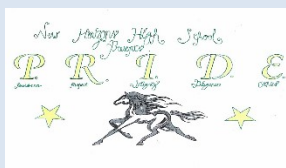


New Horizons High School/Banning Independent Study



1151 West Wilson • Banning CA, 92220 • (951) 922-0250 • Grades 9-12

David A. Sanchez, Principal

dsanchez@banning.k12.ca.us

<http://newhorizons.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

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, Maintenance, Operations and Transportation

Lolita Mediano
Interim Director, Nutrition Services

Mac Patel
Director of Information Technology

Sandi Khodadadi
Coordinator, Human Resources

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

Janet Gray Ed. D.
Title IX Equity Coordinator

Christina Hoff
Supervisor of Fiscal Services

School Description

New Horizons High School (NHHS) provides standards-aligned alternative classroom instruction for students in 10th through 12th grades in the Banning Unified School District. New Horizons serves a daily population of about 100 students, ages 16 to 18. NHHS has a six year accreditation by the Western Association of Schools and Colleges through 2020 with a midterm revisit. About 165 students are served at NHHS throughout each school year. Most of these pupils arrive deficient in credits needed to graduate from high school. In addition, many students are at risk of academic failure, have poor attendance and have a history of poor behavior. Others enroll because they prefer the smaller class sizes and modified schedule of a continuation high school. Significant subgroups represented on campus include Hispanic, Socio-Economically Disadvantaged (SED) students and English Learners. Approximately 78% of students qualify for free or reduced lunches.

Our mission or function is learning. Our objective is to prepare competent, courteous, contributing members of society. Our success will result from our commitment to literacy, high expectations, and accountability in an alternative education environment driven, by student needs.

The goal of New Horizons High School, as an educational community, is to help students:

- Acquire high school diplomas.
- Transition to institutions of higher learning.
- Acquire entry-level job skills.
- Develop values that foster positive self-worth, confidence and satisfaction.
- Develop a sense of responsibility and achievement.
- Develop tolerance and understanding of diverse views and cultures.
- Engage in meaningful and safe recreational and leisure activities.
- Understand and obey laws.
- Become intelligent consumers.
- Gain healthy perspectives for positive influence on family and community.

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
Grade 10	3
Grade 11	21
Grade 12	48
Total Enrollment	72

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	1.4
Asian	1.4
Hispanic or Latino	73.6
White	13.9
Two or More Races	1.4
Socioeconomically Disadvantaged	80.6
English Learners	22.2
Students with Disabilities	2.8
Foster Youth	4.2
Homeless	4.2

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 New Horizons High	17-18	18-19	19-20
With Full Credential	5	5	5
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 New Horizons High School/Banning Independent Study

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.

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 school office.

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

Each classroom at New Horizons Model High School contains at least four computers and the computer lab contains an additional 30 computers for student use. Computer resources within the computer lab and classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. The software includes programs to develop math, reading,

Textbooks and Instructional Materials

Year and month in which data were collected: 08/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell California Literature – Grades 9-12 (Adopted July 2010) AP Language – Bedford Reader: Bedford/St. Martins 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra 1: Holt CA 2008 (Adopted June 2008) Geometry: Holt CA 2008 (Adopted June 2008) Algebra 2: Holt CA 2008 (Adopted June 2008) 12th Calculus (Adopted June 2008) Pre-Calculus (Adopted June 2001) Integrated Math 1, 2, & 3: Houghton Mifflin Harcourt (Adopted July 2015)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Science (Adopted June 2019) California HMH Science Dimensions - Houghton Mifflin Harcourt Chemistry in the Earth System - Houghton Mifflin Harcourt Physics in the Universe - Houghton Mifflin Harcourt The Living Earth - Houghton Mifflin Harcourt</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>History/Social Science 9th – 12th (Adopted June, 2018) Government – Houghton Mifflin Harcourt Economics – EMC Publishing U.S. History – Houghton Mifflin Harcourt World History – Houghton Mifflin Harcourt</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Asi se dice! – Glencoe/McGraw Hill 2012 (Adopted 2013) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Health – Glencoe/McGraw Hill 2004 (Adopted 2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Personal Fitness for You (Adopted 2014) Food & Nutrition (Adopted 2014) Exploring Art Media (Adopted 2014) Statistics (Adopted 2010) Art in Focus (Adopted 2014) Psychology, A way to grow (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

