

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Banyan Tree Foundations School-San Diego

Address: 3450 Clairemont Drive, SD 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2018–19)

| | |
|--|---|
| School Name | Banyan Tree Foundations Academy-San Diego |
| Street | 3450 Clairemont Drive |
| City, State, Zip | San Diego, CA 92117 |
| Phone Number | 858-367-5430 |
| Principal | Muriel Bianchi |
| E-mail Address | mbianchi@banyantlc.org |
| Web Site | www.banyantlc.org |
| County-District-School (CDS) Code | 37-68338-0133546 |

School Description and Mission Statement (School Year 2018–19)

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 2017–18)

| Grade Level | Number of Students |
|---------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 3 |
| Grade 4 | 4 |
| Grade 5 | 2 |
| Grade 6 | 4 |
| Grade 7 | 1 |
| Grade 8 | 3 |
| Ungraded Elementary | 0 |

| | |
|---------------------------|----|
| Grade 9 | 7 |
| Grade 10 | 6 |
| Grade 11 | 5 |
| Grade 12 | 8 |
| Ungraded Secondary | 0 |
| Total Enrollment | 43 |

Student Enrollment by Student Group (School Year 2017–18)

| Student Group | Percent of Total Enrollment |
|--|------------------------------------|
| Black or African American | 7% |
| American Indian or Alaska Native | 2% |
| Asian | 14% |
| Filipino | 2% |
| Hispanic or Latino | 21% |
| Native Hawaiian or Pacific Islander | 2% |
| White | 51% |
| Two or More Races | 28% |
| Socioeconomically Disadvantaged | 9% |
| English Learners | 19% |
| 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

| Teachers | School 2016–17 | School 2017–18 | School 2018–19 |
|---|-----------------------|-----------------------|-----------------------|
| With Full Credential | 5 | 5 | 5 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016–17 | 2017–18 | 2018–19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

| 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% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

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

School Facility Conditions and Planned Improvements

*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*

The building is deep cleaned twice a year. Regular cleaning of the buildings and restrooms occurs 2-3 times per week. Completed painting on the interior in 2016, all new flooring was 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 five classrooms for one on one teaching, media/learning center created, multipurpose room created.

- Description of any planned or recently completed facility improvements*

Starting during the summer of 2017, playground equipment area upgraded, upgraded window systems and new blacktop on the west side of the parking lot. A new handicapped ramp was installed in 2018 for access into one of the classrooms. Additional walkways and stairs were also added for improved exiting. Classrooms have received new window treatments for sun protection and flexibility with lighting.

• *Description of any needed maintenance to ensure good repair*
 The school has a regular landscaping company for maintenance and repairs. Ongoing cleaning and maintenance are conducted by a private agency twice a week.

School Facility Good Repair Status

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: Jan 2019

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | HVAC inspected 2018 |
| Interior: Interior Surfaces | x | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | x | | | Regular pest control services |
| Electrical: Electrical | x | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | x | | | |
| Safety: Fire Safety, Hazardous Materials | x | | | |
| Structural: Structural Damage, Roofs | x | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | x | | | Windows replaced, blacktop for playground resurfaced. Gazebo and new benches constructed, professional landscaping put around gazebo area. |

Overall Facility Rate

Year and month of the most recent FIT report: Jan 2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016–17 | School 2017–18 | State 2016–17 | State 2017–18 |
|---|-------------------|-------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 48.52 | 49.26 |
| Mathematics (grades 3-8 and 11) | -- | -- | 37.14 | 38.13 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 22 | -- | -- | -- |
| Male | 15 | -- | -- | -- |
| Female | 7 | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 13 | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 22 | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 22 | -- | -- | -- |
| Male | 15 | -- | -- | -- |
| Female | 7 | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 13 | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 22 | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2016–17 | School 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | -- | N/A | N/A |

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

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

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

Career Technical Education (CTE) Programs (School Year 2017–18)

Use this space to provide information about Career Technical Education (CTE) programs including:

