

2017–18
School Accountability Report Card



Bright Futures Academy-Adelanto

Building Who You Will Become!

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Bright Futures Academy-Adelanto

Address: 17960 Adelanto Rd., Adelanto, CA 92301

Principal: Cj Jacobson

Phone: 760-530-6168

Grade Span: K-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/fq/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

District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	Victor Valley Union High School District
Phone Number	760-955-3201
Superintendent	Dr. Ron Williams
Email Address	rwilliams@vvuhsd.org
Website	www.vvuhsd.org
Entity	Contact Information
District Name	Adelanto Elementary School District
Phone Number	760-246-8691
Superintendent	Dr. Amy Nguyen-Hernandez
Email Address	@DrAmy AESD Supt
Website	www.aesd.net

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	Bright Futures Academy-Adelanto
Street	17960 Adelanto Rd
City, State, Zip	Adelanto, CA 92301
Phone Number	760-530-6168
Principal	Cj Jacobson
Email Address	Cj.jacobson@brightfuturesnps.com
Website	Brightfuturesnps.com
County-District-School (CDS) Code	36 67587 6154496

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

Narrative provided by the LEA

Use this space to provide information about the school, its program, and its goals.

Bright Futures Academy-Adelanto, is a Non-Public School that provides standards based (Common Core) academics and counseling services to students with emotional disabilities, grade K-12. Students receive services, which include individual, group counseling as well as outside linkage and support systems. All students have a positive behavior intervention plan to teach new coping skills and strategies. Every classroom is equipped with a positive behavioral approach to teaching replacement behaviors through comprehensive intensive classroom management designed for students with intensive behavioral needs. All staff are responsible for supporting the classroom management plan implemented in each classroom and monitoring individual behavioral communication log that are provided to parents, staff and others as needed to increase communication from school to home in order to provide behavioral data related to the student's current status.

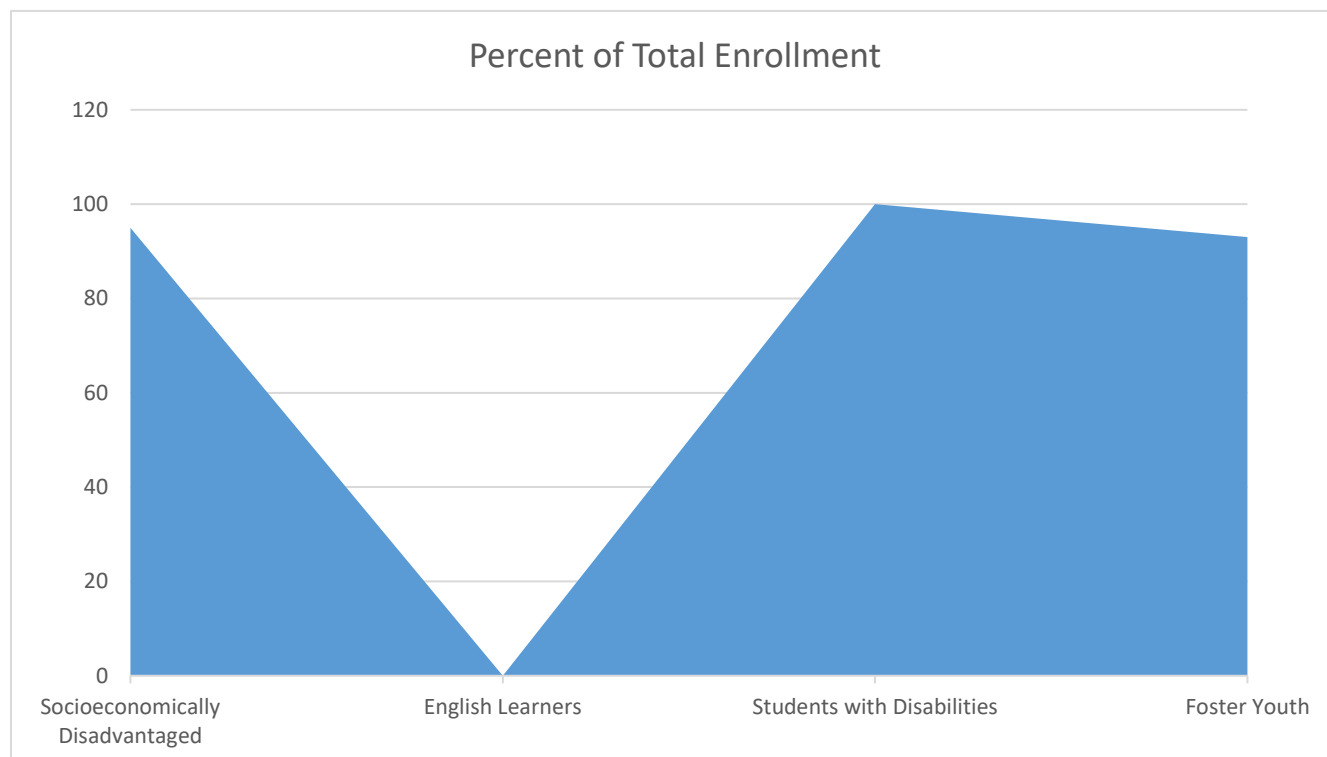
As a Designated Instructional Service (DIS), Career Education provides a comprehensive array of services to Bright Futures Academy-Adelanto students based on their assessed needs and stated preferences. The services are driven by the Individual Education Plan and Transition Plan for each student and are focused on the desired future outcomes. The

