



Banning High School

100 West Westward Avenue • Banning CA, 92220 • (951) 922-0285 • Grades 9-12

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



Banning Unified School District

161 W. Williams Street
Banning CA, 92220
(951) 922-0205
www.banning.k12.ca.us

District Governing Board

Jason Smith
President

Leslie Sattler
Clerk

Mayra Anguiano
Trustee

Lucia Martinez-Lara
Trustee

Laura Troutman
Trustee

District Administration

Natasha Baker, Ed. D.
Superintendent

Veronica Pendleton, Ed. D.
**Interim Director of Education
Services**

Barbara Wolford, Ed. D.
Director of Student Services

Catherine Bagnara
Director of Fiscal Services

Sandra Khodadadi
Coordinator of Human Resources

Christina Hoff
Supervisor of Fiscal Services

Michael O' Neill, Ed. D.
Interim Coordinator of Learning

Cornell Williams
**Director of Maintenance,
Operations, and Transportation**

Mac Patel
Director of Information Technology

Janet Gray, Ed. D.
Title IX Equity Coordinator

Lolita Mediano
**Interim Coordinator of Nutrition
Services**

School Description

Mission

Our mission is to provide tomorrow's leaders with quality academic instruction and a rigorous standards-based curriculum enhanced by a safe and respectful environment.

Vision

Destination Graduation and Beyond

Core Values

Collaboration, Commitment, Motivation, Relationships, and Safety

Motto

Building Our House Bronco Strong

School Colors and Mascot

The student body and mascot are known as the Broncos. The school colors are Kelly green and white with accents of black.

Banning High School Goals

Goal #1

All students will be taught by highly qualified teachers as measured by the annual Williams visit, compliance with the Commission on Teacher Credentialing, and District Office audit of the teachers' credential as applicable to the master schedule and course assignment.

Goal #2

All pupils will have access to standards-aligned instructional materials taught by highly qualified teachers implementing Common Core State Standards. Pupil proficiency will be assessed by the use of multiple measures.

Goal #3

All English Learners will have access to the core curriculum, materials, and high-quality instruction provided by appropriately credentialed teachers as measured by their performance on District benchmarks, SBAC Interim Assessments, California English Language Development Test (CELDT), and English Language Proficiency Assessments for California (ELPAC), classroom grades, and graduation rates.

Goal #4

All students will have access to and be enrolled in a broad course of study leading to graduates who are college and career ready as measured by A-G completion rates, AP passage rates, Early Admission Placement (EAP) participation and college readiness score, enrollment in the Dual Enrollment Program, Dual Immersion, and graduation rates.

Group #5

All students will be provided a school climate that is conducive to student achievement, provides a sense of safety and school connectedness as measured by suspension rates, expulsion rates, attendance rates, and middle school dropout rates.

Goal #6

All stakeholders, parents, teachers, students, and community, will be engaged, informed, and have input to school and District priorities as measured by surveys and sign-in sheets.

Banning High School Priority Areas:

Banning High School shall address State Priority Areas 1-8 in the Local Control and Accountability Plan (LCAP) annually.

The School Site Leadership Team met, collaborated, and approved that Banning High School will prioritize and emphasize the following top three state priority areas in 2019-2020:

1. Parent Involvement
2. School Climate (Connectedness)
3. Pupil Achievement

Banning High School (BHS) is one of the oldest high schools in Riverside County; first opening its doors in 1895. The first graduation took place in 1899. Banning is a community with a population of about 24,000 residents and has a past as colorful as the 300-square mile area it serves. Flanked by magnificent mountain ranges to the north and the south, the area forms a natural passageway between metropolitan Los Angeles and the Greater Palm Springs desert communities. The Banning Community has been the home to Native Americans for centuries. With it, the Stagecoach era came thundering through with its satchels of U.S. mail and currency. The 'Southern Pacific Iron Horse' was the predominant trailblazer by the 1880s. The automobile followed, culminating in the opening of the I-10 Freeway, the most traveled trail of all. Today, Banning is known throughout the world as 'Stagecoach Town USA'. In celebration of its past, Banning still hosts an annual celebration in the fall called Stagecoach Days. The Banning District area is still semi-rural and encompasses Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation as well as the city of Banning.

