

Banning High 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Banning High School.
Street	100 West Westward Avenue
City, State, Zip	Banning CA, 92220
Phone Number	(951) 922-0285
Principal	Art C. Paz
Email Address	Apaz@banning.k12.ca.us
School Website	https://bhs.banning.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	33-66985-3330214

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

Mission

Our mission is to provide tomorrow's leaders with quality academic instruction and a rigorous standards-based curriculum enhanced by a safe and respectful environment.

Vision

Destination, Graduation, and Beyond

Core Values

2025-26 School Description and Mission Statement

Collaboration, Commitment, Motivation, Relationships, and Safety

Motto

Building Our House Bronco Strong

School Colors and Mascot

The Broncos are the school's student body and mascot. The school colors are Kelly green and white with black accents.

Banning High School Goals

GOAL #1: Banning High School will accelerate achievement in English language Arts and Mathematics by increasing the percentage of students meeting and exceeding the standard by 20% on the CA Assessment of Student Performance and Progress (CAASPP) administered in the spring.

GOAL #2: All students (100%) will feel strongly connected to our school, and our school climate will be conducive to accelerating student achievement.

GOAL #3: By June 2026, the reclassification rate for English Learners at Banning High School will increase by 6% and the graduation rate for English Learners will increase by 5% to exceed 90% overall.

GOAL #4: All stakeholders (students, parents, staff, and community) will be engaged, informed, involved, and have input into school priorities.

Banning High School Priority Areas:

Banning High Schools shall address State Priority Areas 1-8 in the Local Control and Accountability Plan (LCAP) annually.

The School Site Leadership Team met, collaborated, and approved that Banning High School will prioritize and emphasize the following top three state priority areas in 2024-2025:

1. Parent Involvement
2. School Climate (Connectedness)
3. Pupil Achievement

Banning High School (BHS) is one of the oldest high schools in Riverside County; first opening its doors in 1895. The first graduation took place in 1899. Banning is a community with a population of about 24,000 residents and has a past as colorful as the 300-square-mile area it serves. Flanked by magnificent mountain ranges to the north and the south, the area forms a natural passageway between metropolitan Los Angeles and the Greater Palm Springs desert communities. The Banning Community has been the home to Native Americans for centuries. With it, the Stagecoach era came thundering through with its satchels of U.S. mail and currency. The 'Southern Pacific Iron Horse' was the predominant trailblazer by the 1880s. The automobile followed, culminating in the opening of the I-10 Freeway, the most traveled trail of all. Today, Banning is known throughout the world as 'Stagecoach Town USA'. In celebration of its past, Banning still hosts an annual celebration in the fall called Stagecoach Days. The Banning District area is still semi-rural and encompasses Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation as well as the city of Banning.

Banning High School is part of the Banning Unified School District, which educates approximately 4,500 students in Transitional Kindergarten through twelfth grade. The district has four elementary schools, one middle school, one comprehensive high school, and one continuation school. With approximately 450 employees, the district is one of the largest employers in Banning. Like its historic environs, the district prides itself on blazing new trails as it forges more passageways to learning.

In November 2020, Banning High School conducted a full self-study and had a WASC visit. In January 2021, Banning High School received notification they had earned a 6-year full WASC accreditation. In March 2024, Banning High School will have the Mid-Cycle self-study review. Banning High School will participate in the next full self-study during the 2025-2026 school year.

At Banning High School, Student's voice matters! We have a renewed commitment to listening to the collective student voice and responding to what matters to our students. In classrooms, we're letting students make choices about how they learn. Concepts taught offer students opportunities to express their personal beliefs and opinions. Students can share or learn about their own culture and feel comfortable in a safe environment to let their values be known.

Several school and community groups operate within the confines of Banning High School. These groups include the School Site Council, which oversees the categorical expenditures, the English Language Advisory Council (ELAC), in addition to

2025-26 School Description and Mission Statement

advising the English Learner program, advises the School Site Council, and the Morongo Tutoring Program which assists Native American students. Enrollment at San Jacinto Middle College Program.

Additionally, the Academy of Business students collaborate with local businesses that provide students with opportunities for job shadowing and mentoring.