- In a transition program there are specific classes that offer cooking, budgeting, time management and communication skills.*
- Individuals participate in a community based training/transition program to increase independence and skills in the community. Students may also work or volunteer in a supported employment environment within a field of interest. To acquire independent living skills, a student may participate in transition skills units in personal and life management from the James Stanfield Transition Curriculum which includes the following topics: identifying strengths, effective communication skills, using positive self-talk, maintaining good health, budgeting, using transportation, citizenship skills, and how to handle a crisis. Life Centered Education: Skills for the 21st Century is also used for transition skills. This curriculum covers the following domains: daily living skills, self-determination skills and interpersonal skills and employment skills. The Department of Rehabilitation is a program that provides assistance in the areas of employment and independent living skills.*
- Each student is addressed by their individual needs based on level of ability and interests. To promote independence, some students may work on daily living needs that are more practical which may include self-help skills (e.g. hygiene, fine motor, gross motor etc.). In addition, interest inventory assessments are given to help guide the students to areas of strengths and interest.*
- Within an Individual Transition Program (ITP) that is included in their IEP, there is preparation for onsite and offsite training or instruction, employment, and independent living skills. Most of those areas have IEP goals that pertain to the student’s needs.*

Career Technical Education (CTE) Participation (School Year 2017–18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 26 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 8% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 23% |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 4% |

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 2017–18)

| 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

Parents are encouraged to meet with teachers on a regular basis, schedule visits to the classrooms, and contact the teacher via email at any time. The principal holds periodic meetings with parents in order to support the school and the students and to address parental concerns.

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)

| Indicator | School 2014–15 | School 2015–16 | State 2014–15 | State 2015–16 |
|-----------------|-------------------|-------------------|------------------|------------------|
| Dropout Rate | 0% | 0% | 10.7% | 9.7 % |
| Graduation Rate | 0% | 8% | 82.27% | 83.77 % |

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

| Indicator | School 2016–17 | State 2016–17 |
|-----------------|-------------------|------------------|
| Dropout Rate | 0% | 9.1% |
| Graduation Rate | 0% | 82.7% |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

| Student Group | School | State |
|-------------------------------------|--------|-------|
| All Students | 0% | 82.7% |
| Black or African American | 0% | 73% |
| American Indian or Alaska Native | 0% | 68.2% |
| Asian | 0% | 93.1% |
| Filipino | 0% | 93.0% |
| Hispanic or Latino | 0% | 80.3% |
| Native Hawaiian or Pacific Islander | 0% | 81.8% |
| White | 0% | 87.3% |
| Two or More Races | 0% | 83.8% |
| Socioeconomically Disadvantaged | 0% | 69.9% |
| English Learners | 0% | 67.1% |
| Students with Disabilities | 0% | 65.0% |
| Foster Youth | 0% | 50.8% |

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

| Rate | School 2015– 16 | School 2016– 17 | School 2017– 18 | State 2015– 16 | State 2016– 17 | State 2017– 18 |
|-------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|----------------------|
| Suspensions | 0% | 2% | 0% | 3.7 % | 3.7 % | 3.6% |
| Expulsions | 0% | 0% | 0% | 0.1% | 0.1 % | 0.08% |

School Safety Plan (School Year 2018–19)

The School Safety Plan was developed in February of 2016 when the new school was opened. It was reviewed by the staff, which included the teacher, administrative assistant, and aide in February of 2017. 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) (School Year 2015–16)

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

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

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

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

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

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 4 | 6 | 0 | 0 |
| Mathematics | 4 | 6 | 0 | 0 |
| Science | 6 | 3 | 0 | 0 |
| Social Science | 6 | 3 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 2-3 | 2 | 0 | 0 |
| Mathematics | 2-3 | 2 | 0 | 0 |
| Science | 2-3 | 2 | 0 | 0 |
| Social Science | 2-3 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 2 | 3 | 0 | 0 |
| Mathematics | 2 | 3 | 0 | 0 |
| Science | 3 | 2 | 0 | 0 |
| Social Science | 3 | 3 | 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 2017–18)

| 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) | .5 | 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 | 1.5 | N/A |
| Resource Specialist (non-teaching) | N/A | N/A |
| Other | 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 2016–17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$4,571 | 0 | \$4,571 | \$31,764 |
| State | N/A | N/A | \$7,125 | \$79,128 |
| Percent Difference – School Site and State | -- | -- | 64.2% | 40.1% |

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

Types of Services Funded (Fiscal Year 2017-18)

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

Advanced Placement (AP) Courses (School Year 2017–18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------------------------------|--------------------------------------|--|
| Computer Science | N/A | N/A |
| English | N/A | N/A |
| Fine and Performing Arts | N/A | N/A |
| Foreign Language | N/A | N/A |
| Mathematics | N/A | N/A |
| Science | N/A | N/A |
| Social Science | N/A | N/A |
| All Courses | N/A | N/A |

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

*Where there are student course enrollments of at least one student.

