

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016–17 School Year

“Building who you will become”



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School Accountability Report Card
Reported Using Data from the 2016–17 School Year

For Bright Futures Academy—Morongo School

Address: 5455 Luckie Avenue,
Twentynine Palms, CA 92277

Phone: 760-367-3531

Principal: Marty Greenley

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

Internet Access

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

availability), the types of software programs available on a workstation, and the ability to print documents.

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 2017–18)

District Name	Morongo Unified School District
Phone Number	(760) 367-9191
Superintendent	Tom Baumgarten
E-mail Address	tom_baumgarten@morongo.k12.ca.us
Web Site	www.morongo.k12.ca.us

School Contact Information (School Year 2017–18)

School Name	Bright Futures Academy
Street	5455 Luckie Avenue –
City, State, Zip	Twentynine Palms, California 92277
Phone Number	(760) 367-3531
Principal	Marty Greenley
E-mail Address	m.greenley@brightfuturesnps.com
Web Site	brightfuturesnps.com
County-District-School (CDS) Code	36-67777-0126839

School Description and Mission Statement (School Year 2017-18)

School Description and Mission Statement (School Year 2017–18)

Narrative provided by the LEA

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

Bright Futures Academy-Morongo offers academic and functional skills programs for students in K-12th grade. BFA has 3 classes to serve students, but currently only use 2. Classes are organized by grade level and / or ability level. BFA is accredited by the Western Association of Schools and Colleges, allowing us to offer high school diplomas to qualifying students once specific graduation criteria is complete.

Bright Futures Academy-Morongo is certified to serve students in grades K-12, ages 5-22. All students enrolled at Bright Futures Academy-Morongo attend school for a minimum of 360 minutes per day. For Kindergarten students, instructional minutes will be decreased to meet education code requirements (240 instructional minutes per day). All of 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. Some 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 and a Curriculum called Rethink First. For higher functioning students, Bright Futures Academy has adopted Positive Behavioral Intervention Systems (PBIS) and the Boys Town Education Model, which combines theories of therapeutic social learning with Applied Behavior Analysis, resulting in a social skills curriculum and a token economy level system blended into daily academics with built in fading and generalization procedures to facilitate independence and self-monitoring. While maintaining a low student-to-staff ratio, Bright Futures Academy is able to assist students in reaching the highest level of success and independence. Once successfully completing the program, students are referred back to the public-school system.

Classrooms have the maximum number of students allowed by master contract, 1 certified / permitted teacher, teachers assistant, and additional support as needed, per IEP. At Bright Futures Academy-Morongo, all students participate in self-contained classrooms and operate on period schedules. High school students may complete credit recovery on an individual basis, based on home school requirements, for a maximum of 30 credits in class and 10 credits on an independent study basis per semester. Students may participate in PLATO/Edmentum, online learning program, for independent study courses or when needing to work more independently from the group.

All academics/programs (including the PLATO program) are based on the California Common Core State Standards. Classes that provide functional skills curriculum also have access to CCSS, Prioritized ELA CCCs, and Essential Understandings in Reading, Writing and Math. Focus is on increasing depths of knowledge, project-based learning, higher level thinking and collaboration. Although not yet certified in this area, Bright Futures Academy-Morongo follows district A-G requirements. General education textbooks are adopted equal to those of the Morongo USD/Alvord Unified School District (k-8) and Morongo Unified School District (9-12) for high school students, or State approved for elementary / middle school students. Adapted texts, educational computer software and supplemental materials used are also consistent with those that are adopted and approved by the state of California.

All textbooks meet the state requirements with regard to standards / essential standards, and teachers work to ensure that standards / essential standards are addressed when developing IEP goals and objectives and lesson plans.

In addition, we utilize the Student Annual Needs Determination Inventory (SANDI) is 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. Clearly aligns needs 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.

Our Services:

- ~Intensive, Individualized Behavioral Services for Students with Developmental and Emotional Disabilities*
- ~Research-Based, Individualized Educational Programs that meets California State Standards—Common Core State Standards*
 - ~Individualized Positive Behavior Management Plans*
- ~Designated Instructional Services as indicated on the Individual Education Plan*
- ~Academic program with emphasis on functional and grade specific curriculum*
- ~Comprehensive educational & behavioral assessment within thirty days of admission*
 - ~Boys Town Education Model*
 - ~Positive Behavioral Intervention Systems*
- ~Language and Speech Development Remediation for students with autism*
 - ~Parent Counseling and Training*
 - ~State adopted Curricula and Materials*
- ~Transition Education and Career Development*
 - ~Community Based Instruction*
- ~Full Range of Research-Based Psychological Skills Training Programs*
 - ~Transportation Services*

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 2016–17)

