Cabazon 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	Cabazon Elementary School
Street	50575 Carmen Ave.
City, State, Zip	Cabazon CA, 92230
Phone Number	(951) 922-0252
Principal	Ricky Anderson
Email Address	raanderson@banning.k12.ca.us
School Website	https://cabazon.banning.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	33-66985-6031603

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

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

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

2025-26 School Description and Mission Statement

School Profile
Banning Unified School District, one of the oldest districts in Riverside County, has a past as colorful as the 300-square mile area it services. For the 2025-2026 school year, the District has 4,289 students enrolled in Kindergarten through twelfth grade in one preschool/TK school, four elementary schools, one middle school, one comprehensive high school, and one continuation high school. The diverse population enables the school to embrace many different cultures and strive to create an environment that embraces all. Consistent with Banning Unified School District's beliefs, the school thrives on this diverse population and encourages each student's unique abilities. Currently, Cabazon Elementary School serves 236 students in grades Kindergarten through five. The school operates on a traditional school calendar.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	46
Grade 2	36
Grade 3	38
Grade 4	45
Grade 5	39
Total Enrollment	236

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	1.5
Black or African American	1.9
Hispanic or Latino	76.5
Two or More Races	4.5
White	15.7
English Learners	12.7
Homeless	8.2
Socioeconomically Disadvantaged	92.5
Students with Disabilities	13.8

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)	15.9	92.72	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)	0.2	1.46	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	1	5.83	9.2	4.28	15831.9	5.67
Total Teaching Positions	17.1	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)	12.1	92.4	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.6	2	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	13.1	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)	13.1	92.95	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.05	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.8	4.47	13705.8	4.91
Total Teaching Positions	14.1	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	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	9
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
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 under the settlement of Williams vs. the State of California. Therefore, all students, including English Learners, are given their 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	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	ELD Wonders/McGraw-Hill - 2016 ELA Wonders/McGraw-Hill - 2016	0%
Mathematics	Houghton Mifflin California Go Math 2014	0%
Science	Savvas Elevate Science - 2019	0%
History-Social Science	Studies Weekly, History Social Science, © 2018 (Adopted June 28, 2018), Grades K-5	0%

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

School Facility Conditions and Planned Improvements

Cabazon Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 2000, Cabazon Elementary School is situated on 9.6 acres. The school buildings span 24,000 square feet. It consists of 16 classrooms, a cafeteria/multipurpose room, a library, administrative offices, adequate restrooms, and storage rooms. The facility strongly supports teaching and learning through 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. Repairs necessary to keep the school in good repair and working order are completed promptly. A work order process ensures efficient service and the highest priority is given to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

School Facility Conditions and Planned Improvements

The District governing board has adopted cleaning standards for all schools in the District. One full-time custodian and a night crew consisting of 3 custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe daily. A summary of these standards is available at the District office. In addition, the site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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	Class 7: Dirty return grill. Class 14 :Button missing on fountain and low water pressure. MPR:Loose data box and damaged wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Girls Restroom:Loose toilet seat and faucet off. Boys Restroom:Cleanout cover missing and two faucets off. Girls Restroom:Loose toilet seat and faucet off.
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)	35	36	26	27	47	48
Mathematics (grades 3-8 and 11)	21	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	141	138	97.87	2.13	36.23
Female	71	69	97.18	2.82	36.23
Male	70	69	98.57	1.43	36.23
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	107	105	98.13	1.87	35.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	44.00
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	130	97.74	2.26	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	15.15

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	141	137	97.16	2.84	23.36
Female	71	68	95.77	4.23	19.12
Male	70	69	98.57	1.43	27.54
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	107	104	97.20	2.80	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	24.00
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	129	96.99	3.01	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	12.12

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)	4.26	22.22	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	54	54	100.00	0.00	22.22
Female	29	29	100.00	0.00	20.69
Male	25	25	100.00	0.00	24.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	19.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	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	94.4	100	100	100	100

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

At Cabazon Elementary School, we encourage all parents/guardians to know their child's teacher and have open communication throughout the year. Parents/guardians are encouraged to be involved in; AVID Workshops, Parent Conferences, School Site Council(SSC), and English Learners Advisory Committee (ELAC), to name a few. Parental support and participation make a difference as all families are encouraged to provide Cabazon's School Plan for Student Achievement (SPSA) and the district's Local Control Accountability Plan (LCAP). Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Cabazon website, Cabazon Facebook, Instagram, and Apptegy. Parents/Guardians are encouraged to contact the Cabazon principal for more information. Volunteers on campus must have current TB tests and be fingerprinted by the Banning Police Department. All visitors must have a state-issued identification and be scanned in our system before entering the campus. This allows for a school-to-home connection while also considering the safety of our campus.