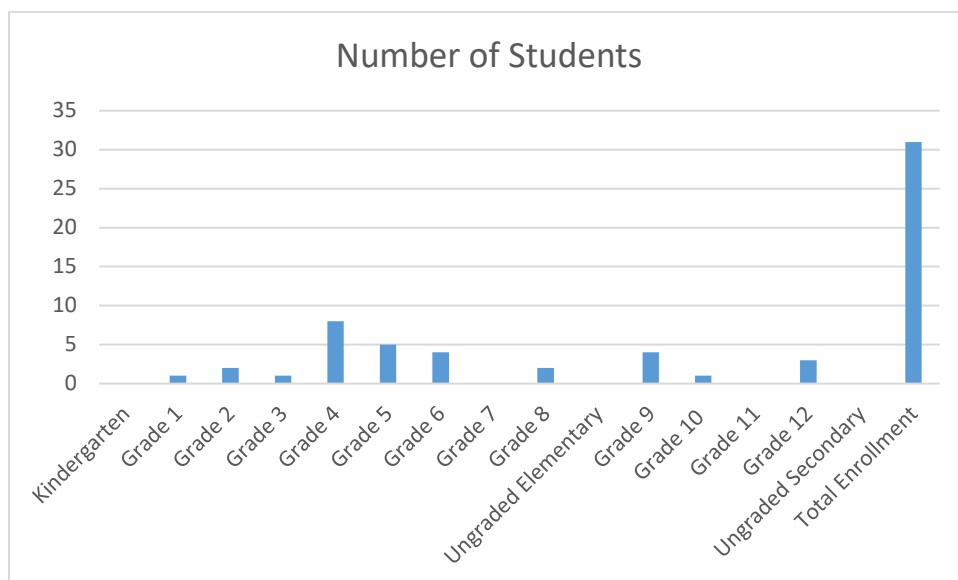
program promotes participation in community-based settings and fosters the acquisition of independent skills that are critical for students as they strive to achieve their goals, including a desirable quality of life as young adults. We provide flexible programming and customized curriculums to meet individual needs:

- We fulfill all requirements of each student's mandated IEP (Individualized Educational Program). The program has a full-time Teacher Assistant-2 (TA-2's), and credentialed teacher in every classroom. The program houses their own counselor and two behavior specialists. Speech and Language and Occupational Therapy is available if determined by the IEP.*

Our Goal(s): Increased collaboration with the Desert Mountain Special Education Local Plan Area (DM SELPA) to increase teacher's knowledge of student engagement, classroom management and different pedagogy; Increase staff participating in professional development; Increase student participation in state testing; Increase student engagement by conducting weekly Snapshots.