Grade Level	Number of Students
Kindergarten	1
Grade 1	0
Grade 2	2
Grade 3	3
Grade 4	0
Grade 5	1
Grade 6	2
Grade 7	3
Grade 8	1
Ungraded Elementary	0
Grade 9	1
Grade 10	2
Grade 11	2
Grade 12	4
Ungraded Secondary	0
Total Enrollment	22

Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	23
American Indian or Alaska Native	.04
Asian	.09
Filipino	0
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0
White	41
Two or More Races	0
Socioeconomically Disadvantaged	92
English Learners	0
Students with Disabilities	100
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2015–16	School 2016–17	School 2017–18	District 2017–18
With Full Credential	2	2	2	-
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	2015–16	2016–17	2017–18
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 2017–18)**

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary: Treasures Reading/2010 Secondary: My Perspectives 9 th -12 th , Pearson 2017 Holt: Literature and Language 2009	YES	NONE
Mathematics	Elementary: CA Mathematics: Concepts, Skills, and Problem Solving/2009; Envision Math Secondary: Holt; Algebra I 2008 Holt; Geometry 2008 Holt; Algebra II 2008 Glencoe; Geome- try Concepts, Skills & Problem- solving 2008 McGraw Hill; In- tegrated Math Course 1,2,3 2014	YES	NONE
Science	Elementary: CA Science/2008 and Prentice Hall Life Science and Physical Science/ 2008 Secondary: Holt; Earth Sci- ence 2013 Glen-	YES	NONE

	coe; Life Science 2007 Holt; Physical Science 2007 Holt; Modern Biology 2007		
History-Social Science	Elementary: Harcourt Reflections/ 2007 Secondary: McDougal Littell; Modern World History 2003 McDougal Littell; The Americans Reconstruction 2003 Glencoe: United Stated Government Democracy in Action 2003 Clencoe; Economics Principals and Practices 2003	YES	NONE
Foreign Language	Foreign Language is offered through our online program PLATO, or students who qualify for the course will be recommended for concurrent enrollment.	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.		NONE
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

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
-

The Facility Inspection Tool (FIT) is used monthly to determine needs for repair. The maintenance team along with staff walk the campus daily to determine if any hazardous issues have developed over the

weekend or night. Teachers complete a maintenance request form for major and minor repairs so the maintenance staff can make necessary improvements or repairs. The Campus Leadership Team meets weekly to review facilities. Our Safety Committee conducts reviews daily, weekly, and monthly. The team adapts the Emergency Action Plan and Disaster Plans to meet the needs of the campus. The committee holds a monthly meeting to discuss any new business such as accidents, accident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.). Fire drills are performed monthly, earthquake drills are executed quarterly, and van evacuation drills are run each semester. Inadequacies are identified and corrected immediately. 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.

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	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NONE
Interior: Interior Surfaces	X			NONE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			NONE
Electrical: Electrical	X			NONE

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NONE
Safety: Fire Safety, Hazardous Materials	X			NONE
Structural: Structural Damage, Roofs	X			Windows replaced in fall of 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NONE

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17

English Language Arts/Literacy (grades 3-8 and 11)	-	-	46	42.3	49	48.56
Mathematics (grades 3-8 and 11)	-	-	32	28.28	37	37.56

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	DPL	DPL	DPL
Male	18	DPL	DPL	DPL
Female	4	DPL	DPL	DPL
Black or African American	5	DPL	DPL	DPL
American Indian or Alaska Native	1	DPL	DPL	DPL
Asian	2	DPL	DPL	DPL
Filipino	0	DPL	DPL	DPL
Hispanic or Latino	4	DPL	DPL	DPL
Native Hawaiian or Pacific Islander	0	DPL	DPL	DPL
White	9	DPL	DPL	DPL
Two or More Races	0	DPL	DPL	DPL
Socioeconomically Disadvantaged	N/A	DPL	DPL	DPL
English Learners	0	DPL	DPL	DPL
Students with Disabilities	22	DPL	DPL	DPL
Students Receiving Migrant Education Services	0	DPL	DPL	DPL
Foster Youth	1	DPL	DPL	DPL

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 2016–17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	DPL	DPL	DPL
Male	18	DPL	DPL	DPL
Female	4	DPL	DPL	DPL
Black or African American	5	DPL	DPL	DPL
American Indian or Alaska Native	1	DPL	DPL	DPL
Asian	2	DPL	DPL	DPL
Filipino	0	DPL	DPL	DPL
Hispanic or Latino	4	DPL	DPL	DPL
Native Hawaiian or Pacific Islander	0	DPL	DPL	DPL
White	9	DPL	DPL	DPL
Two or More Races	0	DPL	DPL	DPL
Socioeconomically Disadvantaged	19	DPL	DPL	DPL
English Learners	0	DPL	DPL	DPL
Students with Disabilities	22	DPL	DPL	DPL
Students Receiving Migrant Education Services	0	DPL	DPL	DPL
Foster Youth	1	DPL	DPL	DPL

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.