Banning High School is part of the Banning Unified School District. The District educates approximately 4,000 students enrolled in Transitional Kindergarten through twelfth grade. There are four elementary schools, one middle school, one comprehensive high school, and one continuation school. The District is one of the largest employers in Banning, with approximately 450 employees. The District, like its historic environs, prides itself in blazing new trails as it forges more passageways to learning.

During the 2013-2014 school year, BHS conducted a full self-study in preparation for the March 2014 WASC visit. The result was the granting of a six-year term through 2020 with a progress report and two-day visit in March 2017. Banning High School will participate in a full self-study during the 2019-2020 school year.

Banning High School is categorically funded through various state and federal programs. Our funding sources include Title I, Title IV, Comprehensive Support and Improvement (CSI), Career Technical Education Incentive Grant (CTEIG), Unrestricted, CA Carl Perkins Grant, and The California Partnership Academy Grant. In 2006, the citizens of Banning passed Measure R, authorizing the issue of \$63,000,000 in bonds. A large portion of these funds was used to pay for a new two-story classroom building, athletic facilities, and a pool. In November 2016, the citizens of Banning passed Bond Measure M. Funds were used to pay for a new performing arts center and a career technical education building set to open in the 2020-2021 school year.

There are several school and community groups that operate within the confines of Banning High School. These groups include the School Site Council, which oversees the categorical expenditures, English Language Advisory Council (ELAC) that, in addition to advising the English Learner program, advises the School Site Council and the Morongo Tutoring Program that assists Native American students.

Additionally, the Academy of Business students collaborate with local businesses that provide students with opportunities in job shadowing and mentoring.

At BHS, Student voice matters! We have a renewed commitment to listening to the collective student voice and responding to what really matters to our students. In classrooms, we're letting students make choices about how they learn. Concepts taught offer students opportunities to express their personal beliefs and opinions. Students are able to share or learn about their own culture and feel comfortable in a safe environment to let their values be known.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	345
Grade 10	296
Grade 11	231
Grade 12	218
Total Enrollment	1,090

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	4
Asian	5.4
Filipino	1.2
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.1
White	11.1
Two or More Races	2
Socioeconomically Disadvantaged	85.1
English Learners	12.8
Students with Disabilities	13
Foster Youth	1.4
Homeless	2.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Banning High School	17-18	18-19	19-20
With Full Credential	52	44.5	45
Without Full Credential	1	0	8
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Banning High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Instructional Materials (School Year 2019-2020)

Banning Unified School District held a Public Hearing on September 25, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays textbooks in use during the 2019-20 school year.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the administration building for a copy of the most current and updated inventory list.

Sexual Health Education

Positive Prevention Plus+ is a comprehensive evidence-based sexual health and teen pregnancy prevention curriculum for grades 7-12 and out-of-school youth, written in compliance with the updated California Education Code including "The California Healthy Youth Act" (AB 329) and "Sexual Harassment and Violence Instruction" (SB 695) and the National Health Education Standards. The Positive Prevention PLUS High School Comprehensive Sexual Health Education curriculum written by teachers, for teachers, is in compliance with the updated "California Healthy Youth Act" (CHYA) and aligned with the National Health Education Standards and the new California Health Education Framework. This curriculum has fourteen age-appropriate lessons that provide vital information to help students form healthy relationships and choose behaviors to maintain and protect not only their own sexual health but the health of others. Discussion questions in the Lesson Wrap-Ups for parents and students include parents in delivering this valuable information. Each lesson has easy-to-follow colorful informative slides that match the curriculum and fun animated stories that begin and end each lesson. Additional support materials for administrators, parents, and teachers include LGBTQ-related information is available on our website.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Banning and Cabazon which contain numerous computer workstations.

Computer Resources

In 2019-2020 BHS is 1:1 computing as each student in grades 9-12 is issued their own Chromebook.

Each classroom at Banning High School contains at least two computers. There are four computer labs to serve in instructional and assessment support. Additionally, the main services and applications available to teachers to use to improve instruction include but are not limited to: Google Services, WeVideo, Turnitin.com, and Kami. All computer resources within the computer labs and classrooms are connected to the Internet. Computer skills and concepts are integrated through the standard curriculum to prepare students for technological growth and opportunities. Students and staff receive computer-assisted instruction on a regular schedule.

