

Banning Independent Study School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Banning Independent Study School
Street	1151 W. Wilson Street.
City, State, Zip	Banning, CA 92220
Phone Number	951-922-0268
Principal	Melissa Lee
Email Address	mlee@banning.k12.ca.us
School Website	https://biss.banning.k12.ca.us/
Grade Span	K-12
County-District-School (CDS) Code	33-66985-3330974

2025-26 District Contact Information

District Name	Banning Unified School District
Phone Number	(951) 922-0205
Superintendent	Terrence Davis
Email Address	tdavis@banning.k12.ca.us
District Website	www.banning.k12.ca.us

2025-26 School Description and Mission Statement

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 4,500 students enrolled in transitional kindergarten through twelfth grade in one Pre-K school, four elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult education school.

Banning Independent Study School (BISS) is located in the community of Banning on the Coombs Alternative Education School campus. The school realizes the importance of not just 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 of what is expected from each student. Teachers, administrators, and staff are all dedicated to providing a warm and challenging learning experience for the children. BISS has a six-year accreditation by the Western Association of Schools and Colleges (WASC) through June 30, 2027.

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 mission, the school thrives on this diverse population and encourages each student's unique abilities.

Banning Independent Study School's Mission is to prepare independent thinkers who are competent, courteous, contributing members of society. Our success will result from our commitment to rigorous academic learning, high expectations, and accountability in an alternative education environment.

Mission: Banning Unified School District is a diverse community that collaborates to develop responsible, respectful, and prepared students to achieve their full potential.

Vision: Banning Unified School District's vision is to prepare, inspire, and educate.

BUSD goals:

Goal 1: Accelerate Student Academic Achievement

2025-26 School Description and Mission Statement

Goal 2: Cultivate a Safe & Healthy Learning Environment
Goal 3: Increase Parent & Community Engagement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	4
Grade 3	2
Grade 4	3
Grade 5	3
Grade 6	7
Grade 7	6
Grade 8	9
Grade 9	9
Grade 10	11
Grade 11	18
Grade 12	11
Total Enrollment	84

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	47.6
Non-Binary	1.2
American Indian or Alaska Native	2.4
Asian	1.2
Black or African American	10.7
Filipino	0
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.6
White	11.9
English Learners	10.7
Homeless	7.1
Migrant	0
Socioeconomically Disadvantaged	94
Students with Disabilities	28.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.6	56	187	86.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	43.67	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	0	0	9.2	4.28	15831.9	5.67
Total Teaching Positions	3	100	216.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.7	53.2	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	15.6	7.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	46.6	3.5	1.68	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.7	2.71	14303.8	5.15
Total Teaching Positions	5.1	100	213.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.5	50.91	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	48.89	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.8	4.47	13705.8	4.91
Total Teaching Positions	4.9	100	220.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.30	2.4	2.4
Total Out-of-Field Teachers	1.30	2.4	2.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

Banning Unified School District held a Public Hearing on August 14, 2025, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment according to the settlement of Williams vs. the State of California. All students, including English Learners, are given their 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 2025-2026 school year.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts – McGraw-Hill, California Wonders © 2016 (Adopted April, 2016), Grades K-5 English Language Arts – McGraw Hill, CA Adoption Study Sync (Adopted April, 2016) Grades 6-8 English Language Development (ELD) – Cengage Learning (Adopted July 25, 2013) <ul style="list-style-type: none"> INSIDE Adoption CA, © 2009, Grades 6-8 CollegeBoard - SpringBoard CA 2017 (Adopted 2021), Grades 9-12	0
Mathematics	Mathematics – Houghton Mifflin, CA Adoption Go Math! © 2015 (Adopted April 17, 2014), Grades K-5 Mathematics – McGraw Hill, CA Adoption My Math! © 2015 (Adopted April 17, 2014) Grades 6-8 Houghton Mifflin, Integrated Math I, II, & II, California 2015 (Adopted July 2015) 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)	0
Science	Houghton Mifflin, Discovery Works (Adopted March 2001), Grades K-4 MacMillan/McGraw-Hill, California Science © 2008 (Adopted July 2009) Grades 5-6 7th – Pearson, Focus on Life Science, © 2008 (Adopted June	0