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 2017–18)

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.

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 in an effort to support parental involvement. A collective effort is developed to encourage parental participation. We offered a Back to School night, Open House, and provide an open-door policy for parents to visit the campus. In addition, we communicate daily with parents in regards to student progress. We notify parents via phone or mail with report of progress at least 3 times per year and submit report cards 5 times per year to report on academic progress. Teachers are encouraged to communicate with parents for more positive encounters than negative to reinstall the confidence in the educational system and enhance their experience while their child may be attending a nonpublic school. Lastly, 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.

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			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Dropout Rate	-	-	-	7.8	6.3	7.6	11.5	10.7	9.8
Graduation Rate	-	-	-	84.1	87.9	88.0	81	82	83.2

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			District			State		
	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17	2014–15	2015–16	2016–17
Suspensions	N/A	N/A	N/A	6.30	DPC	DPC	10.7%	DPC	DPC
Expulsions	N/A	N/A	0	87.88	DPC	DPC	82.3%	DPC	DPC

School Safety Plan (School Year 2017–18)

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.

A comprehensive site Safety Plan has been developed and implemented at Bright Futures Academy for the school year. The Committee was created in the fall of 2014 and annually staff, faculty and administration from both Riverside, Apple Valley and Morongo Campuses 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 orderly learning environment. The plan has been presented to all members of the staff and is enforced by all members of the learning community. Students are familiar with the plan through the beginning of the year safety and discipline assemblies and monthly practice with the evacuation features of it. Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members.

Bright Futures Academy implements Boys Town which embodies the positive action and changes behavior. Students are made aware of the discipline policies and also the positive incentives and rewards that are offered for their 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 as a whole.

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), AWOL, Police Involvement, Injury, or any other serious incident. 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 / necessary. Lastly, all staff members are Pro-Act trained to deal with challenging situations that can result in injury or harm if more restrictive interventions are not utilized.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	-	-	--	-	-	-	-	-	-	-	--	-
1	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	--	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-
Other	11	1	-	-	12	1	-	-	11	1	-	-

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	1	-	-	12	1	-	-	11	1	-	-
Mathematics	11	1	-	-	12	1	-	-	11	1	-	-
Science	11	1	-	-	12	1	-	-	11	1	-	-
Social Science	11	1	-	-	12	1	-	-	11	1	-	-

* 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 2016–17)

Title	Number of FTE* Assigned to School
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	11

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 2015–16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	-	-	-	\$65,000
District	N/A	N/A	-	-
Percent Difference – School Site and District	N/A	N/A	-	-
State	N/A	N/A	-	-
Percent Difference – School Site and State	N/A	N/A	-	-

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

Types of Services Funded (Fiscal Year 2016–17)

<i>Narrative provided by the LEA</i>
<i>Provide specific information about the types of programs and services available at the school that support and assist students.</i>
All students have access to a system of personal support services by way of therapist. 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. Teachers, Board Certified Behavior Analyst and administrator's review each students' 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 Educational Specialist is trying to establish relationships within the community businesses.

We are currently receiving funding for the following services:

- Special Day Class
- Transportation
- Occupational Therapy
- Assessments
- Career Education
- Behavioral Services
- School Health
- Nutrition
- Positive Behavior Intervention Supports/Behavioral Training
- Instructional Assistants
- 1:1 Aides

Advanced Placement (AP) Courses (School Year 2016–17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	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 2017–18, 2016–17, and 2015–16.** 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.)?*

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 teacher's needs. In 2017-18, twice every month, the teachers meet in collaborative groups to discuss instruction, SANDI/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, SBAC/CAASPP/CAA, Pro Act, Behavioral strategies as defined in the BIP. In the school year of 2016/17 & 2017-2018 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 directors and one-on-one instructional aides. A total of 12 days was allocated to trainings that were conducted after school hours. In the year of 2016-17 Bright Futures began to look at the WASC accreditation recommendations and developed professional developments based on the areas of growth, these recommendations lead the organization to hire a consultant with an instructional coaching background to help facilitate the teachers need to have high quality instructional practices to increase rigor. For the past three years Bright Futures Academy in collaboration with the consultant have provided trainings, demo lessons and support within the academic day. Teachers have found it very beneficial to have coaching days that follow the professional development.

Goals for 2017-2018

- For the 2017-18 school year Bright Futures Academy designed the professional development trainings off of feedback from LEAs, student data, teacher feedback and parental feedback. The professional development calendar is robust in the areas of instructional practices/strategies, PROACT, PBIS, Point Systems/BoysTown and SANDI data to drive instruction.