

# New Horizon High School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### **Banning Unified School District**

161 W. Williams Street  
Banning CA, 92220  
(951) 922-0201  
www.banning.k12.ca.us

### **District Governing Board**

Larry Ellis

Alex Cassadas

Ray Curtis

Jan Spann

Martha Bederio

### **District Administration**

Mr. Robert Guillen  
**Superintendent**

Felicia Adkins  
**Director of Educational Services**

Barbara Wolford  
**Director of Student Services**

Bryan Astrachan  
**Personnel Commissioner**

### **School Description**

New Horizons High 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 student service.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 922-0250.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	1
Gr. 11	24
Gr. 12	47
<b>Total</b>	<b>72</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	4.2
Asian	1.4
Filipino	2.8
Hispanic or Latino	63.9
Native Hawaiian/Pacific Islander	0.0
White	13.9
Two or More Races	1.4
Socioeconomically Disadvantaged	87.5
English Learners	18.1
Students with Disabilities	2.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Horizon High School	12-13	13-14	14-15
Fully Credentialed	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
Banning Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
New Horizon High School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.55	3.45
Districtwide		
All Schools	97.78	2.22
High-Poverty Schools	97.78	2.22
Low-Poverty Schools	0.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Banning Unified School District held a Public Hearing on October 4, 2012 and determined that each school has sufficient and good quality textbooks, instructional materials, or 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 data collected in October 2012, regarding textbooks in use during the 2012-13 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 10 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: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McDougal Littell California Literature – Grades 9-12 (Adopted July 2010) AP Language – Bedford Reader: Bedford/St. Martins 2006 Reading Intervention, Scholastic (Adopted district wide June 2006)
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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)
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Earth Science – Prentice Hall 2006 (Adopted July 2010) Biology – Pearson Prentice Hall 2007 (Adopted June 2009) Conceptual Physics – Prentice Hall 2002 (Adopted 2011)
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	9th – 12th (Adopted April 26, 2007, various copyright years, material selected by a Social Studies Task Force) Government – Prentice Hall Economics – Prentice Hall U.S. History – Prentice Hall World History – Prentice Hall
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Asi se dice! – Glencoe/McGraw Hill 2012 (Adopted 2013)
<b>Health</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Health – Glencoe/McGraw Hill 2004 (Adopted 2005)

### 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 March 2013.

### 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.

In 2012-13, the district allocated \$175,425 for the deferred maintenance program, which represents 0.05% of the district's general fund budget. The school does not have deferred maintenance projects scheduled for the 2012-13 year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 20, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Computer Lab- South wall, east wall, and middle opening needs patch and paint. Classroom 203- West wall above white board, patch and paint needed for large holes. Work order in process. Classroom 212- Patch & paint north wall. 4 anchors need to be removed. Work order in process. MPR- Ceiling tiles falling. East wall on stage needs to be scraped and painted. Work orders in process.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Classroom 205- 2 ceiling tiles stained: 2'x4' replacement. Work order in process.
<b>Electrical:</b> Electrical	X			Computer Lab- 16- 4 ft. bulbs or 4 ballast replacement. Work order in process. MPR- 2 bulbs or 1 ballast replacement. Work order in process. Kitchen- 2 bulbs or 1 ballast replacement. Work order in process.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Computer Lab- 1 fire extinguisher and hangar needed. Work order in process.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	9		9	39	40	43	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	4	6	4	42	44	43	54	56	55
Math	5			42	44	40	49	50	50
HSS	1	8	8	30	31	33	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	43
All Student at the School	9
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	31	79	-66
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents and the community are very 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 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 School Climate State Priority (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 New Horizons High School. Many people visit the campus to volunteer in the classrooms and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, and before and after school, assigned staff supervise students and school grounds, including the quad area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district 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 on a monthly basis throughout the school year and earthquake drills are held quarterly.

The school evaluates the plan annually and updates it as needed. 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 to the public at the school office.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	18.1	16.8	9.0
Expulsions Rate	1.3	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	13.3	10.2	8.5
Expulsions Rate	0.7	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.75
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.25
Social Worker	0
Nurse	.14
Speech/Language/Hearing Specialist	0
Resource Specialist	.25
Other	
Average Number of Students per Staff Member	
Academic Counselor	200

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	16.8	11	9	5	10	10	0			0		
Math	16.8	19	13	3	2	4	1	3	1	0		
Science	20	14	11	1	4	4	0			0		
SS	23.2	13	15	2	5	6	3	4	1	0		

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,494	\$38,920
Mid-Range Teacher Salary	\$63,849	\$59,803
Highest Teacher Salary	\$82,354	\$78,096
Average Principal Salary (ES)	\$99,598	\$95,836
Average Principal Salary (MS)	\$105,467	\$99,849
Average Principal Salary (HS)	\$120,833	\$107,599
Superintendent Salary	\$175,000	\$151,912
Percent of District Budget		
Teacher Salaries	37	37
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,755.64	\$358.24	\$4,397.41	\$67,084.60
District	♦	♦	\$6,532.84	\$65,494
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-32.7	4.4
Percent Difference: School Site/ State			-20.6	6.2

## Types of Services Funded at New Horizon High School

### Professional Development provided for Teachers at New Horizon High School

Staff development within the district addresses individual needs of teachers and broader school concerns through cooperative in-service programs. The district offers three buy-back staff development days annually for teachers to use for instruction and professional development. Professional development continues each Thursday on a modified shortened day for students.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	19	45	39	16
All Students at the School	100			0	0	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
New Horizon High School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Banning Unified School District	2011-12	2012-13	2013-14
English-Language Arts	36	36	41
Mathematics	43	37	55
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	42.59	80.38	84.56
Black or African American	50.00	85.71	75.90
American Indian or Alaska Native	150.00	100.00	77.82
Asian	0.00	90.32	92.94
Filipino	0.00	60.00	92.20
Hispanic or Latino	36.84	79.37	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	55.56	76.74	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	40.00	85.88	82.58
English Learners	44.44	74.55	53.68
Students with Disabilities	0.00	110.53	60.31



Dropout Rate and Graduation Rate			
<b>New Horizon High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	13.1	14.0	13.0
Graduation Rate	82.41	80.15	83.67
<b>Banning Unified School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	13.1	14.0	13.0
Graduation Rate	82.41	80.15	83.67
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	53.54
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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