Textbooks and Instructional Materials

Year and month in which data were collected: September 3, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ELD--Hampton Brown - 2008 ELA--McDougal Littell - 2010 AP Language--Bedford Reader: Bedford/St Martins - 2006 English 101 – The St. Martin’s Guide to Writing (11th Edition) 2016 English 103 – Maasik, Signs of Life in the USA: Readings on Popular Culture for Writers (8th Edition) Schilb, Arguing About Literature (1st Edition)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Holt - 2008 Math 105 – Blitzer, College Algebra (6th Edition) 2014 (1st Semester) Math 110 – Sullivan, Precalculus: Concepts Through Functions, A Right Triangle Approach to Trigonometry (3rd Edition) 2014 (2nd Semester) Math 210 – Stewart, Calculus (7th Edition) 2012, Cengage Learning (1st Semester) Math 211 - Stewart, Calculus (7th Edition) 2012, Cengage Learning (2nd Semester)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Science	<p>Earth Science – Prentice Hall Earth Science California Edition, Tarbuck and Lutgens © 2006 (Adopted July 2010) Biology – Pearson Prentice Hall, Miller, Levine © 2007 (Adopted June 2009) AP Physics – Principles with Applications, Pearson, Giancoli © 2005 (Adopted June 2009) Regular Physics (Nasta Edition) – Pearson, Wilson, 7th Edition (Adopted July 2010) Human Anatomy & Physiology – Pearson Education, (Readopted June 2009) AP Biology – Pearson, Campbell, 9th Edition (Adopted September 2012 –update necessary due to meet AP test updates & revisions made in 12/13 SY) Chemistry – McDougal Littell, World of Chemistry, Zumdahl, Zumdahl & DeCoste, (Readopted June 2009) AP Chemistry—Chemistry, 6th Edition, Zumdahl & Zumdahl © 2003 Environmental Science – A Global Concern,4th Edition © 1997 & 7th Edition © 2003(Alternative Education adopted June 2009)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>2018 Government, Houghton Mifflin 2018 Economics, EMC School 2018 U.S. History, Houghton Mifflin 2018 World History, Houghton Mifflin 2018 AP Government, Penguin Random House 2018 AP Economics, Erwin-McGraw-Hill 2018 AP US History, Cengage 2018 AP Psychology, Worth Publishers 2018 AP World History, Cengage History 111 – Brinkley, American History: Connecting with the Past (14th Edition) 2012 (1st Semester) Marcus, America Firsthand (Volume 1), Bedford/St. Martins 2010 (1st Semester) History 112 – Brinkley, American History: Connecting with the Past (14th Edition) 2012 (2nd Semester) Marcus, America Firsthand (Volume 2), Macmillan 2009 (2nd Semester)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Spanish – McGraw-Hill, Asi se Dice!, © 2012, (Adopted July 25, 2013) AP Spanish – Cengage; Sandstedt, Cumbre 1st Edition, © 2014 Spanish for Native Speakers – Prentice Hall, Abriendo Paso: Gramatica, 2nd Edition, © 2007, Diaz, Nadel, Collins (Adopted July 2010) Mosaicos: Spanish as a World Language (6th Edition) 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>2016 Positive Prevention Plus: Sexual Health Education Curriculum</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Science Laboratory Equipment	<p>Please contact the most current and updated list of site science laboratory equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Banning High School provides a safe, clean environment for students, staff, and volunteers. Built-in 1992, Banning High School is situated on 50.69 acres. The school buildings span 127,000 square feet, consisting of 36 classrooms, a gymnasium, a multipurpose room, library, locker rooms, administrative offices, restrooms, and storage rooms. With the opening of a new two-story building, for classrooms, as well as a new Athletic Complex, Banning High School is a self-contained facility to support the needs of the students and community. The facility strongly supports teaching and learning through its ample classroom and recreation space. Facility information is current as of 2019.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and in conjunction with school site officials conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A team of five custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems. In past years, the district allocated \$175,425 for the deferred maintenance program, which represents 0.05% of the district’s general fund budget.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ADMIN LOBBY: CEILING TILE HAS A WATER STAIN. BOYS RESTROOM: WALL TILES ARE BROKEN. ROOM 1102: CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. ROOM 1105: HOLE IN STUCCO AT ENTRY. ROOM 1108 STAFF: CEILING TILE IS BROKEN. WATER STAIN CEILING TILES. CARPET IS TORN. ROOM 1202: CEILING TILES HAVE WATER STAINS. ROOM 1203: CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. ROOM 1205: CEILING TILE IS MISSING. WATER STAINED CEILING TILES. ROOM 1209: CELING TILES HAVE WATER STAINS. ROOM 1215: CEILING TILES HAVE WATER STAINS. CARPET IS TORN. LINOLEUM COUNTER IS LIFTING AND CHIPPED. ROOM 1211 STAFF: CEILING TILES HAVE WATER STAINS. ROOM 1208: CEILING TILE HAS A WATER STAIN. ROOM 1301: CARPET IS WORN AND TORN. ROOM 1303: LINOLEUM COUNTERS ARE CHIPPING. ROOM 1305 STAFF: CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.

