



# Banning Independent Study School

1151 W. Wilson Street. • Banning, CA 92220 • 951-922-2778 • Grades K-12

David A. Sanchez, Principal  
dsanchez@banning.k12.ca.us  
<http://bis.banning.k12.ca.us/>

## 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) 922-2706  
[www.banning.k12.ca.us](http://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 Educational Services**

Barbara Wolford, Ed.D  
**Director, Student Services**

Catherine Bagnara  
**Director, Fiscal Services**

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

Lolita Mediano  
**Interim Director, Nutrition Services**

Mac Patel  
**Director of Information Technology**

Sandi Khodadi  
**Coordinator, Human Resources**

Janet A. Gray, Ed.D  
**Title IX Coordinator**

Michael O'Neill, Ed. D.  
**Interim Coordinator of Instruction**

Christina Hoff  
**Supervisor, Fiscal Services**

### **School Description**

#### **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. The district educates 4,200 students enrolled in Transitional kindergarten through twelfth grade in four elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an Adult School.

Banning Independent Study School is located in the community of Banning on the Coombs Alternative Education School campus. The school realizes the importance of not only academic success, but the importance of social and mental well-being. Students who attend the school sign a Master Agreement to ensure a mutual understanding about what is expected from each student. Teachers, administrators, and staff are all dedicated to providing a warm and challenging learning experience for the children.

The diverse population enables the school to embrace many different cultures and strives 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. The school served 228 students in grades Kindergarten through twelve in 2018-2019.

Banning Independent Study School's Mission is to prepare competent, courteous, contributing members of society. Our success will result from our commitment to literacy, high expectations, and accountability in an environment driven by service.

#### **Banning Unified School District Mission Statement:**

BUSD is a diverse community that collaborates to develop responsible, respectful, prepared students to achieve their full potential in a global society.

#### **District Goals**

Goal #1: BUSD will recruit, retain, and professionally develop highly qualified teachers.

Goal #2: BUSD will provide and assess all students with instructional materials aligned with Common Core Standards.

Goal #3: BUSD will provide all students access to core curriculum, materials, and high quality instruction that leads to college and career readiness.

Goal #4: BUSD will provide a safe school climate!

Goal #5: BUSD will actively engage all stakeholders!

Goal #6: BUSD will maintain fiscal solvency through effective and efficient District Operations.

## 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
Kindergarten	2
Grade 1	1
Grade 3	4
Grade 4	1
Grade 6	6
Grade 7	5
Grade 8	11
Grade 9	15
Grade 10	36
Grade 11	56
Grade 12	91
<b>Total Enrollment</b>	<b>228</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	7
Asian	1.8
Filipino	0.4
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.4
White	13.6
Two or More Races	2.6
Socioeconomically Disadvantaged	76.8
English Learners	14
Students with Disabilities	18
Homeless	3.1

## 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 Independent	17-18	18-19	19-20
With Full Credential	10	9	11
Without Full Credential	0	0	0
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 Independent Study School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2018-2019)