Professional Development

Staff development days are company-wide and are planned for six full days throughout the year. This training includes ProAct (behavior training), best practices in lesson planning for school improvement and professional development through conference attendance, special education and how it impacts learning, individual mentoring etc. Ongoing support is provided as identified by a needs assessment or at the request of staff through in class coaching, teacher evaluations, teacher-principal conferences and student performance data reporting and evaluation.

| Grade Level | Core Subject Abbreviation | Current Textbooks and Instructional Materials (use Exact Title of Publication) | Publication Date |
|--------------------|----------------------------------|---|-------------------------|
| K | ELA | Benchmark Advance TRS Units 1-10 CA Ed | 2017 |
| K | ELA | Benchmark Advance (Grade K) ELD TRS CA Ed | 2015 |
| K | ELA | Benchmark Advance (Grade K) Language Mini Lessons Handbook | 2017 |
| K-3 | MAT | Math Diagnosis and Intervention System Part 1, Booklets A-E | 2011 |
| 1 | MAT | Envision Math, Grade 1, Student Edition | 2007 |
| 1 | MAT | Envision Math Homework Workbook Grade 1 | 2007 |
| 1 | MAT | California Mathematics | 2009 |
| 1 | MAT | Go Math! Student Edition Grade 1 | 2012 |
| 1 | ELA | Benchmark Advance Small Group Package (Grade 1) | 2015 |
| 1 | ELA | Benchmark Advance (Grade 1) ELD TRS CA Ed | 2015 |
| 1 | ELA | Benchmark Advance (Grade 1) TRS Units 1-10 CA Ed | 2017 |
| 1 | SS | California History-Social Studies: School & Family Grade 1 | 2007 |
| 1 | SCI | California Science: Grade 1 | 2005 |
| 1.1 | ELA | Legacy of Literacy-Reading:Here We Go-California | 2005 |
| 1.2 | ELA | Legacy of Literacy-Reading:Let's Be Friends-California | 2003 |
| 1.3 | ELA | Legacy of Literacy-Reading:Surprises-California | 2003 |
| 1.4 | ELA | Legacy of Literacy-Reading: Treasures-California | 2003 |
| 1.5 | ELA | Legacy of Literacy-Reading: Wonders-California | 2003 |
| 2 | MAT | EnVision Math, Grade 2 | 2009 |
| 2 | MAT | enVision Math 2009 Homework Workbook Grade 2 | 2007 |
| 2 | MAT | California Mathematics | 2009 |
| 2 | MAT | Mathematics, Ca Ed. with Ca Standards Handbook | 2002 |
| 2 | MAT | Mathematics, Ca Ed. with Ca Standards Handbook | 2002 |
| 2 | ELA | Benchmark Advance Grade 2 Small Group Package | 2017 |
| 2 | ELA | Benchmark Advance Grade 2 TRS Units 1 - 10 | 2017 |
| 2 | ELA | Benchmark Advance Intervention | 2010 |
| 2 | ELA | Benchmark Advance Writing & Language Handbook | 2010 |
| 2 | ELA | Benchmark Advance (Gr 2) Texts for ELD | 2015 |
| 2 | ELA | Benchmark Advance (Gr 2) Read Aloud Handbook | 2015 |
| 2.2 | ELA | Reading: Adventures-California | 2003 |
| 2.1 | ELA | Reading: Delights-California | 2003 |
| 2.1 | MAT | GO Math! Student Edition Set Grade 2 Vol 1 | 2015 |
| 2.2 | MAT | GO Math! Student Edition Set Grade 2 Vol 2 | 2015 |
| 2 | SS | California History-Social Studies: Neighborhoods: Grade 2 | 2007 |
| 2 | SS | Harcourt School Publishers Reflections California : Student Edition Grade 2 Reflections | 2007 |

