

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2015–16 School Year**

*For Banyan Tree Foundations Academy*

**Address:** 3450 Clairemont Dr. San Diego, CA 92117

**Phone:** 858-367-5430

**Principal:** Muriel Bianchi

**Grade Span:** 2-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### School Contact Information (School Year 2016–17)

School Name	Banyan Tree Foundations Academy
Street	3450 Clairemont Dr
City, State, Zip	San Diego, CA 92117
Phone Number	858-367-5430
Principal	Muriel Bianchi
E-mail Address	<a href="mailto:mbianchi@banyantlc.org">mbianchi@banyantlc.org</a>
Web Site	<a href="http://www.banyantlc.org">www.banyantlc.org</a>
County-District-School (CDS) Code	37-68338-0133546

### School Description and Mission Statement (School Year 2016–17)

*Banyan Tree Foundations Academy San Diego (CDS Code 37-68338-0133546) opened in February 2016. Prior to that, we had two very small locations, called Banyan Tree Foundations Academy Mira Mesa (CDS Code 37-68338-0118836) and Banyan Tree Foundations Academy Point Loma (CDS Code 37-68338-0118844). Those two locations have closed (Point Loma closed Feb. 28, 2016, Mira Mesa closed June 30, 2016) and all students from those schools now attend the new school at 3450 Clairemont Dr. Banyan Tree Foundations Academy – San Diego is a dba of Banyan Tree Educational Services, a 501 c 3 corporation (ID#26-2587784). We are located in a church facility and have exclusive use of all leased spaces.*

***Our mission** is to provide innovative school programs and therapies that promote social, emotional, and academic development for children who learn differently.*

***Our students** come to us with significant challenges due to learning disabilities and/or social emotional issues that have made learning in a more traditional setting frustrating or unsuccessful. **Our program** is tailor-made to address the unique needs of each of our students. Through specific assessments and evaluations, ongoing monitoring, specialized cognitive training, intensive educational and therapeutic interventions, positive changes occur that open up future educational options.*

*We move students from feelings of failure and being overwhelmed to feelings of accomplishment—ready to engage in learning. We meet students where they are, not where we want them to be. We work 1:1 or 1:2 until a student is ready for small groups and classroom participation.*

***Your Child’s Success** is achieved through family support, positive reinforcement, developing self-regulation skills, and the ability to focus and learn.*

### Student Enrollment by Grade Level (School Year 2015–16)

Banyan Tree Foundations Academy Mira Mesa

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	1

<b>Grade 5</b>	0
<b>Grade 6</b>	1
<b>Grade 7</b>	1
<b>Grade 8</b>	3
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	1
<b>Grade 10</b>	1
<b>Grade 11</b>	6
<b>Grade 12</b>	1
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	15

### **Student Enrollment by Grade Level (School Year 2015-16)**

Banyan Tree Foundations Academy Point Loma

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	1
<b>Grade 5</b>	2
<b>Grade 6</b>	1
<b>Grade 7</b>	0
<b>Grade 8</b>	2
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	2
<b>Grade 11</b>	1
<b>Grade 12</b>	1
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	10

**Student Enrollment by Grade Level (School Year 2015- 2016)**

Banyan Tree Foundations Academy San Diego

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	2
Grade 4	3
Grade 5	0
Grade 6	1
Grade 7	2
Grade 8	1
Ungraded Elementary	0
Grade 9	6
Grade 10	2
Grade 11	3
Grade 12	5
Ungraded Secondary	1
<b>Total Enrollment</b>	<b>26</b>

**\*School opened Feb 2016**

**Student Enrollment by Student Group (School Year 2015–16)**

Banyan Tree Foundations Academy Mira Mesa

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	1
Hispanic or Latino	2
Native Hawaiian or Pacific Islander	0
White	6
Two or More Races	1
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	15
Foster Youth	0

**Student Enrollment by Student Group (School Year 2015–16)**

**Banyan Tree Foundations Academy Point Loma**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	0
White	90
Two or More Races	0
Socioeconomically Disadvantaged	50
English Learners	0
Students with Disabilities	100
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials - Banyan Tree Foundations Academy Mira Mesa**