Banning Unified School District held a Public Hearing on September 27, 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 2018-19 school year.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 12, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Reading Language Arts – McGraw-Hill, California Wonders © 2016 (Adopted April, 2016), Grades K-6</p> <p>English Language Arts – McGraw Hill, CA Adoption Study Sync (Adopted April, 2016) Grades 6-8</p> <p>English Language Development (ELD) – Cengage Learning (Adopted July 25, 2013)</p> <ul style="list-style-type: none"> <li>• INSIDE Adoption CA, © 2009, Grades 6-8</li> </ul> <p>English Language Arts – McDougal Littell California Literature, Grades 9-12 (Adopted July 2010)</p> <p>AP Language—Bedford Reader: Bedford/St.Martins © 2006</p> <p>September 2012 - purchased 36 copies of 11th Edition, due to 2006 no longer in print or available for BHS.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>Mathematics – Houghton Mifflin, CA Adoption Go Math! © 2015 (Adopted April 17, 2014), Grades K-5</p> <p>Mathematics – McGraw Hill, CA Adoption My Math! © 2015 (Adopted April 17, 2014) Grades 6-8</p> <p>Houghton Mifflin, Integrated Math I, II, &amp; II, California 2015 (Adopted July 2015)</p> <p>Algebra 1: Holt CA 2008 (Adopted June 2008)</p> <p>Geometry: Holt CA 2008 (Adopted June 2008)</p> <p>Algebra 2: Holt CA 2008 (Adopted June 2008)</p> <p>12th Calculus (Adopted June 2008)</p> <p>Pre-Calculus (Adopted June 2001)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Science</b></p>	<p>Houghton Mifflin, Discovery Works (Adopted March 2001), Grades K-4</p> <p>MacMillan/McGraw-Hill, California Science © 2008 (Adopted July 2009) Grades 5-6</p> <p>7th – Pearson, Focus on Life Science, © 2008 (Adopted June 2009)</p> <p>8th – Pearson, Focus on Physical Science, © 2008 (Adopted June 2009)</p> <p>Earth Science – Prentice Hall Earth Science California Edition, Tarbuck and Lutgens © 2006 (Adopted July 2010)</p> <p>Biology – Pearson Prentice Hall, Miller, Levine © 2007 (Adopted June 2009)</p> <p>AP Physics – Principles with Applications, Pearson, Giancoli © 2005 (Adopted June 2009)</p> <p>Regular Physics (Nasta Edition) – Pearson, Wilson, 7th Edition (Adopted July 2010)</p> <p>Human Anatomy &amp; Physiology – Pearson Education, (Readopted June 2009)</p> <p>AP Biology – Pearson, Campbell, 9th Edition (Adopted September 2012 –update necessary due to meet AP test updates &amp; revisions made in 12/13 SY)</p> <p>Chemistry – McDougal Littell, World of Chemistry, Zumdahl, Zumdahl &amp; DeCoste, (Readopted June 2009)</p> <p>AP Chemistry—Chemistry, 6th Edition, Zumdahl &amp; Zumdahl © 2003</p> <ul style="list-style-type: none"> <li>• Environmental Science – A Global Concern, 4th Edition © 1997 &amp; 7th Edition © 2003 (Alternative Education adopted June 2009)</li> </ul> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p>

	<b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	<p>Studies Weekly, History Social Science, © 2018 (Adopted June 28, 2018), Grades K-5</p> <p>National Geographic, History/Social Science (Adopted June 28, 2018)</p> <ul style="list-style-type: none"> <li>• 6th – World History Ancient Civilizations (© 2018)</li> <li>• 7th - Medieval and Early Modern Times (© 2018)</li> <li>• 8th – U.S. History American Stories (© 2018)</li> </ul> <p>9th-12th (Adopted June 28, 2018), various copyright years, material selected by a Social Studies Task Force)</p> <p>Government, Houghton Mifflin</p> <p>Economics, EMC School</p> <p>U.S. History, Houghton Mifflin</p> <p>World History, Houghton Mifflin</p> <p>AP Government, Penguin Random House</p> <p>AP Economics, Erwin-McGraw-Hill</p> <p>AP US History, Cengage</p> <p>AP Psychology, Worth Publishers</p> <p>AP World History, Cengage</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Asi se dice! – Glencoe/McGraw Hill 2012 (Adopted 2013)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health – Glencoe/McGraw Hill 2004 (Adopted 2005)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Personal Fitness for You (Adopted 2014)</p> <p>Food &amp; Nutrition (Adopted 2014)</p> <p>Exploring Art Media (Adopted 2014)</p> <p>Statistics (Adopted 2010)</p> <p>Art in Focus (Adopted 2014)</p> <p>Psychology, A way to grow (Adopted 2014)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Banning Independent Studies School provides a safe, clean environment for students, staff, and volunteers. Modernized in 2009, Banning Independent Studies School is housed on the prior Coombs Intermediate campus at 1151 West Wilson Street. The school buildings utilized span over 20,000 square feet, consisting of two permanent classrooms, a library, a computer lab, a conference room, and a cafeteria. The facility strongly supports teaching and learning through its ample classroom and recreation space.