| | | | |
|-----|------|---|------|
| 2 | SCI | California Science: Grade 2 [DOLPHIN] | 2005 |
| 2 | SCI | Science, Grade 2 Worktexts: Houghton Mifflin Science California | 2007 |
| 2 | SCI | California Science | 2008 |
| 3 | MAT | enVisionMATH Common Core: Grade 3 TE Topics 1-16 | 2015 |
| 3 | MAT | enVisionMATH Common Core: Grade 3 Overview | 2015 |
| 3 | MAT | enVision Math Workbook | 2015 |
| 3 | MAT | enVision Math Textbook | 2016 |
| 3 | Math | California Mathematics | 2009 |
| 3 | ELA | Benchmark Advance Grade 3 Small Group Package | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 ELD TRS CA Ed | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 TRS Vol 1 CA Ed | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 TRS Vol 2 CA Ed | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 TRS Vol 3 CA Ed | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 TRS Vol 4 CA Ed | 2017 |
| 3 | ELA | Benchmark Advance Grade 3 TRS Vol 5 CA Ed | 2017 |
| 3.1 | ELA | Reading-Rewards-California | 2003 |
| 3.2 | ELA | Reading: Horizons-California | 2003 |
| 3 | ELA | National Geographic, Reach Level D | 2011 |
| 3 | ELA | National Geographic Reach Level D-Practice Book | 2011 |
| 3 | ELA | National Geographic, Reach Level D-Cross Curricular Teamwork Activities | 2011 |
| 3 | ELA | National Geographic, Reach Level D-Language & Literacy, Teamwork Activities | 2011 |
| 3 | ELA | National Geographic, Reach Level D-Teacher's Edition, Vol 1 | 2011 |
| 3 | ELA | National Geographic Reach Level D-Teacher's Edition, Vol 2 | 2011 |
| 3.1 | MAT | GO Math! Student Edition Set Grade 3 Vol 1 | 2015 |
| 3.2 | MAT | GO Math! Student Edition Set Grade 3 Vol 2 | 2015 |
| 3 | SCI | California Science: Grade 3 [PENGUIN] | 2005 |
| 3 | SCI | California Science: Grade 3 | 2005 |
| 3 | SS | History-Social Science: Communities (CA Edition) [OTTER] | 2007 |
| 3 | SS | California History-Social Studies: Communities Grade 3 | 2005 |
| 3 | SS | Reflections California : Student Edition Reflections | 2007 |
| 4 | ELA | Benchmark Advance Small Group Package (Grade 4) | 2015 |
| 4 | ELA | Benchmark Advance Grade 4 ELD TRS CA Ed | 2017 |
| 4 | ELA | Benchmark Advance (Grade 4) TRS Vol 1 CA Ed | 2015 |
| 4 | ELA | Benchmark Advance (Grade 4) TRS Vol 2 CA Ed | 2015 |
| 4 | ELA | Benchmark Advance (Grade 4) TRS Vol 3 CA Ed | 2015 |
| 4 | ELA | Benchmark Advance (Grade 4) TRS Vol 4 CA Ed | 2015 |
| 4 | ELA | Benchmark Advance (Grade 4) TRS Vol 5 CA Ed | 2015 |

| | | | |
|-------|------|--|------|
| 4 | ELA | Benchmark Advance (Gr 4) Texts for ELD | 2015 |
| 4 | ELA | Benchmark Advance (Gr 4) Readers Theatre | 2017 |
| 6-Apr | MAT | Math Diagnosis and Intervention System Part 2, Booklets F-J | 2011 |
| 4 | MAT | enVisionMATH Common Core: Grade 4 TE Topics 1-16 | 2015 |
| 4 | MAT | enVision Math Teacher's Resource Masters | 2015 |
| 4 | MAT | enVision Math Common Core Reteaching and Practice Workbook | 2015 |
| 4 | MAT | enVisionMATH Common Core: Grade 4 (CA Edition) | 2015 |
| 4.1 | MAT | GO Math! Student Edition Set Grade 4 Vol 1 | 2015 |
| 4.2 | MAT | GO Math! Student Edition Set Grade 4 Vol 2 | 2015 |
| 4 | MAT | California Mathematics | 2009 |
| 4 | SS | History-Social Science: California Studies (CA Edition) [Bear] | 2007 |
| 4 | SS | Harcourt School Publishers Reflections California : Student Edition 'Lifornia' Reflections Grade 4 | 2007 |
| 4 | SCI | California Science: Grade 4 [Bear] | 2005 |
| 4 | SCI | California Science Interactive Text Grade 4 Level 4 | 2007 |
| 4 | SCI | Science, Calif Ed. | 2000 |
| 4 | SCI | Science, Calif Ed., Teacher's Edition | 2000 |
| 5 | ELA | Benchmark Advance Small Group Package (Grade 5) | 2015 |
| 5 | ELA | Benchmark Advance ELD (Grade 5) TRS CA Ed | 2015 |
| 5 | ELA | Benchmark Advance TRS (Gr 5) Units 1-10, CA Ed | 2017 |
| 5 | ELA | Benchmark Advance Read Aloud Handbook | 2017 |
| 5 | ELA | Benchmark Advance (Gr 5) Readers Theatre | 2017 |
| 5 | MAT | California HSP Math | 2009 |
| 5.1 | MAT | GO Math! Student Edition Set Grade 5 Vol 1 | 2015 |
| 5.2 | MAT | GO Math! Student Edition Set Grade 5 Vol 2 | 2015 |
| 5 | MAT | enVisionMATH Common Core: Grade 3 TE Topics 1-16 | 2015 |
| 5 | MAT | enVisionMATH Common Core: Grade 5 (CA Edition) Workbook | 2012 |
| 5 | MAT | enVisionMATH Common Core: Grade 5 (CA Edition) Implementation Guide | 2012 |
| 5 | MAT | enVisionMATH Common Core: Grade 5 (CA Edition) Textbook | 2012 |
| 5 | MAT | California Mathematics | 2009 |
| 5 | SS | California History-Social Studies: United States History--Early Years | 2007 |
| 5 | SCI | California Science: Grade 5 | 2007 |
| 5 | SS | History-Social Science: US History – Early Years (CA Edition) [Eagle] | 2007 |
| 5 | SCI | California Science: Grade 5 [Ram] | 2005 |
| 5 | HIST | Early US Social Studies | 2002 |

