

Hoffer 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Hoffer Elementary School
Street	1115 E. Hoffer St.
City, State, Zip	Banning CA, 92220
Phone Number	(951) 922-0257
Principal	Margarita Ramirez
Email Address	mpramirez@banning.k12.ca.us
School Website	https://hoffer.banning.k12.ca.us
Grade Span	K-5
County-District-School (CDS) Code	33-66985-6031637

2025-26 District Contact Information

District Name	Banning Unified School District
Phone Number	(951) 922-0201
Superintendent	Terrence Davis
Email Address	Tdavis@banning.k12.ca.us
District Website	www.banning.k12.ca.us

2025-26 School Description and Mission Statement

Hoffer Elementary is located on the east end of Banning, California. As one of four elementary schools in the Banning Unified School District, Hoffer serves approximately 380 students in grades Kindergarten through Fifth grade. Our school community reflects a diverse population, allowing staff and students to embrace many cultures, abilities, and perspectives as we foster an inclusive and supportive environment.

We believe all students can and will develop the skills needed for lifelong success. Together - students,

2025-26 School Description and Mission Statement

staff, parents, and the community - we create a safe, collaborative space where every learner is supported to reach their full potential.

Hoffer provides students with the 21st-century knowledge and skills necessary to thrive in their education, college, and careers. We prepare students to meet the evolving challenges of English Language Arts, Science, Technology, Engineering, Arts, and Mathematics. We are proud to be both an Advancement Via Individual Determination (AVID) school and a Positive Behavior Intervention and Supports (PBIS) school, where students are challenged academically within a positive and structured learning environment.

Instruction at Hoffer is grounded in collaboration and includes opportunities for both independent and group learning. Our Multi-Tiered System of Support (MTSS) team closely monitors student progress and provides assessment, intervention, and counseling through the Student Study Team (SST) process for students needing additional academic, behavioral, or socio-emotional support. Interventions may include before- or after-school tutoring and/or targeted small-group instruction during Universal Access. Additionally, Hoffer offers six Special Day Classes (SDC) for students who benefit from a smaller, highly structured learning environment.

Hoffer Elementary School's mission is for our community of educators, parents, and students to motivate and empower ALL students to realize their full potential.

Our community is committed to:

- Ensuring each student has opportunities to maximize learning.
- Effective collaboration and communication.
- High expectations and hold all educators, students, and parents accountable for learning.
- Celebrating individual successes and cultural diversity.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	41
Grade 2	66
Grade 3	74
Grade 4	64
Grade 5	73
Total Enrollment	367

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	0.8
Asian	9.3
Black or African American	7.6
Filipino	0
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0
Two or More Races	3
White	8.4
English Learners	19.1
Foster Youth	1.6
Homeless	5.7
Migrant	0
Socioeconomically Disadvantaged	92.9
Students with Disabilities	21.3

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)	20.5	94.05	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)	0	0	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.37	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	1	4.58	9.2	4.28	15831.9	5.67
Total Teaching Positions	21.8	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)	17.1	85.13	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	9.92	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	1	4.96	5.7	2.71	14303.8	5.15
Total Teaching Positions	20.1	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)	19.6	88.73	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	1	4.51	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.25	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	1	4.51	9.8	4.47	13705.8	4.91
Total Teaching Positions	22.1	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	0.00	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	0

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	0.30	0	0.5
Total Out-of-Field Teachers	0.30	0	0.5

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	5.5	0
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

Every student is provided with a set of textbooks and/or online instructional materials for use both at school and at home. Chromebooks are also issued to all students to ensure access to online learning resources in both settings. All textbooks and instructional materials across subject areas are aligned with the current California State Standards and follow the content and timelines outlined in the state curriculum frameworks.

Textbooks and online instructional materials are reviewed and selected through a curriculum adoption process led by a subject-specific adoption committee. Each committee gathers input from teachers, district personnel, and parents to ensure materials meet the needs of students and align with district goals.

Every student—including all low-income students and English Learners—has access to current textbooks and individualized access to online instructional materials.