Teachers	School 2014–15	School 2015–16	School 2016–17
With Full Credential	2	2	NA
Without Full Credential	0	0	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	NA

**Teacher Credentials -Banyan Tree Foundations Academy Point Loma**

Teachers	School 2014–15	School 2015–16	School 2016–17
With Full Credential	1	1	NA
Without Full Credential	0	1	NA
Teaching Outside Subject Area of Competence (with full credential)	0	0	NA

**Teacher Credentials - Banyan Tree Foundations Academy San Diego**

Teachers	School 2014–15	School 2015–16	School 2016–17
With Full Credential	NA	5	5
Without Full Credential	NA	0	0
Teaching Outside Subject Area of Competence (with full credential)	NA	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Banyan Tree Foundations Academy Mira Mesa

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Banyan Tree Foundations Academy Point Loma

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Banyan Tree Foundations Academy San Diego

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	NA	0	0
Total Teacher Misassignments	NA	0	0
Vacant Teacher Positions	NA	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)**  
 Banyan Tree Foundations Academy Mira Mesa

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
High-Poverty School	0%	0%
Low-Poverty School	100%	0%

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)**  
 Banyan Tree Foundations Academy Point Loma

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
High-Poverty School	0%	0%
Low-Poverty School	100%	0%

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)**  
 Banyan Tree Foundations Academy San Diego

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
High-Poverty School	0%	0%
Low-Poverty School	100%	0%

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17) Banyan Tree Foundations Academy San Diego**

*Year and month in which the data were collected: May 2017*

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See attached	Y	0
Mathematics	See attached	Y	0
Science	See attached	Y	0
History-Social Science	See attached	Y	0
Foreign Language	See attached	Y	0
Health	See attached	Y	0
Visual and Performing Arts	See attached	Y	0

<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	NA
---	-----	-----	----

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

**School Facility Conditions and Planned Improvements (Foundations Academy-San Diego)**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- **Description of the safety, cleanliness, and adequacy of the school facility**  
*Prior to moving into this facility in February 2016, it was professionally cleaned, completely painted on the interior, all new flooring installed, upgrades to restrooms, and kitchen, yards cleaned and cleared, fencing installed to separate student areas from parking, parking lot restriped, additional small workspaces built within each of 5 classrooms for 1-1 teaching, media/learning center created, multipurpose room created.*
- **Description of any planned facility improvements**  
*Starting during the summer of 2017, the exterior will be repainted/stucco, playground equipment area upgraded, sprinkler system upgraded, window systems upgraded. Improvements to be completed by December 2017.*
- **Description of any needed maintenance to ensure good repair**  
*Drip systems need to be installed to maintain landscape effectively*



### School Facility Good Repair Status (Foundations Academy-San Diego)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** February 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC units to be installed in upper school building Summer 2017
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows and playground gate to be replace by December 2017

### Overall Facility Rate

**Year and month of the most recent FIT report:** February 2016

Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Banyan Tree Foundations Academy Mira Mesa

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School				State	
	2014–15	2015–16			2014–15	2015–16
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	0%	0%	---	----	44%	48%
<b>Mathematics (grades 3-8 and 11)</b>	0%	0%	---	----	34%	36%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Banyan Tree Foundations Academy Point Loma

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School				State	
	2014–15	2015–16			2014–15	2015–16
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	0%	0%	---	---	44%	48%
<b>Mathematics (grades 3-8 and 11)</b>	0%	0%	---	---	34%	36%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015–16)

#### ELA – Grade 3 Banyan Tree Foundations Academy Mira Mesa

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

#### ELA – Grade 3 Banyan Tree Foundations Academy Point Loma

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### ELA – Grade 4 Banyan Tree Foundations Academy Mira Mesa

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

### ELA – Grade 4 Banyan Tree Foundations Academy Point Loma

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**ELA – Grade 5 Banyan Tree Foundations Academy Mira Mesa**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**ELA – Grade 5 Banyan Tree Foundations Academy Point Loma**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Foster Youth	--	--	--	--
--------------	----	----	----	----