| | | | |
|-------|-----------------|---|------|
| 5 | Hist | Horizons US History: Beginnings | 2003 |
| 5 | Hist | Social Studies, US History Early Years | 2005 |
| 5 | History | World History | 2008 |
| 5 | Gov | We the People:Gov in America | 2002 |
| 6 | ELA | Reading: Triumphs- California | 2003 |
| 6 | English Comp | Composition Handbook, English, Communication Skills in the New Millennium, level 2, Gr 6 | 2002 |
| 6 | Lit | Prentice Hall Literature | 2007 |
| 6 | Lit | Prentice Hall Literature, Teachers Ed | 2007 |
| 6 | ELA | Benchmark Advance Grade 6 Small Group | 2017 |
| 6 | ELA | Benchmark Advance ELD Package (Grade 6) | 2015 |
| 6 | ELA | Benchmark Advance (Grade 6) Vol 1 CA Ed | 2017 |
| 6 | ELA | Benchmark Advance (Grade 6) Vol 2 CA Ed | 2017 |
| 6 | ELA | Benchmark Advance (Grade 6) Vol 3 CA Ed | 2017 |
| 6 | ELA | Benchmark Advance (Grade 6) Vol 4 CA Ed | 2017 |
| 6 | ELA | Benchmark Advance TRS (Grade 6) Vol 5 CA Ed | 2017 |
| 6 | ELA | Benchmark Advance TRS (Gr 6) Units 1-10 CA Ed | 2015 |
| 6 | ELA | Benchmark Advance (Gr 6) Readers Theatre | 2017 |
| 6 | MAT | Math 76: An Incremental Development | 2002 |
| 6 | MAT | Big Ideas Math: Common Core Green (Grade 6) | 2014 |
| 6 | MAT | Real Math, Practice Workbook | 2007 |
| 6 | SS | California Vistas: Ancient Civilizations | 2007 |
| 6 | SS | Ancient Civilizations Reflections | 2007 |
| 6 | SS | Social Studies (Teacher's Edition) | 2000 |
| 6 | SS | Social Studies | 2000 |
| 6 | SCI | California Science: Grade 6 [Fossil] | 2006 |
| 6 | SCI | California Earth Science, Reading & Notetaking Guide, Level A | 2007 |
| 6 | SCI | California Science : Grade 6, Interactive Text | 2007 |
| 6 | Science | Science Explorer | 2011 |
| 6 | History | Social Studies, US History (Teacher's Edition) | 2006 |
| 6 | Lit | Literature, Timeless Voices, Timeless Themes (Copper Level) | 2005 |
| 6 | Lit | Literature, Timeless Voices, Timeless Themes (Teacher's Edition) | 2003 |
| 8-Jun | Hist | US History Beginnings to 1877 | 2007 |
| 7 | ELA | The Language of Literature | 2002 |
| 7 | ELA | Prentice Hall Literature - Bronze | 2002 |
| 7 | ELA | Literature & Language Arts, 1 st Course | 2003 |
| 7 | Lit | Literature, Timeless Voices, Timeless Themes, Plantinum level, Calif. Ed. | 2002 |
| 7 | Lit | Literature, Timeless Voices, Timeless Themes, Plantinum level, Calif. Teachers Ed. | 2002 |
| 7 | MAT | Big Ideas Math: Common Core Red (Grade 7) | 2014 |