	<p>2009) 8th – Pearson, Focus on Physical Science, © 2008 (Adopted June 2009) 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 AP Physics – Principles with Applications, Pearson, Giancoli © 2005 (Adopted June 2009) Regular Physics (Nasta Edition) – Pearson, Wilson, 7th Edition (Adopted July 2010) Human Anatomy & Physiology – Pearson Education, (Readopted June 2009) AP Biology – Pearson, Campbell, 9th Edition (Adopted September 2012 –update necessary due to meet AP test updates & revisions made in 12/13 SY) Chemistry – McDougal Littell, World of Chemistry, Zumdahl, Zumdahl & DeCoste, (Readopted June 2009) AP Chemistry—Chemistry, 6th Edition, Zumdahl & Zumdahl © 2003</p> <ul style="list-style-type: none"> • Environmental Science – A Global Concern, 4th Edition © 1997 & 7th Edition © 2003 (Alternative Education adopted June 2009) 	
History-Social Science	<p>Studies Weekly, History Social Science, © 2018 (Adopted June 28, 2018), Grades K-5 National Geographic, History/Social Science (Adopted June 28, 2018)</p> <ul style="list-style-type: none"> • 6th – World History Ancient Civilizations (© 2018) • 7th - Medieval and Early Modern Times (© 2018) • 8th – U.S. History American Stories (© 2018) <p>9th-12th (Adopted June 28, 2018), various copyright years, material selected by a Social Studies Task Force) Government, Houghton Mifflin Economics, EMC School U.S. History, Houghton Mifflin World History, Houghton Mifflin AP Government, Penguin Random House AP Economics, Erwin-McGraw-Hill AP US History, Cengage AP Psychology, Worth Publishers AP World History, Cengage</p>	0
Foreign Language	Asi se dice! – Glencoe/McGraw Hill 2012 (Adopted 2013)	0
Health	Health – Glencoe/McGraw Hill 2004 (Adopted 2005)	0
Visual and Performing Arts	<p>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)</p>	0
<p>Note: Cells with N/A values do not require data.</p>		

School Facility Conditions and Planned Improvements

Banning Independent Study 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 seven permanent classrooms, a library, a counseling 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 continually. Repairs necessary to keep the school in good repair and working order are completed promptly. 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 day custodian and two night custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe daily. A summary of these standards is available at the school office or 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.

Year and month of the most recent FIT report

12/15/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Office, Office Restrooms, 114, 100 Restrooms, 112, 111, 110: Paint is chipping and peeling.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	16	24	26	27	47	48
Mathematics (grades 3-8 and 11)	0	5	13	15	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	63	62	98.41	1.59	24.19
Female	30	30	100.00	0.00	33.33
Male	32	31	96.88	3.12	16.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	48	100.00	0.00	27.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.11	1.89	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	63	61	96.83	3.17	4.92
Female	30	29	96.67	3.33	3.45
Male	32	31	96.88	3.12	6.45
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	4.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	3.77	3.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.91	8.62	13.26	17.4	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	58	98.31	1.69	8.62
Female	31	31	100.00	0.00	6.45
Male	28	27	96.43	3.57	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.00	2.00	8.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

The district provides the following career pathways for students at BHS: Carpentry, Automotive, Digital Media & Film, Theater, Health, and Business. Students at both New Horizon High School and Banning Independent Study School have access to these CTE offerings. Students also have access to the Cosmetology Club before and after school on campus. Additionally, the school has partnered with Edmentum to provide online, A-G-approved courses with many potential CTE offerings for student placement.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	89.09
Graduates Who Completed All Courses Required for UC/CSU Admission	13.33

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.3	100	100	100	100
Grade 7	83.3	100	83.3	83.3	100
Grade 9	89.5	100	100	100	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are supportive of the educational program at Banning Independent Study School. The school utilizes Parent Square, social media, and our website to communicate with families. Parents are encouraged to attend orientations and must sign the master independent study contract. Parents are encouraged to volunteer and attend Back to School Night, Open House, School Site Council (SSC), English Learner Advisory Committee (ELAC), parent meetings, and other school activities.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	14.3	0	11.8	10.2	11.3	12.9	8.2	8.9	8
Graduation Rate	85.7	100	82.4	83.3	85.9	83.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	14	82.4
Female	13	11	84.6
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	17	14	82.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	126	122	42	34.4
Female	66	65	24	36.9
Male	59	56	18	32.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	92	89	28	31.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	11	3	27.3
English Learners	13	13	5	38.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	111	108	38	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	31	16	51.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.79	8.19	5.8	5.12	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.37	0.52	0.28	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.00	0.00
Male	1.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 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 for meetings, volunteer as chaperones on field trips, and participate in school events and athletic contests.