		<p>ROOM 5101 COMPUTER LAB: CEILING TILES HAVE WATER STAINS. CUSTODIAN: CORNER NEAR DRINKING FOUNTAIN HAS STUCCO CHIPPING. ROOM 5106: WATER STAINED CEILING TILES. CARPET IS TORN/TRIP HAZARD. ROOM 5107: CARPET IS TORN/TRIP HAZARD. ROOM 5108: CARPET IS TORN/TRIP HAZARD. ROOM 5109: CARPET IS TORN/TRIP HAZARD. ROOM 5205: CEILING TILE HAS A WATER STAIN. ROOM 5207 WORK ROOM: CEILING TILE HAS A WATER STAIN. ROOM 7104: CEILING TILES HAVE WATER STAINS. ROOM 7106: CEILING TILES HAVE WATER STAINS. ROOM 7207: CEILING TILES HAVE WATER STAINS. ROOM 7205: CEILING TILES HAVE WATER STAINS. ROOM 7204: CEILING TILES HAS A WATER STAIN. ROOM 7203: CEILING TILES HAVE WATER STAINS. ROOM 7201: CEILING TILES HAVE WATER STAINS.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ELECTRICAL: WASP/BEE NEST ON INSIDE OF DOOR VENT. ROOM 1203: TRASH IN CABINET.
Electrical: Electrical	Good	NURSE: EXHAUST FAN IN THE RESTROOM IS NOT WORKING. ROOM 1103: FLOOR OUTLET COVER IS MISSING. ELECTRICAL: TWO EXTERIOR OUTLET COVERS ARE MISSING. ROOM 1203: ONE BALLAST IS OUT. MENS RESTROOM: EXHAUST FAN IS NOT WORKING. WOMENS RESTROOM: EXHAUST FAN IS NOT WORKING. BOYS RESTROOM: EXHAUST FAN NOT WORKING. GIRLS RESTROOM: EXHAUST FAN NOT WORKING. ROOM 4104: ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM 1201: TWO FAUCETS LOOSE AT THE BASE. TWO FAUCETS ARE MISSING. ROOM 1202: ALL FAUCETS ARE NON OPERATIONAL. ROOM 1209: TWO BACK FAUCETS HAVE NO FLOW.
Safety: Fire Safety, Hazardous Materials	Good	ROOM 1101: PAINT IS CHIPPING ON SIDING. ROOM 1207: PAINT IS CHIPPING ON DOOR.

		ROOM 1301: PAINT IS CHIPPING ON SIDING. ROOM 7104: PAINT IS CHIPPING ON DOOR FRAME. ROOM 7206: PAINT IS CHIPPING ON DOOR FRAME. KITCHEN: PAINT IS CHIPPING ON DOORS.
Structural: Structural Damage, Roofs	Good	ROOM 1206 COMPUTER LAB: CRACK ON INTERIOR WALL NEXT TO DOOR.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 1202: WATER DAMAGE TO INTERIOR WINDOW FRAME.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	34	26	25	50	50
Math	17	17	15	15	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.9	41.7	31.7

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	195	93.75	33.85
Male	121	112	92.56	27.68
Female	87	83	95.40	42.17
Black or African American	20	19	95.00	31.58
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	134	122	91.04	29.51
White	27	27	100.00	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	182	172	94.51	30.23
English Learners	40	33	82.50	6.06
Students with Disabilities	25	22	88.00	4.55
Foster Youth	--	--	--	--
Homeless	11	10	90.91	9.09

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	196	95.15	17.44
Male	119	112	94.12	14.41
Female	87	84	96.55	21.43
Black or African American	20	19	95.00	5.26
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	18.18
Filipino	--	--	--	--
Hispanic or Latino	132	123	93.18	17.21
White	27	27	100.00	25.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	181	173	95.58	15.70
English Learners	39	35	89.74	0.00
Students with Disabilities	25	22	88.00	4.55
Foster Youth	--	--	--	--
Homeless	11	10	90.91	9.09

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent participation is a critical tradition with Banning High School to maintain our vision and mission. We meet and talk with many parents/guardians about supporting Banning High School and how to get involved.