| | | | |
|-------|------------|--|------|
| 7 | MAT | Big Ideas Math: Common Core Red Teachers | 2014 |
| 7 | SS | World History: Medieval to Early Modern Times | 2006 |
| 7 | SS | World History: Medieval and Early Modern Times | 2006 |
| 7 | SS | The World and its People | 2005 |
| 7 | SCI | Holt Life Science- California Edition | 2007 |
| 7 | SCI | California Life Science, Reading & Notetaking Guide, Level A | 2007 |
| 8 | ELA | Literature: Timeless Voices, Timeless Themes Silver Edition | 2002 |
| 8 | ELA | The Interactive Reader | 2000 |
| 8 | ELA | Literature & Language Arts, 2 nd Course | 2003 |
| 8 | Literature | The Language of Literature (Teacher's Edition) | 2002 |
| 8 | Lit | Literature, Timeless Voices, Timeless Themes, Calif Ed, Silver Level | 2002 |
| 8 | Lit | Literature, Timeless Voices, Timeless Themes, Silver Level | 2002 |
| 8 | Lit | Literature, Timeless Voices, Timeless Themes, Calif Teachers Ed, Silver Level | 2002 |
| 8 | MAT | Big Ideas Math: Common Core Blue (Grade 8) | 2014 |
| 8 | MAT | California Algebra 1 | 2008 |
| 8 | MAT | California Pre-Algebra | 2009 |
| 8 | Lit | Literature, Timeless Voices, Timeless Themes, Annotated Teachers Ed., Silver Level | 2002 |
| 8 | SS | United States History: California Edition / Independence to 1914 | 2006 |
| 8 | SCI | Holt California Physical Science | 2007 |
| 8 | SCI | Motion, forces, and Energy-Science Explorer | 2011 |
| 8 | Hist | America History of our Nation Independence through 1914-Teacher's Edition | 2006 |
| 8 | Hist | America History of our Nation Independence through 1914-California | 2006 |
| 9-Jun | History | World History, The Human Experience, The Modern ERA | 2001 |

| Grade Level | Core Subject Abbreviation | Current Textbooks and Instructional Materials (use Exact Title of Publication) | Publication Date |
|---------------------------------------|----------------------------------|---|-------------------------|
| 9 th | Alg Exploration | Algebra Connection Vol 1&2 | 2006 |
| 9 th | Geometry | California Geometry | 2007 |
| 9 th | Algebra | California Algebra 1 | 2008 |
| 9 th - 10 th | Int. Math I | Int. CME Project: I | 2013 |
| 9 th - 10 th | Int. Math I | Int. CME Project: I – TEACHER’S EDITION | 2013 |
| 9 th - 10 th | Int. Math II | Int. CME Project: II | 2013 |
| 9 th - 10 th | Int. Math II | Int. CME Project: II – TEACHER’S EDITION | 2013 |
| 9 th | English | Literature for CA | 2008 |
| 9 th | English | The Language of Literature (Orange) | 2004 |
| 9 th | English | The Language of Literature: Teacher’s Edition (Orange) | 2004 |
| 9 th | English | The Interactive Reader, Writer | 2008 |
| 9 th | English | The Interactive Reader, Writer w/Strategic Reading Support | 2008 |
| 9 th | Lit | The Interactive Reader, The Language of Literature | 2008 |
| 9 th | Lit | The Interactive Reader, Reader Plus | 2008 |
| 9 th - 10 th | Hist | Modern World History CA Edition: Patterns of Interactions (Teacher’s Edition) | 2006 |
| 9 th - 10 th | Hist | Modern World History CA Edition: Patterns of Interactions | 2006 |
| 9 th - 10 th | Hist | Modern World History--Patterns of Interactions: Teacher Ed | 2008 |
| 9 th - 10 th | Hist | Journey Across Time | 2008 |
| 9 th - 10 th | Appl Hist&Geo | Pacemaker: World Geography and Cultures | 2001 |
| 9 th - 10 th | Appl Hist&Geo | Pacemaker: World Geography and Cultures (Teacher’s Edition) | 2003 |
| 9 th - 10 th | SCI | General Science, Teacher Edition | 2004 |
| 9 th - 10 th | SCI | General Science | 2004 |
| 9 th - 12 th | SCI | Holt Earth Science: California Edition | 2007 |
| 9 th - 12 th | SCI | Earth Science | 2008 |
| 9 th - 12 th | SCI | Biology : Human Biology: A Human Approach | 2003 |

