

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

## *For Bright Futures Academy-Apple Valley*

**Address:** 15757 St. Timothy Rd.  
Apple Valley, CA 92307

**Phone:** 760-241–8386

**Principal:** David 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

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

### **Internet Access**

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

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)

<b>District Name</b>	Apple Valley Unified School District
<b>Phone Number</b>	760-247-8001
<b>Superintendent</b>	Thomas Hoegerman
<b>E-mail Address</b>	<a href="mailto:lcobb@alvord.k12.ca.us">lcobb@alvord.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.avusd.org">www.avusd.org</a>

### School Contact Information (School Year 2017–18)

<b>School Name</b>	Bright Futures Academy
<b>Street</b>	15757 St. Timothy Road
<b>City, State, Zip</b>	Apple Valley, CA 92307
<b>Phone Number</b>	760-241-8386
<b>Principal</b>	David Greenley
<b>E-mail Address</b>	<a href="mailto:d.greenley@brightfuturesnps.com">d.greenley@brightfuturesnps.com</a>
<b>Web Site</b>	<a href="http://brightfuturesnps.com">brightfuturesnps.com</a>
<b>County-District-School (CDS) Code</b>	36-67934-0126847

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

***Narrative provided by the LEA***

**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.

Bright Futures Academy-Apple Valley, offer a full array of clinical support services such as Speech Therapy, Occupational Therapy, Counseling, and Educational Related Mental Health Services (provided by DM SELPA). Individualized behavior/educational intervention services are monitored Board Certified Behavior Analysts (BCBA) who supervise classrooms & develop function-based behavior plans. 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 K-8 curriculum is aligned with Alvord Unified School District and 9<sup>th</sup>-12<sup>th</sup> is aligned to Apple Valley/Victor Valley Union High School District. 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. 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.

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 various curriculum called such as SRA, Reading Naturally and other tools. For all 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.

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

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	0
Grade 3	1
Grade 4	6

<b>Grade 5</b>	3
<b>Grade 6</b>	1
<b>Grade 7</b>	9
<b>Grade 8</b>	4
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	11
<b>Grade 10</b>	5
<b>Grade 11</b>	2
<b>Grade 12</b>	11
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	55

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	52.4
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	.02
<b>Hispanic or Latino</b>	31
<b>Native Hawaiian or Pacific Islander</b>	.02
<b>White</b>	24
<b>Two or More Races</b>	0
<b>Socioeconomically Disadvantaged</b>	89.09
<b>English Learners</b>	0
<b>Students with Disabilities</b>	100
<b>Foster Youth</b>	.07

## 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

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
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<b>With Full Credential</b>	6	5	3	DPL
<b>Without Full Credential</b>	0	0	0	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	DPL

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>Reading/Language Arts</b>	Elementary: Houghton Mifflin Reading CA/2003 and Literature and Language by Prentice Hall/2002 Secondary: My Perspectives 9 <sup>th</sup> -12 <sup>th</sup> , Pearson 2017 Literature and Language by Holt, Rinehart, and Winston /2003 Elementary: CA	YES	None
<b>Mathematics</b>	Elementary Go Math Common Core, 2012 Harcourt Secondary	YES	None

	Integrated Math I-III, Carnegie Learning		
<b>Science</b>	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	None
<b>History-Social Science</b>	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	None

<b>Foreign Language</b>	Foreign Language is offered through DPL/LEA and can also be provided by the PLATO.	YES	None
<b>Health</b>	VVUSD doesn't offer Health.	YES	None
<b>Visual and Performing Arts</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts classes offered in grades 9-12.	YES	None
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	DPL

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, Victorville is situated approximately 97 miles northeast of Los Angeles and 35 miles northeast of San Bernardino, just north of the San Bernardino Mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near our campus. Therefore, our campus is centrally located. This school utilizes 6 classrooms in two buildings, a conference room, a computer lab, and administration offices.

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. New heating and AC systems were installed in the 16-17 school year. In addition, buildings have been painted and a new sensory room has been established.

#### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC AND Heating was serviced in spring of 2017 and/or replaced.
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		N/A