Parents and visitors are welcome and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor management system. Visitors are required to return to the school office upon departure to check out. During lunch, before, and after school, assigned staff supervises 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 with 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; routine and emergency procedures; 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. A record of all training and drills is maintained in Hour Zero online. Fire/Evacuation drills are conducted at least once per semester. Lockdown, drop-cover-hold, shelter-in-place, hold and secure, and on-alert drills are conducted two times per year. The plan is annually reviewed, and recommendations and suggestions for updates are made. The plan itself is then subsequently updated as needed and reviewed. It was approved by the School Site Council, including student representatives, on November 19, 2025. Safety procedures and functional protocols, including elements of the Safe School Plan, were reviewed with school and district staff on August 4th and 5th, 2025, at the start of the school year. Additionally, district-wide, staff participated in in-person ALICE training on August 6, 2024. An updated copy of the plan is available for public review in the school administration office.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	4	11	0	0
Other	20	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1	0	0
1	2	1	0	0
2	2	1	0	0
3	3	1	0	0
4	3	1	0	0
5	7	1	0	0
6	3	6	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1	1	1	0	0
2	5	1	0	0
3	3	1	0	0
4	3	1	0	0
5	4	1	0	0
6	3	15	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	19	0	0
Mathematics	4	16	0	0
Science	3	14	0	0
Social Science	3	20	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	15	0	0
Mathematics	4	15	0	0
Science	4	13	0	0
Social Science	4	17	0	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	15	0	0
Mathematics	3	21	0	0
Science	2	21	0	0
Social Science	3	17	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	192

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.33
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	0.33
Resource Specialist (non-teaching)	0.75
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$2983.53	\$0	\$2983.53	\$73,618
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-106.1	-20.0
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-113.2	-17.4

Fiscal Year 2024-25 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 4,500 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-aligned 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. Secondary students are required to meet at least once per week with their teachers and participate in additional subject-specific tutoring. BISS students are offered the same textbooks used by their peers at comprehensive district schools and have the right to participate in what would be their "home" school's activities and sports. Students in grades K-12 must meet eligibility requirements 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 are provided whenever appropriate. BISS students participate in all district-wide assessments, including formative IAB assessments, state summative assessments (CAASPP and ELPAC), and iReady diagnostic assessments, according to the district's assessment schedule. Banning Independent Study provides a unique and individualized educational option, delivering

Fiscal Year 2024-25 Types of Services Funded

a 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. This positive learning atmosphere is reinforced by the funding of extra-curricular activities such as a Sports Program, Link Crew, Esports, Wellness Center, field trips, music, art, and STEAM enrichment classes, and participation in the Banning/Beaumont Student of the Month Program.

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 the 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. In 2012-2013, the independent study school formed a joint school site council with New Horizon High School on the Coombs Alternative Education campus. This has allowed for consistent opportunities for the representation and inclusion of stakeholders from BISS.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,289	\$57,978
Mid-Range Teacher Salary	\$95,329	\$89,612
Highest Teacher Salary	\$135,953	\$117,194
Average Principal Salary (Elementary)	\$155,133	\$143,632
Average Principal Salary (Middle)	\$103,693	\$149,447
Average Principal Salary (High)	\$154,498	\$162,334
Superintendent Salary	\$332,886	\$234,076
Percent of Budget for Teacher Salaries	30.7%	27.81%
Percent of Budget for Administrative Salaries	5.74%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff development within the district addresses the individual needs of teachers and broader school concerns through cooperative in-service programs. The district and local bargaining unit previously negotiated five additional professional development days to the work calendar. In addition, professional development continues each Wednesday on a modified shortened day for students. All training and curriculum development at Banning Independent Study School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. During the 2021-2022 school year, Banning Unified School District, in conjunction with Orenda Education, created curriculum matrices focused on priority standards for ELA and math. The teachers at each grade level and/or content area created Banning Common Assessments and backward-mapped instruction to help students master the identified priority standards. Starting in the 2023-2024 school year, Banning USD partnered with the Irvine Math Project to revise the math scope and sequence. Teachers from each school site are receiving appropriate training and coaching with the ELA curriculum matrices, Jane Schaffer Writing Program, and the UC Irvine Math Project scope and sequence. This year, elementary teachers also received training on administering Multitudes, a dyslexia/reading difficulties screener for grades K-2, and Learning Without Tears, a Handwriting Curriculum for grades 3-5. Additionally, the district is partnering with Solution Tree to provide PLC training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5