

Hemmerling 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	Hemmerling Elementary School
Street	1928 W. Nicolet St.
City, State, Zip	Banning, CA 92220
Phone Number	(951) 922-0254
Principal	Johnny Baker
Email Address	jbbaker@banning.k12.ca.us
School Website	https://hemmerling.banning.k12.ca.us/o/hemmerling
Grade Span	K-5
County-District-School (CDS) Code	33-66985-6031629

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

School Overview:

Hemmerling Elementary School, located in Banning, California, is one of four elementary schools within the Banning Unified School District. Established in 1957 and named in honor of educator Robina Hemmerling for her lasting contributions to education in the San Geronio Pass area, the school proudly serves approximately 478 students in grades kindergarten through fifth grade.

Average class sizes remain approximately:

22 students in grades K–1

24 students in grades 2–3

31 students in grades 4–5

Hemmerling remains a cornerstone of academic excellence, student support, and community pride.

Diversity and Enrollment:

Hemmerling serves a richly diverse student population reflective of the Banning community:

Hispanic: 74.1%

African American: 6.0%

White: 11.3%

Asian: 2.1%

Other Ethnicities: 6.5%

Significant student subgroups include:

Socioeconomically Disadvantaged: 90.8%

English Learners: 14.9%

Foster Youth: 1.7%

Equity, inclusion, and access continue to guide all programs and services offered at Hemmerling.

2025-26 School Description and Mission Statement

Academic Programs and Student Supports Technology Access

All students in grades K–5 participate in a 2:1 Chromebook program, which includes access to headphones and digital instructional platforms.

Student Support Services

Full-time school counselor

Speech and language services

Math Intervention Teacher

ELA Intervention Teacher

Physical Education Coach

Part-time School-based Mental Health Therapist

Instructional Programs:

Instruction is delivered using state-adopted curricula aligned to California standards and guided by multiple data sources, including:

Irvine Math

Jane Schaffer Writing

Learning Without Tears

i-Ready Diagnostic and Benchmarks

Banning Common Assessments/FIAB's

CAASPP/SBAC (Grades 3–5)

ELPAC for English Learners

All grade levels implement dedicated daily intervention and enrichment time to provide targeted academic support based on student data.

Professional Learning:

Teachers participate in ongoing collaborative planning through Professional Learning Communities (PLCs). Instructional support and differentiation are strengthened through ELEVO coaching and site-based professional development.

Enrichment and Electives:

Grades K–5: Music, Art, and Steam

Family and Community Engagement:

Hemmerling Elementary values strong partnerships with families and the community through

Parent-Teacher Conferences

Student Success Team (SST) meetings

Tier II/III Intervention and IEP meetings

Active School Site Council (SSC) and English Learner Advisory Committee (ELAC)

Sunshine Committee for school culture and engagement

Saturday Academy

Before- and after-school programs through the Boys & Girls Club

Student leadership and enrichment clubs including:

Student Council

GATE

STEAM

Performance Highlights

2025-26 School Description and Mission Statement

California School Dashboard

ELA improved by 11.3 points

Math improved by 6.5 points

English Learner Progress increased 19.4%

PBIS Gold Status earned, reflecting a strong schoolwide commitment to Positive Behavior Interventions and Social-Emotional Learning (SEL)

Key Instructional and Schoolwide Initiatives

AVID Schoolwide Implementation

All teachers are AVID-trained, implementing WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) to prepare students for college and career readiness beginning in the elementary grades.

Positive Behavior Interventions and Supports (PBIS)

The PBIS program promotes a positive school climate through the core values of:

Be Safe

Be Respectful

Be Responsible

Structured Academic Instruction (SAI)

Hemmerling proudly implements Structured Academic Instruction to ensure inclusive access and targeted academic support for all learners, including students with disabilities.

Reading Literacy Initiative

The school continues to prioritize reading achievement and literacy development. Students are highly motivated through the new book vending machine, which has significantly increased student access to high-interest books and promoted a culture of reading.