BHS has a parent resource center funded from Title I. The major goals and objectives for the center include:

- Developing a positive relationship between home and school.
- Helping parents in developing skills that promote the education of their children.
- Identifying the needs of parents and providing the resources to meet their needs.
- Creating relationships that achieve and help parents who have language barriers.
- Actively engaging in the education of their children.
- Establishing an information center for parents to connect them to available resources.
- Providing workshops for parents

The Family Resource Center (FRC) has 10 desktop computers for parent use. The FRC is open for parents to use for two hours a day on alternating mornings and afternoons. A full program of various parent workshops will begin featuring classes on creating a nurturing home environment and supporting students with special needs.

BHS has sought other avenues to expand parent involvement such as event volunteers, field trip chaperones, office volunteers, and participation in school site council, English Learner Advisory Committee (ELAC), and the family resource center. BHS works to make the campus parent-friendly through initiatives such as expanded visitor parking in the front of campus, National Parent Involvement Day (November), parent-student shadowing, and other various opportunities for volunteerism. Our resource center is located directly off the parking lot in the front of the school and helps meet the needs of Socio-economically disadvantaged (SED) parents by offering workshops in parenting, technology, and familiarity with the student information system (SIS) known as Illuminate. With parents attending classes at the Family Resource Center, learning becomes a family affair and the students appear to feel more connected to the purpose and value of education.

BHS has continued to hold athletics, AVID, and Academy awards banquets, principal's honor roll, as well as other honors to recognize student achievement. In combination with information nights for specialty programs like Academy or AP, we have sought to increase the number of opportunities for parents to visit the campus and learn about their child's education.

For those of you who would like to get involved in another way, we seek candidates for our School Site Council. The School Site Council (SSC) meets approximately nine times a year to discuss school programs and ways to improve those programs. Programs discussed include our Comprehensive School Safety Plan, School Plan for Student Achievement (SPSA), academics, athletics, school activities, and school budget. The English Learner Advisory Committee (ELAC) is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Site council meetings are held on the third Tuesday of the month at 3:30 p.m. in the Family Resource Center (room 2101). Elections are held in September.

To serve as a parent volunteer you must: 1) Be fingerprint cleared 2) Have valid clearance and proof of tuberculosis testing (TB) and 3) attend the six meetings throughout the school year. We appreciate your dedication, service, and involvement. It really does make a difference.

For information on becoming actively involved at Banning High School or how to donate, please call (951) 922-0285.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Banning High School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check-in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard; visitors are required to return to the school office upon departure to return their badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The school Safety Committee in conjunction with the District Threat Assessment Committee evaluates the plan annually and provides recommendations and suggestions for an update. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	6.2	5.5
Expulsions Rate	0.0	0.0	0.1

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	363.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	13	26	7	22	15	28	2	23	16	20	11
Mathematics	25	13	20	8	23	14	22	6	24	13	13	17
Science	24	10	19	6	23	12	16	8	23	15	21	8
Social Science	23	12	18	7	20	15	16	5	21	14	20	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

Professional Development

The philosophy of the administration is that teachers need to experience ongoing training in order to be effective in the classroom and to build professional capacity. Since 2013, BHS has implemented a weekly professional development afternoon on an early release day for students, called SMART Thursday. Professional development focuses on research-based best practices and departmental collaboration in professional learning communities with instruction of Common Core State Standard (CCSS) lessons and the assessment thereof being targeted.

