

# New Horizons High School

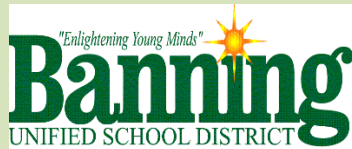
1151 West Wilson • Banning CA, 92220 • (951) 922-0250 • Grades 9-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 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

Alex Cassadas  
Jason Smith  
Alfredo Andrade  
Kerri Mariner  
Anne Price

#### District Administration

Mr. Robert Guillen  
**Superintendent**  
Felicia Adkins  
**Director, Educational Services**  
Barbara Wolford  
**Director, Student Services**  
Catherine Bagnara  
**Director, Fiscal Services**  
Cornell Williams  
**Director, Maintenance, Operations  
and Transportation**  
Karen Sanchez-Wright  
**Director, Nutrition Services**  
Mac Patel  
**Director of Information Technology**  
Sandi Khodadadi  
**Coordinator, Human Resources**  
Estella Patel  
**Coordinator Assessment and  
Accountability**  
Alisha Morff  
**Coordinator of Instruction**  
Dr. Janet Gray  
**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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	32
Grade 12	40
<b>Total Enrollment</b>	<b>73</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	4.1
Asian	4.1
Filipino	1.4
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.0
White	13.7
Socioeconomically Disadvantaged	86.3
English Learners	12.3
Students with Disabilities	2.7
Foster Youth	4.1

## 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			
New Horizons High School	16-17	17-18	18-19
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Banning Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	6
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
New Horizons High School	16-17	17-18	18-19
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 2018-19)

### Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing in September 27, 2018 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. Software includes programs to develop math, reading,

Textbooks and Instructional Materials Year and month in which data were collected: 09/12/2018	
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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Houghton Mifflin, Integrated Math I, II, &amp; II, California 2015 (Adopted July 2015) Algebra I: Holt CA ©2008 (Adopted June 2008) Geometry: Holt CA ©2008 (Adopted June 2008) Algebra II: Holt CA ©2008 (Adopted June 2008) 12th – Calculus (Adopted June 2001) Pre-Calculus (Adopted June 2001) Elementary Statistics - Pearson, Picturing the World, 4th Edition, Larson, Farber © 2009 (Adopted July 2010) Practical Math Applications, Burton/Shelton 3rd Edition, Cengage Learning 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<ul style="list-style-type: none"> <li>• Earth Science – Prentice Hall Earth Science California Edition, Tarbuck and Lutgens © 2006 (Adopted July 2010)</li> <li>• Biology – Pearson Prentice Hall, Miller, Levine © 2007 (Adopted June 2009)</li> <li>• AP Physics – Principles with Applications, Pearson, Giancoli © 2005 (Adopted June 2009)</li> <li>• Regular Physics (Nasta Edition) – Pearson, Wilson, 7th Edition (Adopted July 2010)</li> <li>• Human Anatomy &amp; Physiology – Pearson Education, (Readopted June 2009)</li> <li>• AP Biology – Pearson, Campbell, 9th Edition (Adopted September 2012 –update necessary due to meet AP test updates &amp; revisions made in 12/13 SY)</li> <li>• Chemistry – McDougal Littell, World of Chemistry, Zumdahl, Zumdahl &amp; DeCoste, (Readopted June 2009)</li> <li>• AP Chemistry—Chemistry, 6th Edition, Zumdahl &amp; Zumdahl © 2003</li> <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 <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 09/12/2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	9th-12th (Adopted June 28, 2018), various copyright years, material selected by a Social Studies Task Force) <ul style="list-style-type: none"> <li>• Government, Houghton Mifflin</li> <li>• Economics, EMC School</li> <li>• U.S. History, Houghton Mifflin</li> <li>• World History, Houghton Mifflin</li> <li>• AP Government, Penguin Random House</li> <li>• AP Economics, Erwin-McGraw-Hill</li> <li>• AP US History, Cengage</li> <li>• AP Psychology, Worth Publishers</li> <li>• AP World History, Cengage</li> </ul> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
<b>Foreign Language</b>	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%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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 cafeteria. The facility strongly supports teaching and learning through its ample classroom and recreation space. Facility information is current as of April 14, 2017.