Banning High School is categorically funded through various state and federal programs. Our funding sources include Title I, Unrestricted, CA Carl Perkins Grant, and The California Partnership Academy Grant. Banning passed Measure R in 2006 authorizing the issue of bonds. A large portion of these funds was used to pay for the two-story classroom building (5000 Building), athletic facilities, and a pool. In November 2016, the citizens of Banning passed Bond Measure M. Funds were used to pay for the performing arts center and career technical education building which opened in Fall 2021.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	318
Grade 10	287
Grade 11	270
Grade 12	268
Total Enrollment	1,145

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.1
Non-Binary	0.3
American Indian or Alaska Native	2.2
Asian	3.6
Black or African American	7
Filipino	0.8
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.1
White	9
English Learners	16.8
Foster Youth	1
Homeless	8.6
Migrant	0
Socioeconomically Disadvantaged	91.8
Students with Disabilities	18.1

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.

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)	49.2	86.53	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)	0.2	0.35	9.2	4.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	8.85	9.8	4.53	11953.1	4.28
Unknown/Incomplete/NA	2.4	4.26	9.2	4.28	15831.9	5.67
Total Teaching Positions	56.8	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)	51.9	87.72	186.2	87.35	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	0.84	2	0.94	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	8.44	15.6	7.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	1.68	11746.9	4.23
Unknown/Incomplete/NA	1.7	3	5.7	2.71	14303.8	5.15
Total Teaching Positions	59.2	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)	45.5	76.14	179	81.23	230039.4	100
Intern Credential Holders Properly Assigned	1.8	3.09	6.5	2.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.2	10.41	16.1	7.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	3.68	8.8	3.99	12112.8	4.34
Unknown/Incomplete/NA	3.9	6.63	9.8	4.47	13705.8	4.91
Total Teaching Positions	59.8	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	0.5
Misassignments	0.20	5	5.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	5	6.2

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	1.00	0	0
Local Assignment Options	4.00	0	2.2
Total Out-of-Field Teachers	5.00	0	2.2

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)	0.3	11	11.1
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	2	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 holds an annual public hearing to determine and announce 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.

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 administration building for a copy of the most current and updated inventory list.

Sexual Health Education

Positive Prevention Plus+ is a comprehensive evidence-based sexual health and teen pregnancy prevention curriculum for grades 7-12 and out-of-school youth, written in compliance with the updated California Education Code including "The California Healthy Youth Act" (AB 329) and "Sexual Harassment and Violence Instruction" (SB 695) and the National Health Education Standards. The Positive Prevention PLUS High School Comprehensive Sexual Health Education curriculum written by teachers, for teachers, complies with the updated "California Healthy Youth Act" (CHYA) and is aligned with the National Health Education Standards and the new California Health Education Framework. This curriculum has fourteen age-appropriate lessons that provide vital information to help students form healthy relationships and choose behaviors to maintain and protect not only their sexual health but the health of others. Discussion questions in the Lesson Wrap-Ups for parents and students include parents in delivering this valuable information. Each lesson has easy-to-follow colorful informative slides that match the curriculum and fun animated stories that begin and end each lesson. Additional support materials for administrators, parents, and teachers including LGBTQ-related information are available on our website.

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

Banning HS is 1:1 computing as each student in grades 9-12 is issued their own Chromebook. Continued replacement of damaged, non-working will continue.

The main services and applications available to teachers to use to improve instruction include but are not limited to: Google Workspace, Nearpod, Teachers Pay Teachers, Padlet, Turnitin.com, and Kami. All computer resources within the computer labs and classrooms are connected to the Internet. Computer skills and concepts are integrated through the standard curriculum to prepare students for technological growth and opportunities. Students and staff receive computer-assisted instruction on a regular schedule. All classrooms have been equipped with Newline Touch Boards.