| | | | |
|---------------------------------------|-------------------|---|------|
| 9 th - 12 th | SCI | Conceptual Physics | 2006 |
| 9 th - 12 th | SCI | Modern Chemistry | 2009 |
| 9 th - 12 th | SCI | Chemistry: Visualizing Matter – Technology Edition | 2000 |
| 9 th - 12 th | SCI | Chemistry: California Edition | 2007 |
| 9 th - 12 th | Spanish | Avancemos! Level 1 | 2007 |
| 9 th - 12 th | Spanish | Avancemos! Level 2 | 2007 |
| 9 th - 12 th | Economics | Economic Principles & Practices | 2008 |
| 9 th - 12 th | Economics | Contemporary Economics, Teacher Wraparound Edition | 2005 |
| 9 th - 12 th | Economics | Economics, Concepts, & Choices (Teacher's Edition) | 2008 |
| 9 th - 12 th | Gov't | Constitution Study Guide | 2006 |
| 9 th - 12 th | Gov't | Constitution Study Guide-Teacher's Manual | 2006 |
| 9 th - 12 th | Gov't | US Supreme Court Case Studies | 2006 |
| 9 th - 12 th | Gov't | US Government, Principles in Practica-Student Case Book | 2010 |
| 9 th - 12 th | Gov't | US Government, Principles in Practica-Differentiated Instruction, Teacher Mgmt System | 2010 |
| 9 th - 12 th | Gov't | US Government-Interactive & Study Guide | 2010 |
| 9 th - 12 th | Gov't | US Government- Guided Reading Activities w/Answer Key | 2010 |
| 9 th - 12 th | Gov't | US Government-Principle in Practice | 2012 |
| 9 th - 12 th | Gov't | Magruder's American Government-Guided Reading & Review Workbook | 2003 |
| 9 th - 12 th | Math | Holt Algebra 2 | 2004 |
| 9 th - 12 th | Nutrition | Food For Today | 2006 |
| 9 th - 12 th | Construction Tech | Carpentry Fundamentals | 2006 |
| 10 th | SCI | BSCS Biology : A Human Approach | 2004 |
| 10 th | Literature | Literature for CA | 2008 |
| 10 th | Literature | The Language of Literature | 2000 |
| 10 th | Literature | The Language of Literature (Teacher's Edition) | 2000 |
| 10 th | Literature | Literature, Timeless Voices, Timeless Themes, | 2002 |

| | | | |
|--|-----------------|---|------|
| | | Plantinum level, Tennessee Lesson Planner | |
| 10 th | English | Language Network | 2001 |
| 10 th | English | The Interactive Reader, Plus | 2000 |
| 10 th | English | The Interactive Reader, Plus w/Additional Support | 2000 |
| 10 th | English | Composition Handbook, English, Communication Skills in the New Millennium, level 2 | 2002 |
| 10 th | Grammar | Writer's Choice Grammar and Composition | 2005 |
| 10 th | Writing/Grammar | Writing & Grammar, Communication in Action, Platinum Level | 2001 |
| 10 th | History | Traditions and Encounters : A Global Perspective on the Past 3 rd Ed | 2006 |
| 10 th | Health | Glencoe Health: Guide to Wellness | 1996 |
| 10 th | Driver Ed | Responsible Driving | 1997 |
| 10 th - 12 th | Int. Math III | Int. CME Project: III | 2013 |
| 10 th - 12 th | Int. Math III | Int. CME Project: III – TEACHER'S EDITION | 2013 |
| 10 th - 12 th | Music | Music: An Appreciation | 2008 |
| 10 th - 12 th | Psych | Understanding Psychology | 2008 |
| 11 th | Literature | The Language of Literature | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Teachers Ed, Vol 1 | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Teachers Ed, Vol 2 | 2002 |
| 11 th | Literature | World Literature (Teacher's Edition) | 2006 |
| 11 th | Literature | The Interactive Reader, American Lit | 2000 |
| 11 th | Literature | The Interactive Reader Plus American Lit | 2003 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Formal Assessment w/Test Bank Software | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Literary Analysis & Reading Transparencies | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Open Book Tests | 2002 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Test Preparation Workbook | 2000 |
| 11 th | Literature | Literature, Timeless Voices, Timeless Themes, The American Experience, Assessment Success Planning Guide | 2002 |

