School Accountability Report Card
Reported Using Data from the 2018–19 School Year
California Department of Education

Bright Futures Adelanto NPS

Address: 17960 Adelanto Rd. Adelanto, CA 92301   **Phone:** 760-530-6168
Principal: Brooke Peterson   **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/fg/aa/lc/.

➢   For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

Data Quest
Data Quest is an online data tool located on the CDE Data Quest 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, Data Quest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

School Contact Information (School Year 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	Brooke Peterson
Email Address	b.peterson@brightfuturesnps.com
Website	www.Brightfuturesnps.com
County-District-School (CDS) Code	36-67587-6154496

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

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.

Certified by the California Department of Education as a non-public school, Bright Futures Academy employs a variety of personnel to oversee and implement educational and behavioral programs in conjunction with local school districts, students, their families, as well as other social service agencies. Bright Futures Academy places emphasis on a multidisciplinary approach and on-going collaborative case management, based on analysis of academic and behavioral data, and outcome measures.

Bright Futures Academy, Adelanto opened on March, 2018. Bright Futures Academy, Adelanto is a Non-Public Special Education School providing educational services to students identified with Autism, Intellectual Disabilities, , Multiple Disabilities, Emotional Disturbance, Other Health Impairments, and Specific Learning Disabilities. Bright Futures Academy provides an individualized education program that includes high quality academic, social skills, therapeutic and transition education services to students with a variety of disabilities. Bright Futures Academy is a community-based day school serving students in grades K through 12, as well as young adults up to 22 years of age.

The school offers a full array of clinical support services such as Speech Therapy, Occupational Therapy, & Counseling. Individualized behavior/educational intervention. In order to provide our students with positive learning environments where skill acquisition is quick and effective, we utilize data driven and research-based curricula and strategies to teach academics, language development, functional skills, independent living skills, socialization and play skills, and transitions. Our curriculum is aligned with Victor Elementary School District, & Victor Valley Union High School District. In addition, we utilize the Student Annual Needs Determination Inventory (SANDI) as an annual assessment of all present levels of performance areas addressed on an Individualized Education Plan. Subtests include Reading, Writing, Communication, Math, Science, Fine and Gross Motor, Vocational/Transition, and Adaptive Daily Living Skills. The SANDI quickly determines student need areas. The SANDI also clearly aligns to California State Standards, ensuring access to standards-based instruction delivered using research based best practice. We also utilize the principles of Applied Behavior Analysis (ABA), which is a treatment approach with empirical data & a body of scientific literature to support its effectiveness in teaching new skills. We have adopted many different teaching methods based on the principles of ABA, including task analysis, discrete trials, & incidental teaching.

All our students have individualized programs and supports based off academic and behavioral assessments in order to assist in helping students reach their full potential and reach their IEP goals. Students working closer to grade level participate in lessons, tasks and activities geared towards Common Core State Standards and a high school diploma. Others may participate in modified academic programs that allow them to develop functional life skills in order to eventually earn a Certificate of Completion. Students with more severe disabilities and cognitive impairments receive learning opportunities in the areas of communication, leisure, academics, social and daily living skills. Bright Futures Academy has adopted Positive Behavioral Intervention Systems (PBIS) and CHAMPS as our model for classroom management. While maintaining a low student-to-staff ratio, Bright Futures Academy can assist students in reaching the highest level of success and independence. Once successfully completing the program, students are transitioned back to the public school.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	2
Grade 4	1
Grade 5	10
Grade 6	4
Grade 7	4
Grade 8	2
Ungraded Elementary	0
Grade 9	2
Grade 10	3
Grade 11	2
Grade 12	1
Ungraded Secondary	0
Total Enrollment	32

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	44%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	33%
Native Hawaiian or Pacific Islander	0%
White	20%
Two or More Races	3%
Socioeconomically Disadvantaged	95%
English Learners	5.9%
Students with Disabilities	100%
Foster Youth	14.7%
Homeless	2.9%
Missing	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 2017–18	School 2018–19	School 2019–20
With Full Credential	3	3	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Subject	Textbooks and Other 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 11McDougal Littell: Language of Literature, British Literature, 2010 –Grade 12	YES	0%
Mathematics	Elementary Go Math Common Core, 2012 Hart court Secondary Integrated Math I-III, Carnegie Learning	YES	0%
Science	Elementary: CA Science / 2008 and Prentice Hall Life Science and Physical Science / 2008 Elementary: CA Science by Macmillan /McGraw Hill/ 2008 and Focus on Life Science / Focus on Physical Science by Pearson/2008 Secondary: Prentice Hall Biology, Prentice Hall Earth Science, Prentice Hall Physical Science/2007	YES	0%
History-Social Science	Elementary: History-Social Science for CA by Pearson Scott Foresman/2006 Glencoe Discovering Our Past by Glencoe/McGraw Hill/2006 Secondary: McDougal Littell Patterns of Interaction, McDougal Littell The Americans/2006 American Government by Prentice Hall/2006; Economics Today and Tomorrow by Glencoe/2006	YES	0%
Foreign Language	PLATO.	YES	0%
Health	2005 Glencoe Health	YES	0%
Visual and Performing Arts	PLATO	YES	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: *January 2019*