**ELA – Grade 6 Banyan Tree Foundations Academy Mira Mesa**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**ELA – Grade 6 Banyan Tree Foundations Academy Point Loma**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**ELA – Grade 7 Banyan Tree Foundations Academy Mira Mesa**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**ELA – Grade 7 Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically	--	--	--	--



<b>Disadvantaged</b>				
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**ELA – Grade 8 Banyan Tree Foundations Academy Mira Mesa**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	3	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**ELA – Grade 8 Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	2	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**ELA – Grade 11 Banyan Tree Foundations Academy Mira Mesa**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	6	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**ELA – Grade 11 Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--

Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 5 Banyan Tree Foundations Academy Mira Mesa**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 5 Banyan Tree Foundations Academy Point Loma**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	2	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--

White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 6 Banyan Tree Foundations Academy Mira Mesa**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	0	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 6 Banyan Tree Foundations Academy Point Loma**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific	--	--	--	--

<b>Islander</b>				
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**Mathematics – Grade 7 Banyan Tree Foundations Academy Mira Mesa**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**Mathematics – Grade 7 Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	0	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**Mathematics – Grade 8 Banyan Tree Foundations Academy Mira Mesa**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	3	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**Mathematics – Grade 8 Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	2	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--

Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 11 Banyan Tree Foundations Academy Mira Mesa**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	6	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Mathematics – Grade 11 Banyan Tree Foundations Academy Point Loma**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--

Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

### CAASPP Test Results in Science for All Students (Mira Mesa)

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School						State		
	2013–14	2014–15	2015–16				2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	*	*	*				60	56	54

### CAASPP Test Results in Science for All Students (Point Loma)

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School						State		
	2013–14	2014–15	2015–16				2013–14	2014–15	2015–16
Science (grades 5, 8, and 10)	*	*	*				60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

\*\*\*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015–16) Mira Mesa

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	4	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--



<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

**CAASPP Test Results in Science by Student Group  
 Grades Five, Eight, and Ten (School Year 2015–16) Point Loma**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number of Students with Valid Scores</b>	<b>Percent of Students with Valid Scores</b>	<b>Percent Proficient or Advanced</b>
<b>All Students</b>	5	--	--	--
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2015–16)

- *Banyan Tree Foundations Academy San Diego does not currently offer Career Technical Education Programs.*

### 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

### California Physical Fitness Test Results (School Year 2015–16)

#### Banyan Tree Foundations Academy Mira Mesa

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	*	*	*
7	*	*	*
9	*	*	*

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Banyan Tree Foundations Academy Point Loma

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	*	*	*
7	*	*	*
9	*	*	*

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

\*\*\*Did not participate in the California Physical Fitness Test.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016–17)

#### Banyan Tree Foundations Academy San Diego

*Parents are encouraged to meet with teacher on a weekly basis, visit the classroom, and contact the teacher via email at any time. As enrollment increases, regular parent meetings will be scheduled.*

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate) Mira Mesa

Indicator	School			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0%	0%	0%	11.4	11.5%	10.7%
Graduation Rate	0%	0%	0%	80.44%	80.95%	82.27%

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate) Point Loma

Indicator	School			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0%	0%	0%	11.4	11.5%	10.7%
Graduation Rate	0%	0%	0%	80.44%	80.95%	82.27%

### Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate) Banyan Tree Foundations Academy Mira Mesa

Student Group	School	State
All Students	0	85.66
Black or African American	0	76.88
American Indian or Alaska Native	0	74.87
Asian	0	92.78
Filipino	0	96.8

<b>Hispanic or Latino</b>	0		84.49
<b>Native Hawaiian or Pacific Islander</b>	0		84.88
<b>White</b>	0		87.23
<b>Two or More Races</b>	0		91.36
<b>Socioeconomically Disadvantaged</b>	0		76.61
<b>English Learners</b>	0		50.9
<b>Students with Disabilities</b>	0		68.38
<b>Foster Youth</b>	0		