| | | | |
|--|------------|--|------|
| 11 th | Hist | The Americans: Reconstruction to the 21st Century | 2006 |
| 11 th - 12 th | Hist | American History | 2008 |
| 11 th - 12 th | Hist | Civics Today: Citizenship, Economics, and You | 2008 |
| 11 th - 12 th | Hist | Economics: Today & Tomorrow | 2008 |
| 11 th - 12 th | Gov't | American Government, Basic Principles of Constitution Transparencies-Guided Reading & Review Workbook | 2006 |
| 11 th - 12 th | Gov't | American Government, Section Support Transparency Pkg | 2007 |
| 11 th - 12 th | Transition | Everyday Life Skills | 2001 |
| 11 th - 12 th | Transition | Everyday Life Skills: Teachers Edition | 2006 |
| 11 th - 12 th | Transition | English For the World of Work | 2003 |
| 12 th | Literature | The Language of Literature: World Literature (Brown) | 2005 |
| 12 th | English | Language Network | 2001 |
| 12 th | English | Language Network, Answer Key | 2001 |
| 12 th | Hist | US Govt: Democracy in Action | 2003 |
| 12 th | Hist | American Anthem | 2009 |
| 12 th | Hist | American Anthem-Political Cartoons Activities for American History w/Answers | 2007 |
| 12 th | Economics | Economics-Principles in Action | 2003 |
| 12 th | Appl Econ | Economics: Today and Tomorrow | 2007 |
| 12 th | Appl Gov | Civics Today: Citizenship, Economics, and You 6th Ed. | 2010 |
| 9 th - 12 th | Appl Math | Life Skills Math | 2003 |
| 9 th - 12 th | Appl Math | Life Skills Math: Teacher's Edition | 2006 |
| 9 th - 12 th | Appl Math | How Money Works | 2017 |
| 9 th - 12 th | Appl Math | Pacemaker Practical Mathematics | 2004 |
| 9 th - 12 th | Appl Math | Consumer Mathematics | 2003 |
| 9 th - 12 th | ASL | Learning American Sign Language Level 1 | 2004 |
| 9 th - 12 th | ASL | ASL Vocabulary Builder, Vol.1 DVD | 2017 |
| 9 th - | ASL | ASL Vocabulary Builder, Vol.2 DVD | 2017 |

| | | | |
|---------------------------------------|-------------|---|------|
| 12 th | | | |
| 9 th - 12 th | ASL | Tricky Words in ASL:Homonyms, Vol.1 DVD | 2019 |
| 9 th - 12 th | ASL | Tricky Words in ASL:Homonyms, Vol.2 DVD | 2019 |
| 9 th - 12 th | ASL | Sign Language 101: A Beginner's Guide to American Sign Language DVD | 2017 |
| 9 th - 12 th | ASL | Common Expressions in ASL Vol.1 DVD | 2017 |
| 9 th - 12 th | ASL | Common Expressions in ASL Vol.2 DVD | 2017 |
| 9 th - 12 th | ASL | Emergency Medical Words & Sentences in ASL Vol.1 DVD | 2017 |
| 9 th - 12 th | ASL | Emergency Medical Words & Sentences in ASL Vol.2 DVD | 2017 |
| 9 th - 12 th | ASL | ASL Everyday Words: Activities & Events DVD | 2017 |
| 9 th - 12 th | ESL 1-2 | Champion Reader-Red | 2008 |
| 9 th - 12 th | ESL 3-4 | Champion Reader-Blue | 2008 |
| 9 th - 12 th | Transition | James Stanfield Curriculum, Vol 1 Personal Management | 2015 |
| 9 th - 12 th | Transition | James Stanfield Curriculum, Vol 2 Career Management | 2015 |
| 9 th - 12 th | Transition | James Stanfield Curriculum, Vol 3 Life Management | 2015 |
| 9 th - 12 th | Transition | English for the World of Work | 2003 |
| 9 th - 12 th | Special Ed. | Read Naturally SE | 2009 |
| 9 th - 12 th | Special Ed. | Wordly Wise 3000 Books 1-8, 2nd ed. | 2013 |
| 9 th - 12 th | Special Ed. | Target Study Skills | 2003 |