Year and month in which the data were collected

August 14, 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	ELD--Hampton Brown - 2008 SpringBoard English-Language Arts by The College Board, 2021 AP English Language and Composition--The Language of Composition Reading Writing Rhetoric Second Edition, Bedford/St. Martin's Boston New York, 2013 English 101 – The St. Martin's Guide to Writing (11th Edition) 2016 English 103 – Maasik, Signs of Life in the USA: Readings on Popular Culture for Writers (8th Edition) Schilb, Arguing About Literature (1st Edition)	0%
Mathematics	HMH INTEGRATED MATHEMATICS 1, 2, 3, 2016 Math 105 – Blitzer, College Algebra (6th Edition) 2014 (1st Semester) Math 110 – Sullivan, Precalculus: Concepts Through Functions, A Right Triangle Approach to Trigonometry (3rd Edition) 2014 (2nd Semester) Math 210 – Stewart, Calculus (7th Edition) 2012, Cengage Learning (1st Semester) Math 211 - Stewart, Calculus (7th Edition) 2012, Cengage Learning (2nd Semester)	0%
Science	Earth Science – Prentice Hall Earth Science California Edition, Tarbuck and Lutgens © 2006 (Adopted July 2010) Biology – Pearson Prentice Hall, Miller, Levine © 2007 (Adopted June 2009) 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 Environmental Science – A Global Concern, 4th Edition © 1997 & 7th Edition © 2003 (Alternative Education adopted June 2009)	0%
History-Social Science	2018 Government, Houghton Mifflin 2018 Economics, EMC School 2018 U.S. History, Houghton Mifflin 2018 World History, Houghton Mifflin 2018 AP Government, Penguin Random House 2018 AP Economics, Erwin-McGraw-Hill 2018 AP US History, Cengage 2018 AP Psychology, Worth Publishers 2018 AP World History, Cengage History 111 – Brinkley, American History: Connecting with the Past (14th Edition) 2012 (1st Semester)	0%

	Marcus, America Firsthand (Volume 1), Bedford/St. Martins 2010 (1st Semester) History 112 – Brinkley, American History: Connecting with the Past (14th Edition) 2012 (2nd Semester) Marcus, America Firsthand (Volume 2), Macmillan 2009 (2nd Semester)	
Foreign Language	Spanish – McGraw-Hill, Asi se Dice!, © 2012, (Adopted July 25, 2013) AP Spanish – Cengage; Sandstedt, Cumbre 1st Edition, © 2014 Spanish for Native Speakers – Prentice Hall, Abriendo Paso: Gramatica, 2nd Edition, © 2007, Diaz, Nadel, Collins (Adopted July 2010) Mosaicos: Spanish as a World Language (6th Edition) 2014	0%
Health	2016 Positive Prevention Plus: Sexual Health Education Curriculum	
Science Laboratory Equipment (grades 9-12)	Please contact the most current and updated list of site science laboratory equipment	

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

School Facility Conditions and Planned Improvements

Banning High School provides a safe, clean environment for students, staff, and volunteers. Built in 1992, Banning High School is situated on 50.69 acres. The school buildings span 127,000 square feet, consisting of 55 classrooms, a gymnasium, a multipurpose room, a library, locker rooms, administrative offices, restrooms, and storage rooms. With the opening of a new two-story building, for classrooms, as well as an athletic complex, Banning High School is a self-contained facility that supports the needs of the students and community. 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 work in conjunction with school site officials to conduct inspections at school sites continually. Repairs necessary to keep the school in good repair and working order are completed on time. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. 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. A team of custodians ensures 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 continually 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

10/20/2025

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	Class 5105:Expired fire extinguisher. Class 3451:Loose data wallplate, loose faucet in restroom, damaged wall, sagging ceiling tile, missing ceiling tile, missing floor transition, damaged wallplate, and trip hazard at end of ramp.

School Facility Conditions and Planned Improvements

				Class 7101 and 7205: Broken wallplate. Girls Locker room: Expired fire extinguisher and no toilet paper in stall. Boys Locker room: Damaged ceiling, expired fire extinguisher, missing tile in restroom, no toilet paper in stall, no toilet seat and two faucets off. Gym: Missing baseboard. Class 8115-8120: Loose data wallplate. Band Room: Missing wallplate.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Restroom: Need to keep it clean
Electrical			X	Repairs needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Damaged wall, damaged light fixture cover, and faucet off. Damaged wall and dirty return grills. Damaged cover on light fixture and loose toilet seat. Loose toilet seat.
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)	32	47	26	27	47	48
Mathematics (grades 3-8 and 11)	13	21	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	248	237	95.56	4.44	47.26
Female	125	117	93.60	6.40	52.99
Male	123	120	97.56	2.44	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	20	95.24	4.76	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	178	172	96.63	3.37	51.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	27	23	85.19	14.81	43.48
English Learners	39	39	100.00	0.00	10.26
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	39.13
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	225	216	96.00	4.00	47.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	10.64

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	247	238	96.36	3.64	21.10
Female	125	119	95.20	4.80	19.33
Male	122	119	97.54	2.46	22.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	177	172	97.18	2.82	21.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	18.18
White	27	23	85.19	14.81	13.64
English Learners	39	39	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	26.09
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	224	217	96.88	3.12	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	47	92.16	7.84	8.51