Year and month in which the data were collected

August 14, 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	Wonders/McGraw-Hill -2016	0%
Mathematics	Houghton Mifflin - 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

Hoffer Elementary School provides a safe, clean, and welcoming environment for students, staff, and volunteers. Built in 1949, the school sits on 9.66 acres and includes 45,217 square feet of building space. The campus consists of 15 permanent classrooms, 21 relocatable classrooms, a library, a conference room, a multi-purpose room/cafeteria, and two storage rooms. Outdoor areas include two playgrounds—one for kindergarten and one for grades 1–5—each equipped with swings, a play structure, basketball courts, and shaded bench areas where students can sit, eat, and relax.

School Cleanliness

The campus is maintained by three full-time custodians—one during the day and two in the evening. The custodial team collaborates with site and district administration to complete routine maintenance and follow daily cleaning procedures. Restrooms are checked regularly throughout the day to ensure they remain clean and stocked. Many of our cleanliness and safety practices align with district-wide standards.

School Facility Conditions and Planned Improvements

Maintenance and Repair

Safety concerns remain the highest priority for the Maintenance and Operations Department. District maintenance supervisors conduct ongoing inspections across school sites to stay proactive in identifying needs. Necessary repairs are addressed promptly to ensure the school remains in good working order. A formal work-order system supports efficient service, with emergency repairs receiving immediate attention.

Safety and Supervision

Student supervision is provided at all times during the school day. During recess and lunch, at least four adults are on duty to monitor student safety. Additionally, Banning Unified partners with Elevo to offer structured recess activities one day per week when teachers participate in Professional Learning Communities (PLC).

Year and month of the most recent FIT report

10/20/2025

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		Playground- sharp edges on swing chairs MPR: Damaged wall, missing wallplate, and faucet off in boys restroom. Boys Restroom: Loose faucet, hole in wall and OBSERVATION: one light fixture out (low impact). Class 21: Dirty return grill and damaged wall surface. Class 17: Damaged wall surface.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Loose faucets.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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)	22	29	26	27	47	48
Mathematics (grades 3-8 and 11)	12	15	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	215	214	99.53	0.47	29.44
Female	97	97	100.00	0.00	38.14
Male	118	117	99.15	0.85	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	160	159	99.38	0.62	27.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	41.18
English Learners	46	46	100.00	0.00	8.70
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46
Military	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	197	196	99.49	0.51	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	29.63

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	215	214	99.53	0.47	14.95
Female	97	97	100.00	0.00	13.40
Male	118	117	99.15	0.85	16.24
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	22.22
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	160	159	99.38	0.62	15.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	11.76
English Learners	46	46	100.00	0.00	2.17
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77
Military	17	17	100.00	0.00	23.53
Socioeconomically Disadvantaged	197	196	99.49	0.51	13.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	9.26

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)	4.88	20.83	13.26	18.67	30.73	32.52

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	72	72	100.00	0.00	20.83
Female	34	34	100.00	0.00	17.65
Male	38	38	100.00	0.00	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	48	100.00	0.00	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	22.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

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	90	88.3	88.3	86.7	90.0

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Hoffer Elementary School actively encourages parent and family involvement. Our staff and families collaborate through the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and/or the Saddle Up Squad (parent and staff event planning) ensuring that parent voices play an essential role in school decision-making.

Beyond our committees, Hoffer proudly hosts a variety of events throughout the year for parents and community members, including awards assemblies, College and Career Day, holiday celebrations, the Scholastic Book Fair, STEAM Days, AVID Night, Science Fair, History Day, Spelling Bee, and more. We value and appreciate volunteers, and we welcome families who would like to join our growing volunteer team.

We encourage all families to join ParentSquare, our school and district communication app, to stay informed about everything happening at Hoffer and across the district. Each week, we send out a school update highlighting upcoming events and important information. In addition, a parent calendar is available on our Hoffer website for easy access to monthly and weekly activities. We invite families to check the ParentSquare app and/or the website calendar regularly to stay connected and up to date with what's happening at Hoffer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	453	428	89	20.8
Female	208	192	33	17.2
Male	245	236	56	23.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	4	11.1
Black or African American	33	30	3	10.0
Filipino	--	--	--	--
Hispanic or Latino	320	306	68	22.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	3	27.3
White	41	36	6	16.7
English Learners	83	81	12	14.8
Foster Youth	16	16	2	12.5
Homeless	24	24	6	25.0
Socioeconomically Disadvantaged	409	387	80	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	109	31	28.4