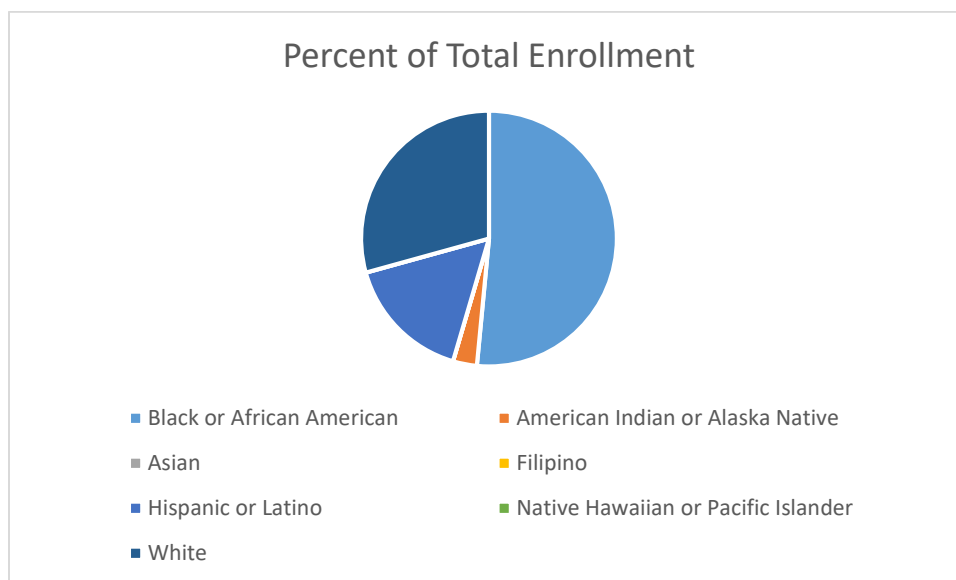
Mission: *Bright Futures Academy's mission is to provide a safe, personalized, and data-driven learning environment for special needs students. Empowering them to develop positive social skills and independent living skills necessary to transition into a less restrictive educational setting or into adulthood after completing high school.*





Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	1
Grade 4	8
Grade 5	5
Grade 6	4
Grade 7	0
Grade 8	2
Ungraded Elementary	0
Grade 9	4
Grade 10	1
Grade 11	0
Grade 12	3
Ungraded Secondary	0
Total Enrollment	31



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

Student Group	Percent of Total Enrollment
Black or African American	.51
American Indian or Alaska Native	.03
Asian	0
Filipino	0
Hispanic or Latino	.16
Native Hawaiian or Pacific Islander	0
White	.29
Two or More Races	0
Socioeconomically Disadvantaged	95.0
English Learners	0
Students with Disabilities	100.0
Foster Youth	93.0

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	District 2018–19
With Full Credential	N/A	3	3	3
Without Full Credential	N/A	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments*	N/A	0	0
Vacant Teacher Positions	N/A	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: 2018 October

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary: Houghton Mifflin Reading CA/2003 and Literature and Language by Prentice Hall/2002; Wonders Close Reading Companion 2017 Secondary: My Perspectives 9th-12th, Pearson 2017 Literature and Language by Holt, Rinehart, and Winston /2003; Grade 9 McDougal Littell: Language of Literature, World Literature, 2010 – Grade 10 McDougal Littell: Language of Literature, American Literature and English Language-AP, 2010– Grade 11 McDougal Littell: Language of Literature, British Literature, 2010 – Grade 12	YES	NONE
Mathematics	Elementary Go Math Common Core, 2012 Hartcourt Secondary Integrated Math I-III, Carnegie Learning	YES	NONE