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

School Facility Conditions and Planned Improvements

Bright Futures Academy-Adelanto provides a safe, clean environment for students, staff and visitors. Remodeled in 2017, 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 lab, playground, 4 classrooms, and four offices which provide adequate space for students, staff, and visitors. The school is undergoing ongoing modernization, including the installation of modular classrooms. This project is expected to be finished by May 2020. 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 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. A fire inspection was conducted in 2019; as well as a Safe Operation Inspection by our insurance carrier. Bright Futures Academy-Adelanto ensures students are safe on school grounds before, during, and after school. The school has well maintained perimeter fencing, and supervision during the school day is an assumed responsibility of all administrative, staff, and behavioral specialists.

A fire inspection is completed and maintained in accordance with the law. Regular maintenance is conducted at regular intervals to maintain a working building that is in good condition.

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: *12/12/19*

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			
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			

Overall Facility Rate

Year and month of the most recent FIT report: *12/12/19*

Overall Rating

Exemplary	Good	Fair	Poor
	X	DPL	DPL

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 2017–18	School 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	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 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	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 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC	DPC
Homeless	DPC	DPC	DPC	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 2017–18	School 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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 2018–19)

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)
As mandated by the State Department of Education Code and Federal Regulations (IDEA) regarding student transition services, Bright Futures Academy develops an Individualized Transition Plan (ITP) for each student to be active by the annual IEP of his/her fourteenth birth date. The IEP team decides on specific IEP goals and objectives that pertain to a student's transition needs once they leave Bright Futures Academy. ITP development occurs simultaneously with the development of the student's Individual Educational Program (IEP) and is based on interviews with students and parents, formal assessments, vocational interest inventories, and direct observations of the student on campus.

Bright Futures Academy works closely with the parents/care providers, social workers, etc., in developing and implementing each student's transition goals and services. These services are defined as a coordinated set of activities to promote movement from school to post-school activities. They are based on students' needs, interests and preferences and include instruction, community experiences, the development of employment and other post-school living objectives, and, when appropriate, acquisition of daily living skills and vocational evaluation.

Community-Based Instruction

Community-based instruction (CBI) forms the cornerstone of the curriculum for our older students in this classroom. Community-based instruction may be divided into two areas of daily life: 1) vocational/work, and 2) independent daily living skills such as recreation, travel, and use of community facilities. By using CBI, Bright Futures Academy seek to provide students with access to less restrictive environments, normalize daily routine, and generalize skills across multiple environments.

The hallmark of the community-based approach is access to the real world. Students learn to shop, ride public transportation, attend movies, perform work, and socialize with others in the environments in which they will ultimately be asked to function rather than in an artificial controlled world of a special education classroom.

Students are given opportunities to participate in all activities in which they demonstrate an interest even though total independence may not be possible. Engineering the environment in order to encourage partial participation is an important part of the work performed by teachers and other professionals working with our students. In many cases, partial participation is shaped into fuller independent participation through the dual strategies of incidental teaching and prompt fading.

Career Technical Education (CTE) Participation (School Year 2018–19)

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

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

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)
Bright Futures Academy supports and encourages parent involvement. On an annual basis a variety of social activities, field trips, Open House, and parent teacher conferences are scheduled to support parental involvement. Teachers are encouraged to support parent involvement through the IEP process as well. Bright Futures teachers contact parents prior to IEP meetings to discuss goals and services. Bright Futures Academy seeks parent input in making decisions with regards to students. At least once a year through an IEP the parent can express their needs and educational concerns. During this meeting as well as weekly calls or emails to parents' weekly by the teaching staff parents are encouraged to visit their child's classroom regularly.
A collective effort is developed to encourage parental participation. The teaching staff are encouraged to communicate with parents to review weekly behavioral and IEP data on their child.