Mission Statement (2025–26)

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

Vision Statement (2025–26)

Hemmerling Elementary's vision is to prepare, inspire, and educate.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	71
Grade 2	69
Grade 3	73
Grade 4	93
Grade 5	94
Total Enrollment	468

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50
Male	50
Non-Binary	0
American Indian or Alaska Native	1.1
Asian	2.1
Black or African American	6
Filipino	1.3
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0
Two or More Races	4.1
White	11.3
English Learners	12.8
Foster Youth	1.1
Homeless	6.2
Migrant	0
Socioeconomically Disadvantaged	93.2
Students with Disabilities	21.6

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)	25.2	95.28	187	86.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.78	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.94	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	0	0	9.2	4.28	15831.9	5.67
Total Teaching Positions	26.4	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)	25.1	96.18	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)	1	3.82	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	26.1	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)	25	96.15	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.94	5566.4	5566.4
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.82	15.6	7.32	14938.3	14938.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	1.68	11746.9	11746.9
Unknown/Incomplete/NA	0	0	5.7	2.71	14303.8	14303.8
Total Teaching Positions	26	100	213.2	100	277698	277698

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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	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	1

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	0
Total Out-of-Field Teachers	0.20	0	0

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)	0	0	10
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	0

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)

During a public hearing held by the Banning Unified School District, it was determined that each school has sufficient and good-quality textbooks, instructional materials, and science lab equipment according to the settlement of Williams v. the State of California. All students, including English Learners, are given their 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 2023-2024 school year.

Year and month in which the data were collected

September 2025

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, California Wonders - adoption 2016	0
Mathematics	Houghton Mifflin, California Adoption - Go Math- 2014	0
Science	Savvas, Elevate Science, 2019	0
History-Social Science	Studies Weekly, History Social Science - 2018	0

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

School Facility Conditions and Planned Improvements

Hemmerling Elementary School provides a safe, clean environment for students, staff, volunteers, and visitors. The school facility includes 18 (K-5) classrooms, 1 Speech/OT/Psychologist classroom, 1 RSP/SAI classroom, 3 SDC classrooms, 1 counseling room, 1 MHT room, 1 intervention room, a cafeteria, a library, administrative offices, adequate restrooms, and a storage room. 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 continually. Site Administration, Custodial staff, and Security Guard monitor the site for needed repairs and report repairs needed. Repairs necessary to keep the school in good repair and working order are completed promptly. A work order process is used to ensure efficient service, with the highest priority given to emergency repairs. Hemmerling is "good" in repair status on the Facility Inspection Tool (FIT).

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/16/2025

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	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	1: Paint is peeling and chipping 10: Paint is chipping and peeling . 11: Paint is chipping and peeling . 12: Paint is chipping and peeling . 13: Paint is chipping and peeling . 14: Paint is peeling and chipping 15: Paint is peeling and chipping 16: Paint is peeling and chipping 17: Paint is peeling and chipping 18: Paint is peeling and chipping 19: Paint is peeling and chipping 2: Paint is peeling and chipping 20: Paint is chipping and peeling . 21: Paint is chipping and peeling . 22: Paint is chipping and peeling . 23: Paint is chipping and peeling . 24: Paint is peeling and chipping 25: Paint is peeling and chipping 26: Paint is peeling and chipping 27: Paint is chipping and peeling . 28: Paint is chipping and peeling . 29: Paint is chipping and peeling . 3: Paint is peeling and chipping 30: Paint is chipping and peeling . 31: Paint is chipping and peeling . 32: Paint is peeling and chipping 33: Paint is chipping and peeling on eves . 34: Paint is chipping and peeling . 35: Paint is chipping and peeling . 36: Paint is peeling and chipping 4: Paint is peeling and chipping 5: Paint is chipping and peeling . 6: Paint is chipping and peeling . 7: Paint is chipping and peeling . 9: Paint is chipping and peeling . BOYS REST ROOM: Paint is chipping and peeling . GIRLS REST ROOM: Paint is chipping and peeling . OFFICE: Paint is peeling and chipping
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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)	31	36	26	27	47	48
Mathematics (grades 3-8 and 11)	19	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	261	261	100.00	0.00	36.40
Female	136	136	100.00	0.00	43.38
Male	125	125	100.00	0.00	28.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	193	193	100.00	0.00	35.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	28	28	100.00	0.00	57.14
English Learners	34	34	100.00	0.00	20.59
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	30.00
Military	20	20	100.00	0.00	25.00
Socioeconomically Disadvantaged	242	242	100.00	0.00	35.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	74	100.00	0.00	12.16