New Horizons Model High School provides a safe, clean environment for students, staff, and volunteers. Modernized in 2009, New Horizons Model High School is housed on the prior Coombs Intermediate campus. The school buildings utilized span over 30,000 square feet, consisting of five 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. New Horizons Model High School has one full-time custodian on duty. 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.

The district allocates funding for the deferred maintenance program from the general fund budget.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	MTU SUPERVISOR: CEILING TILE IS WATER STAINED. ROOM 507: CEILING TILES HAVE WATER STAINS. ROOM 508: FORMICA COUNTERTOP IS CHIPPING. ROOM 509: CEILING TILES HAVE WATER STAINS. RESTROOM: FLOORING IS CRACKING AND DUCT TAPED DOWN IN SPOTS.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 506: BLACK WIDOW UNDERNEATH THE SINK.
Electrical: Electrical	Poor	MTU SUPERVISOR: CLOCK IS MISSING. 501-C COUNSELOR: CLOCK IS MISSING EXPOSING WIRES. ROOM 506: ONE LIGHT BALLAST IS OUT. EXHAUST FAN IS NOT WORKING IN THE RESTROOM. ROOM 508: LIGHT DIFFUSER IS MISSING. ROOM 510: ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS LOOSE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	ROOM 507: PAINT IS PEELING ON THE WALL.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 506: DOOR HANDLE IS LOOSE.
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	14	10	26	25	50	50
Math	0	0	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	32	30	93.75	10.00
Male	19	19	100.00	0.00
Female	13	11	84.62	27.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	22	20	90.91	10.00
White	--	--	--	--
Socioeconomically Disadvantaged	27	25	92.59	12.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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
5			

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	33	31	93.94	0.00
Male	20	20	100.00	0.00
Female	13	11	84.62	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	23	21	91.30	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	27	25	92.59	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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 New Horizons High School. Parents are encouraged to attend Back to School Night, Open House, Parent/Teacher Conferences, and several other student activities. Numerous programs and activities are supported by Banning Unified School District.

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	1.4
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*	144.0

* 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 (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+
English	8	11			9	10			14	7		
Mathematics	8	8			12	5			10	5		
Science	8	4			12	3			14	3		
Social Science	9	9			12	6			14	6		

* 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 has negotiated 12 non-student days annually for teachers to use for instruction and professional development. In addition, professional development continues each Thursday on a modified shortened day for students. Professional Development has focused on Project Based Learning.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$21509.67	\$320.89	\$21746.92	\$86,916
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	76.4	12.8
School Site/ State	101.3	19.6

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.

Types of Services Funded

Interventions, such as SST meetings, subject-specific tutoring, intensive core tutoring, academic and social-emotional counseling, zero period Study Hall. New Horizons students participate in all district-wide assessments, including state standards assessments (CAASP, ELPAC, and EAP). New Horizons provides a unique and individualized educational option, delivering the state-adopted curriculum with the support, guidance, and supervision of highly qualified teachers. Individual education learning plans (IELPs) and attention assist our students in overcoming a variety of academic deficiencies, poor attendance, and poor study skills. This positive learning atmosphere is reinforced by extra-curricular activities such as Senior Seminar, Productive Academic Rate checks (PAR checks), field trips, character education, Friday Night Live, cross-age mentoring, community service, Honor Roll, Back-to-School/Open House, Family Nights and Junior Achievement in conjunction with the local Rotary.

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

Rate for New Horizons High	2015-16	2016-17	2017-18
Dropout Rate	26.3	15.9	12.5
Graduation Rate	57.9	20.5	28.1

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

When available the students at the continuation high school are admitted to CTE programs offered at Banning High School, after the regular students attendance day is completed. 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	45.07
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

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.