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)	15.64	29.32	13.26	18.67	30.73	32.52

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	521	511	98.08	1.92	22.75
Female	240	235	97.92	2.08	20.51
Male	278	273	98.20	1.80	24.91
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	38	37	97.37	2.63	16.22
Filipino	--	--	--	--	--
Hispanic or Latino	386	381	98.70	1.30	22.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	30.43
White	50	47	94.00	6.00	23.40
English Learners	93	93	100.00	0.00	3.23
Foster Youth	--	--	--	--	--
Homeless	57	54	94.74	5.26	22.22
Military	30	29	96.67	3.33	20.69
Socioeconomically Disadvantaged	473	463	97.89	2.11	22.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	89	93.68	6.32	10.11

2024-25 Career Technical Education Programs

Banning High School's (BHS) Career Technical Education (CTE) program focuses on preparing students with critical thinking skills, communicating effectively, and application of 21st-century real-world skills. Curriculum and instructional strategies foster these skills along with problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. BHS CTE programs of study involve a multi-year sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

Banning High School's college and career pathway and vocational programs include a CA Partnership Academy (Academy of Business), work experience, and Advancement Via Individual Determination (AVID). Career and Technical Education (CTE) engages, motivates, and prepares all students for the future development of workplace skills. At the end of the 9th grade year students may choose from 7 career pathways in the following 5 sectors:

- Business and Finance
- Building and Construction

2024-25 Career Technical Education Programs

- Transportation
- Arts, Media, and Entertainment
- Public Services

Career pathways prepare students for successful completion of state academic and technical standards and more advanced post-secondary coursework related to the career in which they are interested. The seven (7) BHS career pathways with their corresponding course sequence and possible workforce-related certifications offered are the following:

1) Academy of Business (Intro to Business > Global Business > Entrepreneurship)

- Certifications: Stunket Social Media Marketing
- Microsoft 365

2) Automotive (Intro to Automotive > Advanced Automotive)

- S/P2: Automotive
- OSHA-10

3) Cadet Corps (Cadet Corps I> Cadet Corps II > Cadet Corps III > Cadet Corps IIII)

- Cadet Corps Specialty School Certification

4) Building and Construction (Construction I > Construction II)

- S/P2 Construction
- OSHA-10

5) Digital Film (Intro to Film > Advanced Film)

- Certification: Adobe Premiere Pro

6) Theatre Performance (Intro to Theater > Advanced Theater)

- Certification of Writing for Performance & Entertainment Industries
- Society of American Fight Directors Certification
- Voice Acting Certification

7) Technical Theatre (Intro to Technical Theatre > Advanced Technical Theatre)

- Backstage Exam
- Sketch Up
- Mastercam Expert
- Solidworks Expert
- OSHA- CAL OSHA Training.

These courses are all taught by BHS staff. Articulation partnership agreements exist with Mount San Jacinto College (MSJC) for the THA 117 Stagecraft course, and AUME 700 Basic Auto Mechanics and for the Academy of Business. Additionally, Building and Construction students are able can receive credit by examination with College of the Desert (COD) for their courses such as ACT-20 Intro to Construction Technology. The Technical Theatre pathway is pending articulation review with Crafton Hills College and an update will be provided next school year.

BHS established a CTE Advisory Committee to develop and implement the CTE Master Plan. The committee includes CTE teachers, department chairs, site administrators, district administrators, counselors, students, and a diverse group of community business partners and industry members. Representatives from Public Service, Business, Construction, Transportation, Arts, Media, and Entertainment fields participate in the committee. The Master Plan is continuously reviewed and updated. The school's CTE Advisory Committee members work together to enhance and expand CTE programs.

2024-25 Career Technical Education Programs

Equity in access is ensured to all students through information dissemination via conversations with counselors, CTE posters, Google, and course request presentations. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. All ninth-grade students create a four-year plan. At the end of the ninth grade, students may choose a pathway. Counselors present students with a broad array of career opportunities and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities. Twelfth-grade students are exposed to resume writing, interest inventories, and interview techniques.

Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students to heighten student awareness of post-secondary options for education, training, and employment. These events are facilitated by individual teachers, program coordinators, and by the College and Career Center staff. Advisors/Guidance Counselors offer additional support through various programs, including annual college and career fairs, intervention programs, college planning events, individual counseling opportunities, career inventory testing, and the development of four-year plans. There is a designated College and Career Center located inside the library for students to access which includes one full-time counselor. Banning High School is also a California Colleges Guidance Initiative (CCGI) partner and has been implementing and using CCGI to facilitate data sharing with post-secondary institutions and obtaining access to free assessments such as Learning Styles Inventory, Multiple Intelligences, and Personality Values to better inform students' post-secondary training decisions.

In partnership with Mt. San Jacinto College (MSJC), BHS offers a dual enrollment program that allows current high school students to enroll in dual-credit courses that expand student access to affordable higher education provide challenging academic and occupational experiences, and reduce the costs of a college education for students and their families. Additionally, this is the first year of the Middle College program with a total of seven (7) students. Successful completion of transfer courses enables students to simultaneously earn college credit transferable to two and four-year colleges and universities while also satisfying high school graduation requirements. Successful completion of occupational courses allows students to simultaneously earn college credits, satisfy high school graduation requirements, and assist in the transition to community college or job opportunities or careers.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	481
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	13.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	70.6

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	98.5
Graduates Who Completed All Courses Required for UC/CSU Admission	45.87

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 9	90.3	86.2	88.2	67.7	68.7

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

Parent participation is a critical tradition to maintain the Banning High School (BHS) vision and mission. We meet and talk with many parents/guardians about supporting BHS and how to get involved. BHS has a parent resource center (Room 2101). The major goals and objectives for the center include:

- Developing a positive relationship between home and school.
- Helping parents in developing skills that promote the education of their children.
- Identifying the needs of parents and providing the resources to meet their needs.
- Creating relationships that achieve and help parents who have language barriers.
- Actively engaging in the education of their children.
- Establishing an information center for parents to connect them to available resources.

The Family Resource Center (FRC) has computers for parent use. Our resource center is located directly off the parking lot in the front of the school and helps meet the needs of socio-economically disadvantaged (SED) parents by offering occasional workshops in parenting, technology, and familiarity with the student information system (SIS) known as Aeries. With parents using the Family Resource Center, education may become a family affair and the students appear to feel more connected to the purpose and value of education. Access to College and Career counselor in Spanish is now available.

2025-26 Opportunities for Parental Involvement

Banning HS has sought other avenues to expand parent involvement such as event volunteers, field trip chaperones, office volunteers, and participation in the school site council (SSC), English Learner Advisory Committee (ELAC), and the family resource center. BHS works to make the campus parent-friendly through initiatives such as expanded visitor parking in front of campus, parent-student shadowing, and other various opportunities for volunteerism. BHS has continued to hold athletics, AVID, and Academy awards banquets, Principal's Honor Roll, as well as other honors to recognize student achievement. In combination with information nights for specialty programs like the Academy of Business, and Advanced Placement (AP), we have sought to increase the number of opportunities for parents to visit the campus and learn about their child's education.

BHS' School Site Council (SSC) meets a minimum of 6 times a year to discuss school programs and ways to improve those programs. Programs discussed include our Comprehensive School Safety Plan, School Plan for Student Achievement (SPSA), academics, athletics, school activities, and school budget. The English Learner Advisory Committee (ELAC) is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. ELAC meets at least 4 times a year and offers parents the opportunity to attend the California Association for Bilingual Education (CABE) Conference at no cost to the parents.

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	8.8	10.6	8.8	10.2	11.3	12.9	8.2	8.9	8
Graduation Rate	86.2	87.4	88	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	274	241	88.0
Female	122	110	90.2
Male	149	129	86.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	20	17	85.0
Filipino	--	--	--
Hispanic or Latino	202	183	90.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	10	83.3
White	25	19	76.0
English Learners	60	53	88.3
Foster Youth	--	--	--
Homeless	59	45	76.3
Socioeconomically Disadvantaged	264	235	89.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	50	36	72.0

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	1259	1179	351	29.8
Female	590	555	184	33.2
Male	665	620	165	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	26	23	9	39.1
Asian	44	43	5	11.6
Black or African American	89	84	38	45.2
Filipino	--	--	--	--
Hispanic or Latino	915	860	243	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	45	17	37.8
White	118	108	36	33.3
English Learners	227	210	61	29.0
Foster Youth	32	20	12	60.0
Homeless	111	99	42	42.4
Socioeconomically Disadvantaged	1151	1079	328	30.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	230	209	87	41.6