#### Maintenance and Repair

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

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. One full-time custodian 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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/25/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	207 COMPUTER LAB: VENT COVERS ARE MISSING.
<b>Interior:</b> Interior Surfaces	Poor	ROOM 114: CEILING TILES HAVE WATER STAINS. PAINT IS PEELING ON THE WALL. BOYS RESTROOM: STALL TRIM IS LOOSE. ROOM 112: CARPET IS TORN AND LIFTING. ROOM 110: DRY ROT ON WALL AT WINDOW FRAME. 108 COMPUTER LAB: CEILING TILE IS LOOSE. ROOM 104: CEILING TILE HAS A WATER STAIN. 207 COMPUTER LAB: CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. ROOM 201-B: CEILING TILE HAS A HOLE. WALL HAS A HOLE. ROOM 202: CEILING TILE HAS A WATER STAIN. ROOM 203: CEILING TILE HAS A WATER STAIN. ROOM 205: CEILING TILE HAS A WATER STAIN. ROOM 206: CEILING TILE HAS A WATER STAIN. ROOM 213 WORKROOM: CEILING TILES HAVE WATER STAINS. STORAGE: HOLES IN WALL. WATER DAMAGE TO WALL. MPR: HOLES IN WALL. STAGE: WATER DAMAGE AND PAINT PEELING ON WALL. FLOOR TILES HAVE HOLES. BOYS LOCKER ROOM: HOLE IN WALL. ROOM 401: CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALLPAPER IS TORN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	ROOM 109: ETHERNET COVER IS MISSING. 108 COMPUTER LAB: ETHERNET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS LOOSE. LIBRARY: PLUG IN AIR FRESHENER. ROOM 210: PHONE JACK COVER IS MISSING. TOW PLUG IN AIR FRESHENERS. WOMENS RESTROOM: SWITCH PLATE IS BROKEN. GIRLS RESTROOM: SWITCH PLATE IS BROKEN. MPR: TWO LIGHT BALLASTS ARE OUT.

		<p>GIRLS LOCKER ROOM: SIX LIGHT BALLASTS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. CLOCK IS MISSING.</p> <p>BOYS LOCKER ROOM: SIX LIGHT BALLASTS ARE OUT.</p> <p>ROOM 401: TOW LIGHT BALLASTS ARE OUT. ETHERNET COVER IS LOOSE.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	Fair	<p>GIRLS RESTROOM: FIRST, SECOND AND THIRD TOILETS ARE LOOSE AT THE BASE. THIRD FAUCET HAS LOW PRESSURE.</p> <p>BOYS RESTROOM: MIDDLE FAUCET HAS NO FLOW.</p> <p>106 LOUNGE/WORKROOM: DRINKING FOUNTAIN HANDLE IS BROKEN. EXTERIOR DRINKING FOUNTAIN HAS HIGH PRESSURE FLOW IS OVER THE BASIN.</p> <p>GIRLS LOCKER ROOM: FAUCET HAS A CONSTANT DRIP.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	Good	<p>OFFICE: PLUG IN CANDLE WARMER.</p> <p>ATTENDANCE: PLUG IN AIR FRESHENER.</p> <p>ROOM 112: PLUG IN AIR FRESHENER.</p> <p>ROOM 205: FIRE EXTINGUISHER IS MISSING.</p> <p>ROOM 206: TWO PLUG IN AIR FRESHENERS.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	Good	<p>207 COMPUTER LAB: RAMP IS RUSTED.</p> <p>ROOM 401: DRY ROT ON SIDING. PAINT PEELING ON DOOR FRAME.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	Good	<p>108 COMPUTER LAB: THRESHOLD LOOSE/MISSING AT BACK ENTRY.</p> <p>ROOM 401: TRIP HAZARD AT ASPHALT/RAMP SEAM. DOOR GOUGES RAMP.</p> <p>PLAY COURTS: TRIP HAZARDS THROUGHOUT WAY TO LOCKER ROOM AND WALKWAY TO FIELDS.</p> <p>PARKING LOTS: TRIP HAZARDS THROUGHOUT.</p>
<b>Overall Rating</b>	Fair	

## 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	13	17	26	25	50	50
Math	1	3	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.

### 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	115	108	93.91	16.82
Male	57	54	94.74	16.67
Female	58	54	93.10	16.98
Black or African American	14	13	92.86	15.38
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	74	71	95.95	17.14
White	21	19	90.48	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	96	95.05	16.84
English Learners	17	17	100.00	5.88
Students with Disabilities	24	23	95.83	13.04
Homeless	--	--	--	--

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.