**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: 10/25/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	CUSTODIAN: VENT FANS NOT WORKING
<b>Interior:</b> Interior Surfaces	Poor	213/WORKROOM: PLASTER OR PAINT IS DAMAGED BOYS LOCKER ROOM: PLASTER OR PAINT IS DAMAGED. WALL TILES ARE BROKEN AND MISSING CUSTODIAN CLOSET: PLASTER OR PAINT IS DAMAGED KITCHEN: FLOOR NEEDS REGROUT ROOM 207/COMPUTER LAB: WALLS HAVE DAMAGE FROM CRACKS, TEARS, HOLES, OR WATER DAMAGE ON EAST WALL ROOM 106/LOUNGE/WORKROOM: CARPETING DAMAGED OR STAINED ROOM 108/COMPUTER LAB: CEILING TILES MISSING, DAMAGED OR LOOSE ROOM 109: CARPETING DAMAGED OR STAINED ROOM 114 MEETING: CEILING TILES ARE STAINED ROOM 201-B: CEILING TILES ARE STAINED. CARPETING DAMAGED OR STAINED ROOM 202: CEILINGS HAVE DAMAGE FROM CRACKS, TEARS, HOLES, OR WATER DAMAGE. PLASTER OR PAINT IS DAMAGED. CARPETING DAMAGED OR STAINED ROOM 203: CARPETING DAMAGED OR STAINED ROOM 206: CARPETING DAMAGED OR STAINED ROOM 212: CARPETING DAMAGED OR STAINED STORAGE: PLASTER OR PAINT IS DAMAGED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	213/WORKROOM: ELECTRICAL OUTLET COVERS OR LIGHT SWITCH COVERS ARE DAMAGED OR MISSING BOYS LOCKER ROOM: MISSING CLOCK COVER GIRLS LOCKER ROOM: ELECTRICAL OUTLET COVERS OR LIGTH SWITCH COVERS ARE MISSING. CLOCK COVER IS MISSING ROOM 113: LIGHTING COVERS ARE MISSING, DAMAGED OR LOOSE STAGE: LIGHTING COVERS ARE MISSING STORAGE: LIGHTING COVERS ARE MISSING WOMENS RESTROOM: ELECTRICAL COMPONENT IS DAMAGED ON WATER HEATER
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	BOYS LOCKER ROOM: PARTITIONS/STALL DOOR (IF PARTITIONS HAVE BEEN DESIGNED FOR DOORS) ARE MISSING,

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/25/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		DAMAGED, NOT SECURELY ATTACHED, OR NON-FUNCTIONAL. EXHAUST FAN IS INOPERABLE GIRLS LOCKER ROOM: STALL DOORS ARE VERY OLD
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ROOM 108/COMPUTER LAB: FIRE EXTINGUISHER IS OUT OF DATE OR MISSING TAG
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	8.0	14.0	28.0	26.0	48.0	50.0
Math	0.0	0.0	17.0	15.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**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

**School Year 2017-18 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	50	49	98.00	14.29
Male	34	34	100.00	17.65
Female	16	15	93.75	6.67
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.00	15.79
White	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	11.36
English Learners	14	14	100.00	7.14
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.

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 2017-18 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	49	49	100	0
Male	34	34	100	0
Female	15	15	100	0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100	0
White	--	--	--	--
Socioeconomically Disadvantaged	44	44	100	0
English Learners	14	14	100	0
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 2018-19)

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			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.8	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.0	2.6	4.1
Expulsions Rate	0.0	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.50
Social Worker	
Nurse	.14
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.25
Other	
Average Number of Students per Staff Member	
Academic Counselor	14.2

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	7.0	8.0	9.0	12	11	10						
Mathematics	9.0	8.0	12.0	7	8	5						
Science	13.0	8.0	12.0	3	4	3						
Social Science	10.0	9.0	12.0	8	9	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

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,424	\$45,681
Mid-Range Teacher Salary	\$76,777	\$70,601
Highest Teacher Salary	\$98,448	\$89,337
Average Principal Salary (ES)	\$116,990	\$110,053
Average Principal Salary (MS)	\$126,579	\$115,224
Average Principal Salary (HS)	\$133,295	\$124,876
Superintendent Salary	\$224,936	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$21509.67	\$320.89	\$21746.92	\$86,916
District	◆	◆	\$9727.38	\$76,475
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			76.4	12.8
Percent Difference: School Site/ State			101.3	19.6

\* Cells with ◆ 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 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)			
New Horizons High School	2014-15	2015-16	2016-17
Dropout Rate	39.0	26.3	15.9
Graduation Rate	51.2	57.9	20.5
Banning Unified School District	2014-15	2015-16	2016-17
Dropout Rate	17.6	12.0	11.5
Graduation Rate	78.0	83.9	68.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	38.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	22.2	67.9	88.7
Black or African American	0.0	65.6	82.2
American Indian or Alaska Native	0.0	46.2	82.8
Asian	0.0	90.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	21.9	68.8	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	42.9	55.3	92.1
Two or More Races	0.0	75.0	91.2
Socioeconomically Disadvantaged	23.1	72.3	88.6
English Learners	16.7	47.4	56.7
Students with Disabilities	0.0	52.8	67.1
Foster Youth	100.0	42.9	74.1

## 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.