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
12.75	7.08	3.57	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
0.15	0.24	0.16	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	3.57	0.16
Female	2.03	0.17
Male	4.96	0.15
Non-Binary	0.00	0.00
American Indian or Alaska Native	11.54	0.00
Asian	2.27	0.00
Black or African American	7.87	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.06	0.22
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.00	0.00
White	4.24	0.00
English Learners	3.08	0.44
Foster Youth	12.50	0.00
Homeless	6.31	0.00
Socioeconomically Disadvantaged	3.65	0.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.26	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 High School and the Banning Unified School District. When safe and appropriate to do so, many people visit the campus to volunteer act as chaperones on field trips, and participate in school events and athletic contests.

Parents and visitors are welcome to abide by current health and safety guidelines and are 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);

The Comprehensive Safe School Plan has been developed by site stakeholders to comply with Senate Bill 187 (SB 187). The plan provides students and staff a means of ensuring a safe and orderly learning environment. Banning High 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, including earthquake drills, are conducted annually. The school Safety Committee in conjunction with the School Site Leadership Team and School Site Council evaluates the plan annually and provides recommendations and suggestions for an update. 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. In addition, continue to update necessary changes to address events such as i.e weather, and outside incidents that might affect campus safety and security. Review, shared with staff, student rep: Feb 2026,

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	25	9	36	4
Mathematics	26	6	32	4
Science	26	7	27	4
Social Science	27	4	24	3

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	25	15	28	8
Mathematics	25	10	25	8
Science	27	6	21	8
Social Science	27	7	13	11

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	23	19	27	9
Mathematics	24	14	25	3
Science	26	6	26	2
Social Science	27	6	18	6

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	229.2

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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	\$5706.18	\$978.10	\$4728.08	\$73,250
District	N/A	N/A	\$9727.38	\$97,399
Percent Difference - School Site and District	N/A	N/A	-69.2	-20.5
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-78.0	-17.9

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Banning High School receives state and federal funding for the following categorical funds and other support programs:

- Title I
- California Carl Perkins Grant
- California Partnership Academies (CPA),
- Supplemental and Concentration funds
- Unrestricted Funds
- Educational Field Trips
- Student Attendance Incentives
- Extracurricular activities
- Expanded CTE courses.
- College and Career exploration
 - Mental Health outreach, counseling

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/csl/>.

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	16.6
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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	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

The philosophy of the administration is that teachers need to experience ongoing professional learning to be effective in the classroom and to grow as an educators. Since 2013, BHS has implemented a weekly professional development afternoon on an early release day for students, called SMART Thursday. Professional development focuses on research-based best practices and departmental collaboration in professional learning communities with instruction of Common Core State Standard (CCSS) lessons and the common assessments thereof being targeted.

Staff development within the district addresses the individual and collective needs of teachers. At the beginning of the teacher school year, days are allocated for professional development. Throughout the school year, days are allocated for collaboration,

Professional Development

articulation, and professional development meetings with the middle school and alternative education high school for core departments. Teachers are also afforded opportunities to attend conferences and other training to support teaching and learning.

- Professional development opportunities are a priority and include:
- AVID Training / RIMS Summer Institute and AVID Pathways
 - Jane Schaffer Writing Program
 - Writing Across the Curriculum
 - Kagan Structures (Cooperative Learning and Student Engagement)
 - Professional Learning Communities at Work Institute
 - Restorative Justice and Practices Training
 - Expository Reading and Writing Course (ERWC)
 - Capturing Kids Hearts I and II
 - Student Safety and Support
 - Positive Behavioral Interventions and Supports (PBIS)
 - Center for Teacher Induction (CTI) Support Provider Training
 - Special Education Modifications and Accommodations
 - SPED Co-Teaching and Collaboration Models
 - Instructional Rounds and Professional Learning Walks
 - Mentoring and Instructional Coaching
 - Curriculum and Instruction
 - WASC and Focus Groups
 - 21st Century Pedagogy and Change
 - California State Standards
 - The California State/University of California A-G and NCAA IA Requirements
 - English Language Learner and ELPAC Training
 - Instructional Technology Integration
 - Aeries Student Information System Training
 - School Safety and Security
 - Safe Schools and Crisis Response
 - Safe School Ambassadors
 - CPR
 - Advanced Placement Institutes
 - Link Crew

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