11.11
Military	26	26	100.00	0.00	15.38
Socioeconomically Disadvantaged	340	336	98.82	1.18	27.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	9.76

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	371	367	98.92	1.08	23.16
Female	183	182	99.45	0.55	24.73
Male	188	185	98.40	1.60	21.62
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	20	20	100.00	0.00	15.00
Filipino	--	--	--	--	--
Hispanic or Latino	303	300	99.01	0.99	23.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	19	18	94.74	5.26	22.22
English Learners	94	92	97.87	2.13	15.22
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	5.56
Military	26	26	100.00	0.00	7.69

Socioeconomically Disadvantaged	340	337	99.12	0.88	21.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	4.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.79	12.69	13.26	17.4	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	134	99.26	0.74	12.69
Female	64	64	100.00	0.00	12.50
Male	71	70	98.59	1.41	12.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	113	99.12	0.88	11.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	34	97.14	2.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	0.00
Socioeconomically Disadvantaged	123	122	99.19	0.81	10.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.6	95.0	95.8	94.1	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Central Elementary School benefits from strong support from parents, families, and the broader community. Central prioritizes meaningful engagement and collaboration, recognizing that family partnerships are essential to student success.

Families are encouraged to participate in a variety of schoolwide events and learning opportunities throughout the year, including Back to School Night, Open House, Parent–Teacher Conferences, and student celebrations. The school also hosts academic family nights—such as math and reading nights—as well as nutrition classes and informational sessions for parents. Central provides dual immersion parent meetings, English-language family coffee sessions, and additional parent workshops in collaboration with other district sites. The school also holds three English Learner Advisory Committee (ELAC) meetings per year and monthly School Site Council (SSC) meetings, with open invitations for families to participate. Ongoing communication is maintained through the school’s website, newsletters, and social media platforms.

Schoolwide Events Include: Annual Fall Festival, Scholastic Book Fair, Halloween Parade, Veterans Day Assemblies, Students of the Month, Rock Awards, Winter Concerts, Family Math and Reading Nights, Dual Immersion and English-Language Parent Sessions, Parent Booster Club Events (Daddy–Daughter Dance, Mother–Son Dance, Fifth Grade Dance). Our Parent Booster and ASB Clubs plays a vital role in strengthening community connections by organizing major annual events and supporting school events and activities.

Volunteerism is an important part of Central’s culture. To ensure student safety, parent and guardian volunteers must complete fingerprint clearance, provide tuberculosis (TB) documentation, and attend six volunteer meetings during the school year. Families are also able to enter campus through our Navigate 360 security system. The dedication and involvement of our families are deeply appreciated and contribute significantly to the vibrancy of the school community.

Central Elementary’s programs and activities are further enriched by generous contributions and partnerships with local organizations, including: Parent Booster Club & ASB, Banning Police Department, Holiday Wish, Amazon Cares, Parent and Staff Donations, San Geronio Pass Education Foundation, Local Restaurants and Community Sponsors, San Geronio Pass Boys and Girls Club

Together, these partnerships help support a dynamic school environment where students and families feel welcomed, valued, and engaged.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	838	823	170	20.7
Female	407	398	71	17.8
Male	431	425	99	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	1	4.5
Black or African American	54	53	14	26.4
Filipino	--	--	--	--
Hispanic or Latino	674	662	139	21.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	4	16.7
White	43	43	6	14.0
English Learners	225	222	46	20.7
Foster Youth	--	--	--	--
Homeless	49	49	20	40.8
Socioeconomically Disadvantaged	768	756	165	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	88	21	23.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.49	1.25	2.74	8.19	5.8	5.12	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.52	0.28	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.74	0.00
Female	1.23	0.00
Male	4.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	4.65	0.00
English Learners	0.89	0.00
Foster Youth	0.00	0.00
Homeless	4.08	0.00
Socioeconomically Disadvantaged	2.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.22	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Central Elementary School and the Banning Unified School District. To keep all staff and students safe, we are a closed campus. Parents and visitors are welcome before or after school. They are 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. Visitors must return to the school office upon departure to return their badges. Banning Unified School has signed a full-time security guard to our campus to increase safety.