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 2015–16	State 2015–16
Dropout Rate	DPC	DPC
Graduation Rate	DPC	DPC

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

Indicator	School 2016–17	School 2017–18	State 2016–17	State 2017–18
Dropout Rate	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016–17	School 2017–18	School 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	N/A	DPC	DPC	DPC	DPC	DPC
Expulsions	N/A	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2018–19)

A comprehensive Site Safety Plan has been developed and implemented at Bright Futures Academy for each school   year. The Regional Site Team reviews annually staff, faculty and administration from both Riverside and Adelanto meet to establish new safety procedures if need be and update current safety protocol. The site Safety Plan has been developed to ensure a safe and consistent learning environment. The plan has been presented to all members of the staff for feedback and is enforced by all members of the learning community. Students are familiar with the plan through the beginning of the year safety training which include intruder on campus drills, lockdown procedures if intruders are on campus, anti-bullying assemblies, CHAMPS training three times yearly, and monthly practice with fire drills and van evacuation drills.

Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members. Bright Futures Academy implements CHAMPS as a proactive and positive approach to classroom management. All staff received training this past year on the use of restorative justice to assist students in resolving conflicts with peers and staff using proactive communication strategies. Restorative Justice models positive action through replacement of current unhealthy communication practices and changes behavior positively. Students are made aware of the school's disciplinary policies at intake and during semi-annual review and discussion of the BFA Parent/Student Handbook. Students earn positive incentives and rewards through the BFA point/level system for demonstrating appropriate behavior. When students commit offenses, it is the administrators' job to use reflective positive strategies to get students to think, act and feel. These strategies allow for the student to look at the behavior. Suspension is utilized as appropriate when the behaviors are so extreme as to be disruptive to the school program and / or dangerous to other students or staff members as defined by Education Code, EC48900.

Behavior Emergency Reports (BER) / Incident Reports are completed when required for any form of restraint (escort, seated, wall, prone), elopement of campus, police Involvement, student injury, or any other serious incident as outlined in the master contracts. Reports contain information related to the student(s) involved, incident details, staff members involved, interventions utilized, student response to the interventions, details of restraint, parties notified (parents, district personnel) and any other relevant information. Reports are forwarded to appropriate district personnel as required. IEPs are scheduled to discuss events as requested or required.

Lastly, all staff members are required to attend a 16-hour crisis management training to assist them with challenging situations that can result in injury or harm if more restrictive

interventions are not utilized. In addition, Bright Futures employs two Behavior Specialist, one mental health therapists to offer additional support and security to our employees and students.

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 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
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	0
1	DPC	DPC	DPC	0
2	DPC	DPC	DPC	0
3	DPC	DPC	DPC	0
4	DPC	DPC	DPC	0
5	DPC	DPC	DPC	0
6	DPC	DPC	DPC	0
Other**	DPC	DPC	DPC	0
Other**	DPC	DPC	DPC	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 2018–19)

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
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 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	32:1

*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.

**Average number of pupils per Academic Counselors

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other (OT)	.2

*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 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2018–19)

All students have access to daily academic, behavioral, and mental health support. Students have access to the computer lab for word processing and remitting math or English skills to support academic language. Teachers, t and administrators review each student records and work as a team to modify students' program to meet each student's needs. In the area of opportunities within the community our Transition Education Teacher is establishing relationships with community businesses for the purpose of providing student jobs in the community.

We are currently receiving funding for the following services:

-Daily Student Class Per Diem
-Instructional Aides
-Bus Aides
-Speech & Language Services
-Occupational Therapy
-Counseling Services
-Transportation curb to curb
-Occupational, Speech, and Behavior Assessments as agreed upon in the student's IEP

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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 2018–19)

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

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	17	18	N/A

The administration team provides classroom support to the teachers and staff, by modeling classroom management strategies, evidence-based teaching strategies and building IEP knowledge and capacity. 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, implementation of the SANDI and PBIS. The ongoing professional development at the school site level is driven by the student and teacher's needs. In 2018-19,

twice a month, the teachers meet in collaborative groups to discuss instruction, FAST benchmarks, standards, curriculum, and/or classroom management.

In addition, our administration team provides professional development semi-monthly to the Behavior Intervention Assistants, teachers, and instructional aides to ensure fidelity of implementation of the Behavior Intervention Plans as defined in the students' IEP.

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. A total of 20 days was allocated to trainings that were conducted after school hours. In the year of 2017-18 Bright Futures continued to look at the WASC accreditation recommendations and developed professional developments based on the areas of growth, these recommendations with a SANDI consultant/instructional coach to help facilitate the teachers in increasing high quality instructional practices to increase rigor. For the last couple of years Bright Futures Academy in collaboration with the consultant and behavioral team have provided trainings, demo lessons and support within the academic day.