**Banyan Tree Foundations Academy Point Loma**

<b>Student Group</b>	<b>School</b>		<b>State</b>
<b>All Students</b>	0		85.66
<b>Black or African American</b>	0		76.88
<b>American Indian or Alaska Native</b>	0		74.87
<b>Asian</b>	0		92.78
<b>Filipino</b>	0		96.8
<b>Hispanic or Latino</b>	0		84.49
<b>Native Hawaiian or Pacific Islander</b>	0		84.88
<b>White</b>	0		87.23
<b>Two or More Races</b>	0		91.36
<b>Socioeconomically Disadvantaged</b>	0		76.61
<b>English Learners</b>	0		50.9
<b>Students with Disabilities</b>	0		68.38
<b>Foster Youth</b>	0		

## 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 Banyan Tree Foundations Academy Mira Mesa

Rate	School			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	0	0	0	4.4	3.8	3.7
Expulsions	0	0	0	0.1	0.1	0.1

### Suspensions and Expulsions Banyan Tree Foundations Academy Point Loma

Rate	School			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	0	0	0	4.4	3.8	3.7
Expulsions	0	0	0	0.1	0.1	0.1

### School Safety Plan (School Year 2016–17)

#### Banyan Tree Foundations Academy San Diego

*The School Safety Plan was developed in February, 2016 when the new school was opened. It was reviewed by the staff, which includes the teacher, admin assistant, and aide. It includes Disaster Preparedness Procedures and Health and Safety Regulations and Processes. This fully descriptive plan is located in the school Procedure Manual. Disaster drills are done once a month as required by law.*

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) K-6

#### Banyan Tree Foundations Academy Mira Mesa

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	1	1	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	1	1	0	0
4	1	1	0	0	0	0	0	0	0	0	0	0
5	1	1	0	0	1	1	0	0	0	0	0	0
6	1	1	0	0	1	1	0	0	1	1	0	0
Other	1-2	1	0	0	0	0	0	0	0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Banyan Tree Foundations Academy Point Loma

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	2	2	0	0	0	0	0	0	1	1	0	0
5	1	1	0	0	2	2	0	0	2	2	0	0
6	1	1	0	0	1	2	0	0	1	1	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

#### Banyan Tree Foundations Academy Mira Mesa

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	3	0	0	2	3	0	0	2	3	0	0
Mathematics	2	3	0	0	2	3	0	0	2	3	0	0
Science	3	2	0	0	3	2	0	0	3	2	0	0
Social Science	3	2	0	0	3	2	0	0	3	2	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Banyan Tree Foundations Academy Point Loma**

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	2	0	0	2	3	0	0	2	3	0	0
Mathematics	2	2	0	0	2	2	0	0	2	3	0	0
Science	3	1	0	0	3	1	0	0	3	1	0	0
Social Science	3	1	0	0	3	1	0	0	3	1	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015–16) Mira Mesa**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

***Academic Counselors and Other Support Staff (School Year 2015–16) Point Loma***

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	N/A	N/A
<b>Counselor (Social/Behavioral or Career Development)</b>	.25	N/A
<b>Library Media Teacher (librarian)</b>	N/A	N/A
<b>Library Media Services Staff (paraprofessional)</b>	N/A	N/A
<b>Psychologist</b>	N/A	N/A
<b>Social Worker</b>	N/A	N/A
<b>Nurse</b>	N/A	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	N/A	N/A
<b>Other</b>	N/A	N/A

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

\* 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.



### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$35000	N/A	\$35000	\$41,000
State	N/A	N/A	\$5,677.0	\$77,824.
Percent Difference – School Site and State	N/A	N/A	---	---

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

### Types of Services Funded (Fiscal Year 2015–16)

*Speech and Language, Counseling services and Occupational Therapy are included in our daily approved rate. The services are determined by the student's IEP.*

### Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,000	\$51,000
Mid-Range Teacher Salary	\$41,000	\$65,000
Highest Teacher Salary	\$44,000	\$83,000
Average Principal Salary	*Small sample size prevents us from publishing info.	
Percent of Budget for Teacher Salaries	16%	N/A
Percent of Budget for Administrative Salaries	*Small sample size prevents us from publishing info.	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (San Diego)

*Staff development days are planned company-wide for two full days before school starts. This training includes best practices in lesson planning and development, behavior support, communication and AAC devices, and long range planning for school improvement and professional development. Ongoing support is provided as identified by a needs assessment or at the request of staff.*

Professional Development	School		
	2013–14	2014–15	2015–16
Total days/year	N/A	N/A	5

### Professional Development (Mira Mesa)

*Staff development days are planned company-wide for two full days before school starts. This training includes best practices in lesson planning and development, behavior support, communication and AAC devices, and long range planning for school improvement and professional development. Ongoing support is provided as identified by a needs assessment or at the request of staff.*

Professional Development	School		
	2013–14	2014–15	2015–16
Total days/year	5	5	5

### Professional Development (Point Loma)

*Staff development days are planned company-wide for two full days before school starts. This training includes best practices in lesson planning and development, behavior support, communication and AAC devices, and long range planning for school improvement and professional development. Ongoing support is provided as identified by a needs assessment or at the request of staff.*

Professional Development	School		
	2013–14	2014–15	2015–16
Total days/year	5	5	5

## Textbooks & Instructional Materials

(Reference to pg. 7)

Class	Grade	Book	Publisher	Year	ISBN	# We Have	# We Need	DB or CC	Students in the Class
<b>MATH</b>									
**Alg Exploration 9th		Algebra Connection Vol 1&2			9781931287470		3		Ryan, Arnoldo, Hudson
Geometry		California Geometry	Prentice Hall Math		9780132031226		2		Nathaniel, Maven
Algebra		California Algebra 1	Prentice Hall Math	2008	9780132031219		1		Ki
Int. Math I (Ace)		Int. CME Project: I	Pearson		9781256694656	2	2		Amanda, Cameron
Int. Math I (Ace) TE		Int. CME Project: I – TEACHER’S EDITION	Pearson		9781256745440	1			
Int. Math II (Ace)		Int. CME Project: II	Pearson		9781256694663	1	1		<u>Hojun</u>
Int. Math I (Ace) TE		Int. CME Project: II – TEACHER’S EDITION	Pearson		9781256745457	1			
Int. Math III (Ace)		Int. CME Project: III	Pearson		9781256694762	1			
Int. Math III (Ace) TE		Int. CME Project: III – TEACHER’S EDITION	Pearson		9781256745464	1			
App Math	9 <sup>th</sup> – 10 <sup>th</sup>	Pacemaker Practical Mathematics	Pearson		9780130243188		3	CC	Hannah, Nic, Derrick
App Math	11 <sup>th</sup> – 12 <sup>th</sup>	Consumer Math	AGS		0785429433		2	CC	Jillian, Kylie
<b>ENGLISH</b>									
English 9	9 <sup>th</sup>	The Language of Literature (Orange)	McDougal Littell		0618170340	4	3 (2)		Ryan, Arnoldo, Denise, **Hannah, **Nic
	9 <sup>th</sup>	The Language of Literature: Teacher’s Edition (Orange)	McDougal Littell			1			
English 9 (OLDER EDITION)	9 <sup>th</sup>	The Language of Literature (Brown)	McDougal Littell		0395737044	1			
English 10	10 <sup>th</sup>	The Language of Literature (Blue)	McDougal Littell		0618170405	2	(1)		**Derrick
	10 <sup>th</sup>	The Language of Literature: Teacher’s Edition (Blue)	McDougal Littell		0618170391	1			
English 10 (OLDER EDITION)	10 <sup>th</sup>	The Language of Literature (Purple)	McDougal Littell		0395737052	3			
English 10	10 <sup>th</sup>	Language Network	McDougal Littell	2001	0618052623				
American Literature	11 <sup>th</sup>	The Language of Literature: American Literature (Yellow)	McDougal Littell		0618690204	1	2 (1)		Maven, Ki, **Hojun
World Literature	12 <sup>th</sup>	The Language of Literature: World Literature (Brown)	McDougal Littell		9780618690237		2 (2)		Nathaniel, Cameron, **Jillian, **Kylie,