Some programs and activities at our school are enriched by the generous contributions made by the following organizations:
-Wal-Mart
-Riverside County Health Department
Morongo Outreach

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	285	281	124	44.1
Female	147	146	68	46.6
Male	138	135	56	41.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	214	98	45.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	5	41.7
White	45	45	17	37.8
English Learners	38	38	15	39.5
Foster Youth	--	--	--	--
Homeless	23	22	3	13.6
Socioeconomically Disadvantaged	270	267	118	44.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	53	20	37.7

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
5.1	4.39	3.86	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	0.34	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	3.86	0.00
Female	0.68	0.00
Male	7.25	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.44	0.00
English Learners	2.63	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	4.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.45	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 Cabazon Elementary School and the Banning Unified School District. In addition, many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests. Parents and visitors are welcome when health and safety permits and are required to check in at the administration building's front desk upon arrival for a badge. Visitors must return to the school office upon departure to return their badges. During lunch, before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

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 a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are held once a month, earthquake drills are held quarterly, and at least two lockdown drills each school year. Cabazon Elementary participated in the statewide "California Great Shake Out" exercise in October 2025. Families are provided with a written copy of the Student/Parent Handbook in English and Spanish at the beginning of the school year. Additionally, the handbook is posted on the school website. Classroom emergency backpacks are restocked annually with safety supplies in every classroom. The CSSP plan is reviewed annually, and recommendations and suggestions for the update 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 evaluated with school and district staff at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

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	17	2	0	0
1	23	0	2	0
2	21	0	2	0
3	27	0	2	0
4	21	1	1	0
5	25	0	2	0
6	0	0	0	0
Other	7	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	19	2	0	0
1	19	2	0	0
2	24	0	2	0
3	19	2	0	0
4	27	0	2	0
5	24	0	2	0
6	0	0	0	0
Other	0	0	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	21	1	1	
2	20	1	1	
3	26		2	
4	19	1	1	
5	18	1	2	

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	262

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	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
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	$2113.89	$421.69	$1692.20	$86373
District	N/A	N/A	$9727.38	$97,399
Percent Difference - School Site and District	N/A	N/A	-140.7	-4.1
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-145.7	-1.5

Fiscal Year 2024-25 Types of Services Funded

Alternative supports are continually offered to Cabazon students. All students at Cabazon Elementary School receive instruction based on Common Core State Standards. During Designated English Language Development, EL students are grouped by instructional language level and provided with daily designated ELD instruction. Teachers regularly analyze state, local, and classroom assessment data to determine student needs and guide instruction. The SST process is used to identify and monitor students who are below grade level and provide Interventions that are agreed upon and implemented by the classroom teacher in collaboration with the student's family and support staff. After-school intervention and tutoring programs are provided in Grades Kinder-5th to assist students below grade level in reading and math.

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

The Banning Unified School District offers ongoing research-based professional development for certificated, classified, and management employees. This is aligned with the Banning Unified School District's long-term goals outlined in the LCAP plan, which has been created based on feedback from all stakeholders. Professional development is designed to help employees enhance their knowledge and develop the needed skills to provide quality services to maximize student learning and achievement. All professional development focuses on our Districtwide goals and objectives and the instructional priorities outlined in our School Plan for Student Achievement.

The site-level professional development at Cabazon Elementary School focuses on the following areas: grade-level student data analysis, formative and summative assessment analysis and creation, close reading, English Language Arts strategies (ELA), English Language Development (ELD), Advancement Via Individual Determination (AVID), and Positive Behavior Interventions & Supports (PBIS) strategies. Teachers also meet as grade level Professional Learning Communities (PLC) to plan for instruction and implementation of grade-level focus standards as well as the integration of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to accelerate student achievement.

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