Science	<p>Elementary: CA Science/2008 and Prentice Hall Life Science and Physical Science/2008</p> <p>Elementary: CA Science by Macmillan/McGraw Hill/2008 and Focus on Life Science/Focus on Physical Science by Pearson/2008</p> <p>Secondary: Prentice Hall Biology, Prentice Hall Earth Science, Prentice Hall Physical Science/2007</p>	YES	NONE
History-Social Science	<p>Elementary: History-Social Science for CA by Pearson Scott Foresman/2006</p> <p>Glencoe Discovering Our Past by Glencoe/McGraw Hill/2006</p> <p>Secondary: McDougal Littell Patterns of Interaction, McDougal Littell The Americans/2006</p> <p>American Government by Prentice Hall/2006; Economics Today and Tomorrow by Glencoe/2006</p>	YES	NONE
Foreign Language	Foreign Language is offered through LEA, BFA can also provide through PLATO.	YES	NONE
Health	AVUSD doesn't offer Health.	YES	NONE
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts classes offered in grades 9-12.	YES	NONE

Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

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*
- *Description of any planned or recently completed facility improvements*
- *Description of any needed maintenance to ensure good repair*

Bright Futures Academy-Adelanto provides a safe, clean environment for students, staff and volunteers. Remodeled in 2017, with expansions slated for 2018. Bright Futures Academy-Adelanto is situated on 3 acres, the school buildings span 13,431 square feet, consisting of the cafeteria, staff lounge, 1 computer labs, playground, 3 classrooms, and four new offices which provides adequate space for students, staff, and visitors. The school is undergoing ongoing modernization, including the installation of modular, classrooms, and administration buildings. This project is expected to be finished by March 2018. The facility strongly supports teaching and learning through its classroom and recreation space. Safety concerns are the number one priority of the maintenance and operations department.

Lead staff and maintenance supervisors are proactive and conduct inspections at school-sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The most recent completed fit inspection was conducted in 2017.

Bright Futures Academy-Adelanto ensures students are safe on school grounds before, during, and after school. The school has well maintained perimeter fencing, supervision during the school day is an assumed responsibility of all administrative, staff, and behavioral specialist.

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: December 2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Recommendation of entry to and from elem. Classroom. Completed changes Dec. 2017
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			Recommendation of structural changes to fencing. Dec.2017 completed changes.

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

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	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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	31	20	DPC	DPC
Male	27	18	DPC	DPC
Female	4	2	DPC	DPC
Black or African American	16	7	DPC	DPC
American Indian or Alaska Native	1	1	DPC	DPC
Asian	0	0	DPC	DPC
Filipino	0	0	DPC	DPC
Hispanic or Latino	5	5	DPC	DPC
Native Hawaiian or Pacific Islander	0	0	DPC	DPC
White	9	7	DPC	DPC
Two or More Races	0	0	DPC	DPC
Socioeconomically Disadvantaged	27	20	DPC	DPC
English Learners	0	0	DPC	DPC
Students with Disabilities	31	20	DPC	DPC
Students Receiving Migrant Education Services	0	0	DPC	DPC
Foster Youth	28	20	DPC	DPC

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	31	20	DPC	DPC
Male	27	18	DPC	DPC
Female	4	2	DPC	DPC
Black or African American	16	7	DPC	DPC
American Indian or Alaska Native	1	1	DPC	DPC
Asian	0	0	DPC	DPC
Filipino	0	0	DPC	DPC
Hispanic or Latino	5	5	DPC	DPC
Native Hawaiian or Pacific Islander	0	0	DPC	DPC
White	9	7	DPC	DPC
Two or More Races	0	0	DPC	DPC
Socioeconomically Disadvantaged	27	20	DPC	DPC
English Learners	0	0	DPC	DPC
Students with Disabilities	31	20	DPC	DPC
Students Receiving Migrant Education Services	0	0	DPC	DPC
Foster Youth	28	20	DPC	DPC

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	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	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)

Narrative provided by the LEA

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

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work*
- How these programs and classes are integrated with academic courses and how they support academic achievement*
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes*
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPL
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	DPL
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	DPL

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	DPC
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

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	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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)

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

During the 2018/19 school year the school host a Back to School and Open House events. Detailed calendar information regarding school activities is available on the school website, mailed home and offered at the front desk of the school. The School Leadership team also provides a forum for parent input and is comprised of staff, students, and parents. Parents participate annually in the development of their student(s) Individual Educational Plan (IEP) and is afforded to request a meeting whenever they so choose to. Parents have been instrumental in the planning and prioritizing of our students learning and changes of the way we communicate, provide transportation and other avenues of progression.