## Overall Facility Rate

*Year and month of the most recent FIT report:* January 2018

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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	DPL	DPL	42	39.17	49	48.56
<b>Mathematics (grades 3-8 and 11)</b>	DPL	DPL	25	24.24	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	55	DPL	DPL	DPL
<b>Male</b>	48	DPL	DPL	DPL
<b>Female</b>	7	DPL	DPL	DPL
<b>Black or African American</b>	22	DPL	DPL	DPL
<b>American Indian or Alaska Native</b>	0	DPL	DPL	DPL
<b>Asian</b>	0	DPL	DPL	DPL
<b>Filipino</b>	1	DPL	DPL	DPL
<b>Hispanic or Latino</b>	17	DPL	DPL	DPL
<b>Native Hawaiian or Pacific Islander</b>	0	DPL	DPL	DPL
<b>White</b>	13	DPL	DPL	DPL
<b>Two or More Races</b>	0	DPL	DPL	DPL
<b>Socioeconomically Disadvantaged</b>	49	DPL	DPL	DPL
<b>English Learners</b>	0	DPL	DPL	DPL
<b>Students with Disabilities</b>	55	DPL	DPL	DPL
<b>Students Receiving Migrant Education Services</b>	0	DPL	DPL	DPL
<b>Foster Youth</b>	4	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	55	DPL	DPL	DPL
<b>Male</b>	48	DPL	DPL	DPL
<b>Female</b>	7	DPL	DPL	DPL
<b>Black or African American</b>	22	DPL	DPL	DPL
<b>American Indian or Alaska Native</b>	0	DPL	DPL	DPL
<b>Asian</b>	0	DPL	DPL	DPL
<b>Filipino</b>	1	DPL	DPL	DPL
<b>Hispanic or Latino</b>	17	DPL	DPL	DPL
<b>Native Hawaiian or Pacific Islander</b>	0	DPL	DPL	DPL
<b>White</b>	13	DPL	DPL	DPL
<b>Two or More Races</b>	0	DPL	DPL	DPL
<b>Socioeconomically Disadvantaged</b>		DPL	DPL	DPL
<b>English Learners</b>	0	DPL	DPL	DPL
<b>Students with Disabilities</b>	55	DPL	DPL	DPL
<b>Students Receiving Migrant Education Services</b>	DPL	DPL	DPL	DPL
<b>Foster Youth</b>		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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	DPL	DPL	DPL	DPL		

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

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

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016–17)

***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*

Bright Futures Academy-Apple Valley, currently doesn't offer CTE courses but are looking to offer CTE in 17-18 school year.

**Career Technical Education Participation (School Year 2016–17)**

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

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	73
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

**C. Engagement****State Priority: Parental Involvement**

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

**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 two Back to School nights, Open House, and provide an open-door policy for parents to visit the campus. In addition, we host Christmas luncheons and gift exchanges for students and invite parents to participate in the festivities; during October we have a carnival for parents and their students to join in; in addition, 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.

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

### **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
<b>Dropout Rate</b>	-	-	-	12.4	6.9	7.0	11.5	10.7	9.8
<b>Graduation Rate</b>	-	-	-	78.6	87.1	87.7	81	82	83.2

#### **Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)**

Student Group	School	District	State
<b>All Students</b>	4	DPC	DPC
<b>Black or African American</b>	2	DPC	DPC
<b>American Indian or Alaska Native</b>	N/A	DPC	DPC
<b>Asian</b>	N/A	DPC	DPC
<b>Filipino</b>	N/A	DPC	DPC
<b>Hispanic or Latino</b>	2	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	N/A	DPC	DPC
<b>White</b>	N/A	DPC	DPC
<b>Two or More Races</b>	N/A	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	N/A	DPC	DPC
<b>English Learners</b>	N/A	DPC	DPC
<b>Students with Disabilities</b>	N/A	DPC	DPC
<b>Foster Youth</b>	N/A	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.

## 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)

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	12	3	-	-	11	3	-	-	13	2	-	-

\* 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	-	-	11	1	-	-	14	2	-	-
Mathematics	11	1	-	-	11	1	-	-	14	2	-	-
Science	11	1	-	-	11	1	-	-	14	2	-	-
Social Science	11	1	-	-	11	1	-	-	14	2	-	-

\* 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	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A



<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	29	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 2015–16)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	-	-	-	\$64,000
<b>District</b>	N/A	N/A	DPL	DPC
<b>Percent Difference – School Site and District</b>	N/A	N/A	DPL	DPL
<b>State</b>	N/A	N/A	DPC	DPC
<b>Percent Difference – School Site and State</b>	N/A	N/A	DPL	DPL

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

#### Types of Services Funded (Fiscal Year 2016–17)

<b><i>Narrative provided by the LEA</i></b>
<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 administrators review each student's 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. New this year is the addition of Desert Mountain SELPA providing Educationally Related Mental Health Services to both or ED/AUT and ID population.

We are currently receiving funding for the following services:

- Special Day Class
- Speech & Language Services
- Occupational Therapy
- 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 2015–16)

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

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

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	N/A
<b>English</b>	0	N/A
<b>Fine and Performing Arts</b>	0	N/A
<b>Foreign Language</b>	0	N/A
<b>Mathematics</b>	0	N/A
<b>Science</b>	0	N/A
<b>Social Science</b>	0	N/A
<b>All Courses</b>	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.)?*

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, SBAC, 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. In the year of 2015-16 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.