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	260	260	100.00	0.00	23.17
Female	135	135	100.00	0.00	26.12
Male	125	125	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	192	192	100.00	0.00	22.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	35.71
English Learners	34	34	100.00	0.00	20.59
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	20.00
Military	20	20	100.00	0.00	30.00

Socioeconomically Disadvantaged	241	241	100.00	0.00	23.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100.00	0.00	1.37

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)	12.5	20.88	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	92	92	100.00	0.00	20.65
Female	44	44	100.00	0.00	22.73
Male	48	48	100.00	0.00	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	71	100.00	0.00	22.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	85	85	100.00	0.00	21.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

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	100	97.8	100	100	98.9

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

Hemmerling Elementary School is dedicated to fostering proactive parent involvement through active participation in various school committees, including the School Site Council (SSC), the English Language Advisory Committee (ELAC), the District Parent Advisory Committee (DPAC), and the Sunshine Committee. These groups play a vital role in shaping school goals, planning events, and contributing to the overall academic success of all Hemmerling students.

We deeply value the support of parents and the community for the educational programs at Hemmerling. Parents are encouraged to participate in various opportunities, such as AVID family nights, annual volunteer appreciation tea, parent workshops, open house, back-to-school night, annual fall festival, trimester parent conferences, meet and greet with the principal, and other family and student events, including literacy nights. To ensure accessibility, these events are offered both virtually and in person.

Volunteer Requirements

To serve as a parent volunteer, parents and guardians must meet the following requirements:

- Obtain fingerprint clearance.
 - Provide valid clearance and proof of tuberculosis (TB) testing.
 - Adhere to the district's Tier protocol.
- Our parents' and guardians' dedication, service, and involvement are highly valued and greatly appreciated. Together, we create a strong, supportive school community that fosters student growth and success.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	531	513	154	30.0
Female	269	258	69	26.7
Male	262	255	85	33.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	32	32	7	21.9
Filipino	--	--	--	--
Hispanic or Latino	389	377	115	30.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	21	13	61.9
White	59	58	14	24.1
English Learners	79	72	17	23.6
Foster Youth	--	--	--	--
Homeless	32	31	11	35.5
Socioeconomically Disadvantaged	493	475	142	29.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	140	139	51	36.7

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
1.76	2.63	5.65	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
0.32	0.38	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	5.65	0.00
Female	1.49	0.00
Male	9.92	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	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.04	0.00
White	1.69	0.00
English Learners	6.33	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	5.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.86	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 top priority at Hemmerling Elementary School and the Banning Unified School District. Community involvement is welcomed and encouraged, with parents playing an active role in school life by volunteering, chaperoning field trips, attending athletic events, and participating in school activities. Parents are valued as partners in education and are invited to participate in committees such as the Student Support Team (SST), School Site Council (SSC), English Language Advisory Committee (ELAC), and the Sunshine Committee. Opportunities for involvement, including forums and parent-teacher conferences, are offered both virtually and in person for convenience and accessibility.

To ensure campus safety, all visitors are required to check in at the front desk of the administration building upon arrival. Visitors must obtain a badge through the site's Visitor Management System (VMS) and return it to the office at checkout upon departure. During lunch periods and before and after school, assigned staff supervise students and monitor school grounds, including the cafeteria and recreational areas, to maintain a safe and orderly environment.

Hemmerling Elementary School's Comprehensive Safe School Plan was developed in compliance with Senate Bill 187 (SB 187) of 1997 to ensure a secure and orderly learning environment for students and staff. The plan is updated annually with input from site stakeholders and reviewed for approval by the School Site Council. A copy of the current plan is available for public review in the school administration office. The updated plan is scheduled for approval at the February 2026 school board meeting.

Key Elements of the Safe School Plan: Current status of school crime, Procedures for child abuse reporting, Disaster procedures (routine and emergency), Policies related to suspension and expulsion, Notification processes for teachers, Sexual harassment policies, School-wide dress code provisions, Safe ingress and egress for students, parents, and staff, Maintenance of a safe and orderly campus environment, School rules and procedures. Safety Drills and Training include Fire Drills: Conducted monthly, Evacuation/Lockdown Drills: Conducted annually, Disaster Preparedness Drills: Conducted annually. Safety procedures, including the Safe School Plan elements, are reviewed with all staff at the start of each school year.