Our teachers and administrators are encouraged to support parent involvement through phone contact on a weekly basis and within the IEP process as well. Teachers contact parents prior to IEP meetings to discuss goals and services. Parental involvement is our main priority, Bright Futures Academy seeks parent input in making decisions with regards to students. This year we will have a parent survey to address parental involvement other than what we measure.

Parents are encouraged to contact the Behavior Specialist at 760-530-6168.

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	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	N/A	N/A	17.2	21.1	10.7	9.7
Graduation Rate	N/A	N/A	76.93	72.92	82.27	83.77

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	N/A	DPC	9.1
Graduation Rate	N/A	DPC	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	District	State
All Students	DPC	DPC	88.7
Black or African American	DPC	DPC	82.2
American Indian or Alaska Native	DPC	DPC	82.8
Asian	DPC	DPC	94.9
Filipino	DPC	DPC	93.5
Hispanic or Latino	100.0	DPC	86.5
Native Hawaiian or Pacific Islander	DPC	DPC	88.6
White	DPC	DPC	92.1
Two or More Races	DPC	DPC	91.2
Socioeconomically Disadvantaged	100.0	DPC	88.6
English Learners	DPC	DPC	56.7
Students with Disabilities	100.0	DPC	67.1
Foster Youth	DPC	DPC	74.1

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	District 2015– 16	District 2016– 17	District 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	N/A	N/A	4	DPC	DPC	DPC	3.7	3.7	3.5
Expulsions	N/A	N/A	0	DPC	DPC	DPC	0.1	0.1	0.1

School Safety Plan (School Year 2018–19)

Narrative provided by the LEA

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

Safety is an important priority at Bright Futures Academy-Adelanto. At the beginning of the school year, the school safety plan is updated and revised by school administration and staff to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. The most recent Comprehensive School Site Safety Plan was reviewed during the last Safety meeting held November 2018.

A variety of drills that address various situations (fire, earthquake, etc.) are practiced throughout the school year. Behavior Specialist (2) and administrator (1) monitor school

grounds throughout the day. Visitors are required to check in at the front upon arrival. All staff are trained to crisis communicate situations and work closely with the school supervision staff in maintaining a safe environment.

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	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*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	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*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	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

*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	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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	0	DPL
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	14	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	DPL	DPL	DPL	\$64,000
District	N/A	N/A	DPL	\$77,566
Percent Difference – School Site and District	N/A	N/A	DPL	21.0
State	N/A	N/A	DPC	\$79,665
Percent Difference – School Site and State	N/A	N/A	DPL	23.0

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

Types of Services Funded (Fiscal Year 2017–18)***Narrative provided by the LEA***

Provide specific information about the types of programs and services available at the school that support and assist students.

The school site encourages outside collaboration and supports outside therapist coming in to provide services outside of the instructional minutes. Students have access to computers within the building for word processing and remitting math or English skills to support academic language. Credentialed teachers, Board Certified Behavior Analyst and administrators review each student's records and work as a team to modify students' program to meet each student's needs. Credit recovery is offered through PLATO, which allows text to be read to them, visual representation of content and other supportive features. All students have access to a system of personal support services by way of therapist. In the area of opportunities within the community our Director of Curriculum and Instruction has established relationships within the community businesses. New this year is the addition of Desert Mountain SELPA providing Educationally Related Mental Health Services to both or Emotionally Disturbed, Autism and Intellectually Disabled population.