**Reading Development		English for the World of Work		2006	0785430741	1			
<b>SOCIAL SCIENCE</b>									
<u>Mdm Wld Hist&amp;Geo</u>	9 <sup>th</sup> or 10 <sup>th</sup>	Modern World History CA Edition: Patterns of Interactions			9780618184880	3	3	DB	Ryan, Arnoldo, Denise
		Modern World History CA Edition: Patterns of Interactions (Teacher's Edition)				1			
<u>Appl Wld Hist&amp;Geo</u>	9 <sup>th</sup> or 10 <sup>th</sup>	Pacemaker: World Geography and Cultures			9780130236746	4	1	CC	Derrick
		Pacemaker: World Geography and Cultures (Teacher's Edition)				1			
<u>US Hist&amp;Geo</u>	11 <sup>th</sup>	The Americans: Reconstruction to the 21st Century			9780618689873	4	1	DB	Maven
		The Americans: Reconstruction to the 21st Century (Teacher's Edition)				1			
<u>Appl US Hist&amp;Geo</u>	11 <sup>th</sup>	American History	McDougal Littell	2008	9780618556717		0		
<u>US Gov (1 Sem)</u>	12 <sup>th</sup>	United States Government: Democracy in Action	Glencoe/McGraw-Hill		0028221486	2	2	DB	Nathaniel, Cameron
<u>Econ (1 Sem)</u>	12 <sup>th</sup>	ECONOMICS: PRINCIPLES IN ACTION	Prentice Hall	2003	0130630853	2	0	DB	
<u>Appl Econ</u>	12 <sup>th</sup>	Economics: Today and Tomorrow			007874766X			CC	
<u>Appl Gov</u>	12 <sup>th</sup>	Civics Today: Citizenship, Economics, and You	Glencoe/McGraw-Hill					CC	
<b>SCIENCE</b>									
Earth Science		Holt Earth Science: California Edition	Holt, Rinehart and Winston	2007	0030922070		2	DB	
Biology		BSCS Biology : A Human Approach	Kendall Hunt Publishing Company	2004	0787286850		0	DB	
Chemistry		Chemistry: California Edition	Prentice Hall	2006	9780132013048		4	DB	
Applied Science	9 <sup>th</sup> – 10 <sup>th</sup>	General Science	AGS Pearson	2006	0785436464		2	CC	
Applied Science	11 <sup>th</sup> – 12 <sup>th</sup>	Health	Prentice Hall Pearson	2007	0133672506		2	CC	
<b>**ELECTIVES</b>									
<u>Alg Exploration 9th</u>		Algebra Connection Vol 1&2			9781931287470		3		Ryan, Arnoldo, Hudson
<u>Transition Skills 11-12</u>	11 <sup>th</sup> -12 <sup>th</sup>	Everyday Life Skills		2001	0785425527	1			



TE: Transition Skills 11-12	11 <sup>th</sup> 12 <sup>th</sup>	Everyday Life Skills: Teachers Edition		2001	0785425535	1			
Reading Development		English for the World of Work		2006	0785430741	1			
UNSURE									
		Life Skills Math	AGS		0785429344	1			
		Life Skills Math: Teacher's Edition	AGS		0785429352	1			
		World History	AGS		0785422129	2			
		World Literature	Pacemaker		0130247308	1			
		World Literature (Teacher's Edition)	Pacemaker						
		World Literature	AGS		0785418288	1			
		World Literature (Teacher's Edition)	AGS						
		Connecting Math Concepts: Level C	Macmillan/ McGraw-Hill		0574156542	1			
		General Science		2001	0130234346	3			
		Holt Earth Science	Holt, Rinehart and Winston	2008	0030366976	1			
		Modern Chemistry	Holt, Rinehart and Winston	2009	0030367867	4			
		Holt Chemistry: Visualizing Matter - Technology Edition	Holt, Rinehart and Winston	2000	0030520029	2			