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	3	0
1	26	0	3	0
2	22	1	3	0
3	19	5	0	0
4	23	1	3	0
5	26	1	3	0
6	0	0	0	0
Other	0	0	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	18	3	0	0
1	21	1	2	0
2	18	4	0	0
3	21	0	4	0
4	26	0	4	0
5	29	0	3	0
6	0	0	0	0
Other	10	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		0
1	22	0	3	0
2	22	0	3	0
3	24	0	3	0
4	30	0	3	0
5	31	0	3	0
6		0	0	0
Other	12	2	0	0

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	477

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	0.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	9
Other	19.5

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	\$4534.53	\$320.56	\$4213.98	\$72,886
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-79.1	-21.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-87.5	-18.4

Fiscal Year 2024-25 Types of Services Funded

Hemmerling Elementary School is committed to providing alternative support for students needing interventions to close the learning gap. Through an inclusive educational model, Hemmerling proudly implements Structured Academic Instruction (SAI) to meet the needs of special education students. All students receive instruction aligned with the Common Core State Standards, while English Language Learners benefit from both integrated and designated instruction tailored to their language proficiency levels. Additionally, school tutoring is offered to target areas of need identified through data and individual assessments. Hemmerling employs a multi-tiered system of support, including Tier I, II, and III interventions, which are regularly reviewed by a committee of teachers and district service providers. The SST process aligns with Tier II and III protocols, identifying and monitoring students performing below grade level. Classroom teachers, guardians, and support staff collaboratively develop and implement interventions to ensure student progress.

Hemmerling's teachers engage in weekly professional development (PD) and professional learning communities (PLCs) to analyze data, share best practices, and implement data-driven instruction and interventions. These efforts are supported by two full-time Intervention teacher, who works closely with teachers to support differentiated instruction and intervention strategies, and coordinate intervention programs like iReady, Renaissance, Freckle Math, and Read Naturally.

Fiscal Year 2024-25 Types of Services Funded

A full-time counselor and a part-time Marriage and Family Therapist (MFT) provide behavior management services and individual and group counseling to address academic and emotional challenges. The Student Support Team (SST) ensures a collaborative intervention planning and monitoring approach. A dedicated Tech I (health aide) assists in the health office and supports attendance initiatives, ensuring students are healthy and present to learn effectively. Hemmerling offers a robust physical education program led by a full-time PE coach collaborating with the ELEVO PE program. The ELEVO program fosters social skills, SEL development, and sportsmanship while also providing teachers with release time for collaborative planning and PLC activities.

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

At Hemmerling Elementary School, teachers participate in ongoing professional development and professional learning communities (PLCs) to analyze student data, share effective instructional practices, and implement targeted, data-driven instruction and interventions. Two intervention teachers—one supporting English Language Arts (ELA) and one supporting Mathematics—work closely with classroom teachers to strengthen instructional practices, differentiation, technology integration, and intervention planning.

The ELA and Math intervention teachers collaborate with teachers to co-plan, co-teach, and support the implementation of instructional and intervention programs, including iReady, Renaissance (STAR, Accelerated Reader, Freckle Math), Read Naturally, Jane Schaffer Writing, Irvine Math, and AVID strategies. Professional development is intentionally designed based on student performance data and instructional needs to ensure alignment with schoolwide goals.

Site-based professional development includes training in Capturing Kids' Hearts (CKH), AVID, PBIS, MTSS, Guided Reading, writing instruction, English Language Development (ELD), and the effective use of instructional technology and digital resources. Teachers engage in weekly collaboration through PLCs and participate in "Smart Wednesday" professional learning sessions focused on instructional improvement and student outcomes.

At the district level, Hemmerling staff benefit from annual professional development days and additional in-service opportunities aligned to Common Core State Standards in English Language Arts, mathematics, science, and social studies. District-supported training also includes iReady benchmarks, myON Digital Library, e-lesson development, curriculum alignment, pacing guide development, and instructional technology integration.

Professional Development

Teachers access professional learning through multiple formats, including on-site coaching, grade-level collaboration days, virtual and in-person workshops, conferences, and individualized support. Instructional practices are further supported through data analysis tools, principal walkthroughs, and AVID WICOR walkthroughs. Collectively, these professional development efforts ensure that Hemmerling educators are well-prepared to meet the academic and social-emotional needs of all students.

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