We are currently receiving funding for the following services:

- Special Day Class*
- Speech & Language Services*
- Occupational Therapy*
- Educationally Related Mental Health Services*
- Assessments*
- Career Education*
- Behavioral Services*
- School Health*
- Nutrition*
- Positive Behavior Intervention Supports/Behavioral Training*
- Instructional Assistants*
- 1:1 Aide*
- Severely Emotionally Disturbed students*
- Transitional Services*
- Transportation*

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,281	\$49,512
Mid-Range Teacher Salary	\$74,709	\$77,880
Highest Teacher Salary	\$106,090	\$96,387
Average Principal Salary (Elementary)	\$120,331	\$123,139
Average Principal Salary (Middle)	\$127,892	\$129,919
Average Principal Salary (High)	\$137,765	\$140,111
Superintendent Salary	\$208,159	\$238,324
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

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

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

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

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

Professional Development***Narrative provided by the LEA***

Use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2016–17, 2017–18, and 2018–19. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?*
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?*

- *How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?*

2018-2019 marks an incredible year, in which our campus for students with either Emotional Disturbance, Specific Learning Disabilities, Other Health Impairment, and/or Intellectual disability is located on the new Adelanto campus. On this campus there are two Behavioral Specialist who and working with teachers, staff and students to support the PBIS model. The professional development calendar has been designed in collaboration of Desert Mountain SELPA, Regional Director of Curriculum & Instruction/Accountability and all other stakeholders with the emphasis of yielding high instructional strategies that are evidence based in conjunction with PBIS and behavioral strategies to increase student engagement. Based on the data of the previous year the professional development calendar includes an avenue for instructional assistance to get trained on PBIS principles, prompting and classroom management strategies. Teacher's continue to be trained at minimum of once/twice a month and instructional aides trained once a month. Based on last year's data we started a New Hire Orientation in which all new hires go through a two-day training with the Regional Director of Curriculum & Instruction/Accountability and the Board-Certified Behavior Analyst. Teachers are supported with in-class coaching by the Regional Director of Curriculum and Instruction, Behavior Specialist and DM SELPA provides feedback during their monthly walkthroughs. All professional developments are typically after school on one of the minimum days outlined in the school calendar.

In 2017-18 our primary goals for professional development were determined in collaboration with DM SELPA and Bright Futures Academy-Apple Valley. This school year our focus was created using the SANDI data, testing results that were able to be obtained and outside learning walks which determined areas of needs within the classroom. Therefore, this year every two weeks teacher(s) and staff participate in professional development designed to increase instructional time, which in turn impacts student learning. In collaboration with the DM SELPA teachers have participated in, developing legally compliant IEPs, creating visual schedules, PBIS and other trainings relative to student learning. However, throughout the year staff will be trained classroom management, incorporating physical movement into learning and other instructional strategies. Once a week the Regional Director and principal conduct learning walks to measure student engagement and instructional practice. These tools help determine the area of need for coaching with specific teachers and determine the amount of resources needed to improve student learning. Bright Futures Academy ensures that the leadership and staff are involved in ongoing professional development that focuses on student learning needs developed by Bright Futures Academy strategic plan and site- based evidence. The administrator participates in professional development that focuses on identified student learning needs for students with disabilities and best instructional practices. The teachers participate in ongoing professional development to acquire the skills in teaching Common Core, student engagement, and the latest special education law and updates. The ongoing professional development at the school site level is driven by the student needs.

In 2016-17, twice every month, the teachers meet in collaborative groups to discuss instruction, FAST benchmarks, standards, curriculum, and/or classroom management.

We utilize a survey called Seeds, Weeds, Needs. This survey is administered at the beginning of the year and after every professional development to allow teachers, instructional assistants and or behavior interventionist the opportunity to share things that were planted/learned (seeds), any misconceptions or things they need to pullout of their way of thinking (weeds), and what do they need from us (need). This survey helps us stay in close communication with the staff needs for professional development. Ongoing professional development is also provided for the behavior interventionist bi-weekly to help increase understanding of behaviors and the function of them.

In addition, teachers and administrators at BFA participate in a variety of staff development activities which include California State Standards, CAASPP, Pro Act, Behavioral strategies as defined in the BIP. In the school year of 2016-2017 teacher met with a consultant at least once a month to develop an understanding of using Common Core data to drive instruction and to facilitate monitoring with the use of the SANDI. The BCBA conducted trainings with the program managers, program directors, behavioral instructional assistants, and one-on-one instructional aides. A total of 10 days was allocated to trainings that were conducted after school hours.