### 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
7	20.0	40.0	6.7
9	20.0	26.7	13.3

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.

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	114	106	92.98	2.83
Male	58	55	94.83	1.82
Female	56	51	91.07	3.92
Black or African American	13	12	92.31	8.33
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	74	71	95.95	1.41
White	21	19	90.48	5.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	94	94.00	2.13
English Learners	16	16	100.00	6.25
Students with Disabilities	24	22	91.67	0.00
Homeless	--	--	--	--

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)**

Parents and the community are supportive of the educational program at Banning Independent Study School. Parents are encouraged to attend orientations, parent meetings, and other student activities.

**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**

Safety of students and staff is a primary concern of Banning Independent Study 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 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 plan is annually reviewed and recommendations and suggestions for update are made. 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	0.0	0.0	0.3
Expulsions Rate	0.0	0.0	0.0

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*	456.0

\* 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)	.5
Library Media Teacher (Librarian)	
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 (Elementary)

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

\* 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

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district and local bargaining unit have negotiated five additional professional development days to the work calendar. All training and curriculum development at Banning Independent Study School revolves around the California State Content Standards and Frameworks including project based learning. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. In an effort to enhance the curriculum, Banning Unified School District implemented the Success Maker and Accelerated Reader programs for grades kindergarten through eight. Teachers from each school site received appropriate training in the new programs.

### 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/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$2983.53	\$0	\$2983.53	\$73,618
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	-106.1	-3.8
School Site/ State	-81.9	3.1

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.

### Types of Services Funded

Students and families opting for the voluntary instructional alternatives at Banning Independent Study School (BISS) are representative of the district's diverse enrollment. The 125-year-old district educates 4,200 students in the San Geronio Pass area of Riverside County, about 90 miles east of Los Angeles. The district's semi-rural 303 square-mile area includes the City of Banning, a portion of the City of Palm Springs and unincorporated areas of Cabazon, Poppet Flats, Morongo Indian Reservation and Whitewater. The purpose of Banning Independent Study School is to provide differentiated, standards-driven instruction to students who are best served by this non-traditional style of learning. BISS students meet with their instructors at regularly scheduled appointment times each week. Most high school students are required to meet at least one hour a week with their teachers; K-3 students spend a minimum of 90 minutes a week with a teacher; secondary students participate in additional subject-specific tutoring (math and ELA). BISS students are offered the same texts used by their peers at comprehensive district schools and have the right to participate in what would be their "host" school's activities and sports. Grades 9-11 are subject to annual Entrance Benchmark exams at 70% proficiency in mathematics and English Language Arts to qualify for entry into the BISS program. Interventions such as SST meetings, subject-specific tutoring, counseling, extra class time, and assistance from resource teachers assigned to their "host" schools are provided whenever appropriate. BISS students participate in all district-wide assessment tests, including state standards assessments (CAASPP and ELPAC), according to the district's assessment schedule. Banning Independent Study provides a unique and individualized educational option, delivering state-adopted curriculum with the support, guidance and supervision of highly qualified credentialed teachers. Individual education plans can include one-on-one instruction to assist our students.

Diligent efforts to form a consistent independent school site council were unsuccessful. High mobility rates, lack of interest and the non-traditional nature of our population are likely reasons for lack of quorum or non-attendance during the many SSC meetings. In the fall of 2003, a majority of students and parents indicated, via a survey, that they preferred to review issues of school policy and spending through written correspondence, survey voting and regular posting of materials available for their review. That process allows for increased input from our families. The effort continues to engage the School Site Council.

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

Rate for Banning Independent Study	2015-16	2016-17	2017-18
Dropout Rate	25.6	18	14.9
Graduation Rate	69.8	36.1	36.5

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	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

#### Career Technical Education Programs

The district is actively researching a career pathway for both Banning High School and Independent Study students. Currently the school has licenced with Edmentum, an online WASC approved course outlined with many potential offerings for student placement.

#### 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.

#### 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	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	2.56

#### 2018-19 Advanced Placement Courses

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

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

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