During lunch, before, and after school, assigned staff to supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

While students use Chromebooks, Go Guardian is available for staff to monitor their screens. This ensures students are on task and assists as needed. Teachers monitor or disable the chat. The administrator receives alerts if inappropriate subject matter is searched or emailed. District staff conducts home visits when appropriate. We have a full-time counselor available for students, which decreases the chance of cyberbullying.

Site stakeholders developed the Comprehensive Safe School Plan (CSSP) to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff with processes and procedures to ensure 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 monthly, and intruder/lock-down and disaster preparedness drills are conducted three times annually. The plan is annually reviewed, and recommendations and suggestions for updates are made. The plan is subsequently updated as needed, reviewed, and approved by the School Site Council. Safety procedures, including the Safe School Plan elements, are reviewed with school and district staff in the fall at the start and throughout the school year. A copy of the updated plan is available for public review in the school administration office. The CSSP was presented to the School Site Council for feedback and approval on December 18, 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	7	0
1	25	0	5	0
2	23	0	5	0
3	22	2	4	0
4	31	0	3	1
5	29	0	4	0
6	0	0	0	0
Other	10	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	3	0
1	22	0	6	0
2	23	0	5	0
3	21	1	4	0
4	26	0	5	0
5	29	0	4	0
6	0	0	0	0
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	3	
1	21	3	3	
2	21	2	4	
3	24		5	
4	27	1	3	
5	26	1	4	
Other	9	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	1:754

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5027.31	\$358.79	\$4668.52	\$76,675
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-70.3	-16.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-79.1	-13.4

Fiscal Year 2024-25 Types of Services Funded

Central Elementary School provides comprehensive academic, social, and emotional supports to all 730 students enrolled in Dual Immersion and English Only programs. All students receive instruction aligned to the Common Core State Standards. English Learners participate in daily designated ELD, with instruction differentiated by language proficiency level. Teachers regularly analyze state, local, and classroom assessment data to guide instruction, while the SST process is used to identify, monitor, and support students below grade level through targeted interventions developed collaboratively with families and support staff.

To further close achievement gaps, the Learning Center offers targeted, data-driven interventions designed to support students in reaching grade-level proficiency. Central also offers a Wellness Room to support Tier II and Tier III students, as well as any student in need of immediate de-escalation or counseling support. This space aligns with schoolwide AVID, PBIS, and SEL initiatives to promote a safe, calming, and restorative environment.

In partnership with the Boys and Girls Club, Central provides before- and after-school programs for families needing additional support, including ELOP-funded classroom aides in kindergarten. The school has also invested in a leveled book room for

Fiscal Year 2024-25 Types of Services Funded

small-group instruction and supplemental instructional materials to address learning loss and close achievement gaps.

Fiscal Year 2023-24 Teacher and Administrative Salaries		
This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/ .		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,289	\$57,978
Mid-Range Teacher Salary	\$95,329	\$89,612
Highest Teacher Salary	\$135,953	\$117,194
Average Principal Salary (Elementary)	\$155,133	\$143,632
Average Principal Salary (Middle)	\$103,693	\$149,447
Average Principal Salary (High)	\$154,498	\$162,334
Superintendent Salary	\$332,886	\$234,076
Percent of Budget for Teacher Salaries	30.7%	27.81%
Percent of Budget for Administrative Salaries	5.74%	5.47%

Professional Development			
District and site staff development is designed to address both individual teacher needs and broader school priorities through collaborative in-service programs. All elementary schools have early release every Wednesday to support Professional Learning Communities (PLCs) and professional development, and grade-level teams also meet weekly during ELEVO prep time. Teachers participate in ongoing, targeted training, including AVID Summer Institute (with the goal of full staff certification), annual conferences for Dual Immersion teachers, and county-sponsored professional learning through the Riverside County Office of Education (RCOE). Professional development has emphasized high-quality instruction and continuous improvement. Teachers have received training in Accelerated Reader, i-Ready, and Istation, with a strong focus on mathematics instruction. Monthly refreshers are provided in PBIS, MTSS, and AVID. This year, all grade levels have also prioritized literacy, engaging in professional learning around Critical Reading Processes, PLC best practices, Learning Without Tears, Amira, AVID (WICOR), PBIS, Magnitude assessments, Irvine Math, and the Jane Schaffer writing model. So far, staff has participated in 44 PLC and PD from August to December 2025.			
This table displays the number of school days dedicated to staff development and continuous improvement.			
Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5