Staff development within the district addresses the individual and collective needs of teachers. At the beginning of the teacher school year, days are allocated for professional development. Throughout the school year, days are allocated for collaboration, articulation, and professional development meetings with the middle school and alternative education high school for core departments. Teachers are afforded opportunities to attend conferences and other training to support teaching and learning. Science teachers have been attending the

Professional development opportunities are a priority and include:

- Capturing Kids Hearts I and II
- Kagan Structures (Cooperative Learning and Student Engagement)
- Professional Learning Communities at Work Institute
- AVID Training / RIMS Summer Institute and AVID Pathways
- Jane Schaffer Writing
- Writing Across the Curriculum
- Expository Reading and Writing Course (ERWC)
- Student Safety and Support

Positive Behavioral Interventions and Supports (PBIS)
 Center for Teacher Induction (CTI) Support Provider Training
 Special Education Modifications and Accommodations
 SPED Co-Teaching and Collaboration Models
 Instructional Rounds and Professional Learning Walks
 Mentoring and Instructional Coaching
 Curriculum and Instruction
 WASC and Focus Groups
 21st Century Pedagogy and Change
 California State Standards
 California State/University of California A-G and NCAA IA Requirements
 English Language Learner and ELPAC Training
 Instructional Technology Integration
 Illuminate Student Information System Training
 Differentiated Instruction
 Project-Based Learning
 Four C's
 School Safety and Security
 Safe Schools and Crisis Response
 Safe School Ambassadors
 CPR
 Advanced Placement Institutes
 Link Crew

FY 2017-18 Teacher and Administrative Salaries

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

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Banning High School receives state and federal funding for the following categorical funds and

other support programs:

- Title I
- California Carl Perkins Grant
- California Partnership Academies (CPA),
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF) which are tied to the district LCAP
- Discretionary funds (unrestricted)

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5706.18	\$978.10	\$4728.08	\$73,250
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-69.2	-4.3
School Site/ State	-40.4	2.6

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Banning High School	2015-16	2016-17	2017-18
Dropout Rate	7.5	9.1	9.1
Graduation Rate	89.5	85.1	83.8

Rate for Banning Unified School	2015-16	2016-17	2017-18
Dropout Rate	12	11.5	10.7
Graduation Rate	83.9	68	68.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	507
% of pupils completing a CTE program and earning a high school diploma	9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Career Technical Education Programs

Career and Technical Education (CTE) engages, motivates, and prepares all students for the future. The development of conceptual thinking, instructional technology, effective communication, and the ability to apply knowledge and academic, technical, and workplace skills offered through CTE are essential to success for all working adults. They are essential to society in addressing the challenges posed not only by a changing economy, but also by a changing world. CTE can no longer exist as a separate educational alternative; it must be woven into the very fabric of our educational delivery system. Access must therefore be assured for all students through a system that aligns programs, curricula, and services across educational segments, programs, and disciplines.

A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post secondary course work related to the career in which they are interested.

It is the goal of Banning High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Banning High School provides CTE programs of study that involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and careers. Courses include: Creative digital media, digital film production, digital photography, computer operations, introduction to business, entrepreneurship, carpentry pre-apprenticeship, introduction to health careers, emergency medical responder.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. All ninth grade student create a four-year plan. Counselors present students with a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Twelfth grade students are exposed to resume writing, interest inventories, and interview techniques.

Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, the Career Center, and community service projects are made available for the students to heighten student awareness of options for education, training, and employment beyond high school.

Banning High School's career-path and vocational programs include Partnership Academies, Work Experience, Regional Occupational Program, and Advancement Via Individual Determination.

The site established a Career Technical Education (CTE) Advisory Committee to develop and implement the Master Plan. The committee includes CTE teachers, department chair, site administrators, district administrators, counselors, students, and a diverse group of community business partners and industry members. The Master Plan is continuously reviewed and updated. Each year, the school's CTE Advisory Committee members work together to enhance and expand CTE programs.

Dual Enrollment Program - Partnership with Mount San Jacinto Junior College

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.78
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	48.78

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics		N/A
Science	4	N/A
Social Science	6	N/A
All courses	14	21.9

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

*Where there are student course enrollments of at least one student.

The purpose of the MSJC-Banning Unified School District Dual Enrollment Partnership is to afford current high school students the opportunity to enroll in dual-credit courses to expand student access to affordable higher education, providing challenging academic and occupational experiences to qualified high school students during their junior and senior years, and reduce the costs of a college education for students and their families. Successful completion of transfer courses will enable students to simultaneously earn college credit transferable to two and four year colleges and universities and satisfy high school graduation requirements. Successful completion of occupational courses will allow students to simultaneously earn college credits, to satisfy high school graduation requirements, and to assist in the transition to the community college or job opportunities or careers.

Advisors/Guidance Counselors offer additional support through various programs, including intervention programs, college planning events, individual counseling opportunities, career inventory testing and the development of four-year plans.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.