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
2.27	5.93	10.82	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	0.2	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	10.82	0.00
Female	1.92	0.00
Male	18.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.41	0.00
Black or African American	6.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	36.36	0.00
White	17.07	0.00
English Learners	9.64	0.00
Foster Youth	12.50	0.00
Homeless	20.83	0.00
Socioeconomically Disadvantaged	11.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.38	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

Every staff member and student has the right to attend a safe and supportive school. Ensuring the well-being of our Hoffer Elementary community is always a top priority. Our Comprehensive Safety Plan was developed in accordance with Senate Bill 187 and serves as a guide to maintain a secure and orderly learning environment for all. The plan is reviewed and updated annually in partnership with local law enforcement, community representatives, parents, students, teachers, administrators, and others dedicated to promoting campus safety and preventing school-related incidents.

The goals and objectives of the School Safety Plan provide students and staff with ways of ensuring a safe and orderly learning environment and include:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures (fire drills held monthly; earthquake drills four times yearly; lock-down drills three times yearly; shelter in place twice yearly)
- 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
- School rules and procedures

The School Safety Plan was last reviewed on 12/09/2025 with SSC
The plan was approved by the Board on

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	27	0	2	0
1	22	1	2	0
2	24	0	3	0
3	25	0	3	0
4	26	0	3	0
5	29	0	2	0
6	0	0	0	0
Other	11	3	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	19	2	0	0
1	20	3	0	0
2	23	0	3	0
3	23	0	3	0
4	25	0	3	0
5	28	0	3	0
6	0	0	0	0
Other	11	4	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	22		2	
1	17	2		
2	15	3	1	
3	22		3	
4	31		2	
5	33			
Other	13	3		

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	434

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)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.5
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	\$5113.21	\$395.69	\$4717.51	\$81,624
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-69.4	-9.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-78.2	-7.1

Fiscal Year 2024-25 Types of Services Funded

Title I Services Funded

Title I funds support a variety of programs and resources designed to improve academic achievement and strengthen family engagement. These funds are used for:

- AVID materials
- Instructional materials and supplies
- Academic awards and student incentives
- Instructional planning meetings for core subject areas
- Teacher professional development, collaboration, and conferences
- Supplemental learning software licenses, trainings, and materials
- Substitute coverage for teacher and parent meetings
- Parent involvement and engagement activities
- Library books

Fiscal Year 2024-25 Types of Services Funded

- Academic assemblies and educational field trips

LCAP Services Funded

LCAP funds provide additional support focused on school climate, student well-being, and targeted intervention. These funds are used for:

- PBIS incentives and materials
- Physical Education equipment and materials
- Safety materials and supplies
- School intervention supports
- PBIS assemblies

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/>.

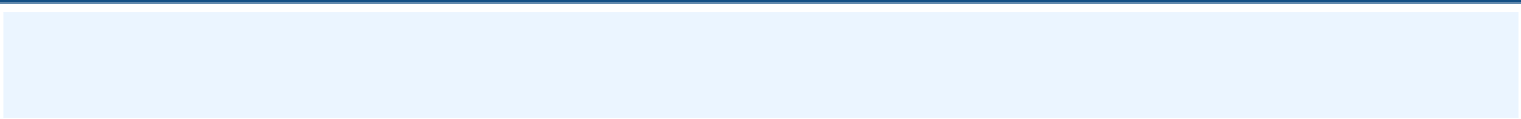
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,289	\$57,978
Mid-Range Teacher Salary	\$95,329	\$89,612
Highest Teacher Salary	\$135,953	\$117,194
Average Principal Salary (Elementary)	\$155,133	\$143,632
Average Principal Salary (Middle)	\$103,693	\$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

Hoffer Elementary School and Banning Unified School District offer professional learning opportunities for teachers and staff. The goals of these professional learning opportunities are to strengthen core instruction, supplement core instruction, and increase their knowledge of standards and frameworks in ELA/ELD, Math, NGSS/STEAM, PLC, AVID, and PBIS.

- Jane Schaffer Writing
- Write Score
- Renaissance
- Irvine Math Project
- Best Practices for English Learners
- Best Practices for Integrated ELD
- Best Practices in ELA and Math
- AVID Institute and Best Practices for AVID
- ABA Principles
- Trauma Informed Care
- Effective PLCs

Professional Development



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