

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of

improvement.

Ms. BROOKE PETERSON, Other

- Principal, Bright Futures Academy - Adelanto

About Our School

Hello,

My name is Brooke Peterson and I am the Regional Principal of Bright Futures Academy NPS Adelanto. I have been working with Bright Futures Academy NPS since August 2017. Working with the Special Education population of students for over 13 years, I am dedicated to offering successful academic, behavioral and therapeutic supports to our students in need. I look forward to my continued work with Bright Futures Academy.

Sincerely,

Brooke Peterson

Contact

Bright Futures Academy - Adelanto
17960 Adelanto Rd.
Adelanto, CA 92301-1708

Phone: 760-530-6168

Email: b.colucci@brightfuturesnps.com

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Adelanto Elementary
Phone Number	(760) 246-8691
Superintendent	Kennon Mitchell
Email Address	kennon_mitchell@aesd.net
Website	www.aesd.net

School Contact Information (School Year 2020–2021)	
School Name	Bright Futures Academy - Adelanto
Street	17960 Adelanto Rd.
City, State, Zip	Adelanto, Ca, 92301-1708
Phone Number	760-530-6168
Principal	Ms. BROOKE PETERSON, Other

Email Address b.colucci@brightfuturesnps.com

Website <http://www.brightfuturesnps.com>

**County-District-School
(CDS) Code** 36675876154496

Last updated: 2/1/2021

School Description and Mission Statement (School Year 2020–2021)

Bright Futures Academy's mission is to provide a safe, personalized, and data-driven learning environment for students with special needs, 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 as a nonpublic school by the California Department of Education, 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, and other social service agencies.

Bright Futures Academy places emphasis on a multidisciplinary approach and ongoing collaborative case management based on analysis of academic and behavioral data, and outcome measures.

?We believe that every student has the ability to succeed academically, behaviorally and socially. However, success does not occur in a vacuum and is directly dependent on the efficacy of programs and services provided to each student. Therefore, we have continuous system of evaluating data and overall program effectiveness for each student.

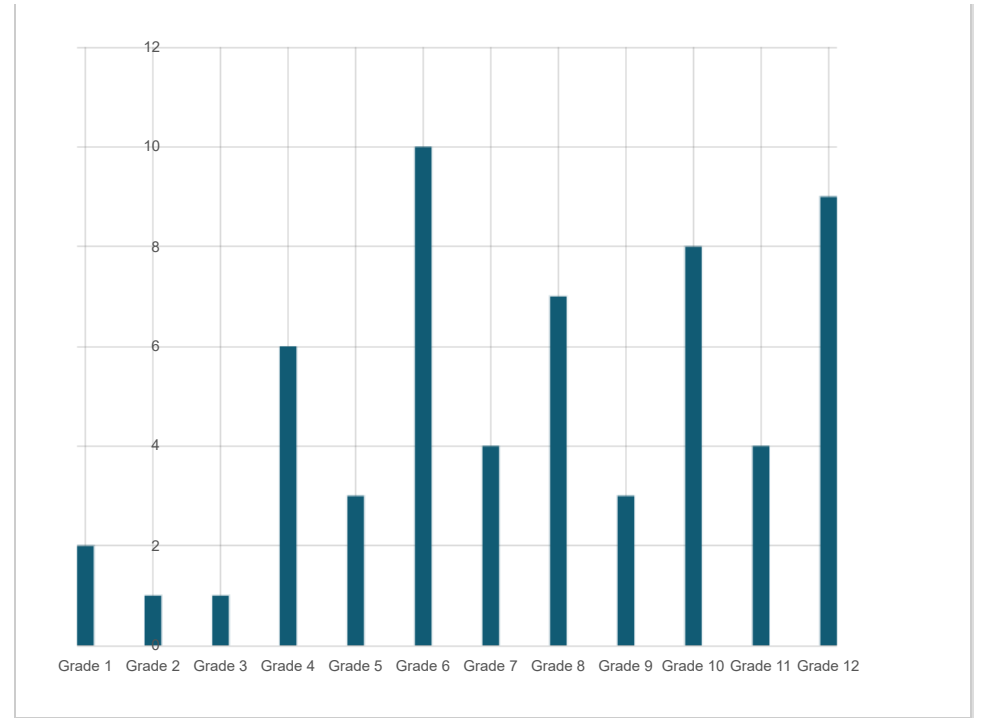
Our system of program evaluation consists of soliciting feedback from parents/care providers and school districts; analyzing individual/academic and behavior data collected throughout each school day; completing frequent classroom observations; and maintaining student intake/drop data.

Last updated: 2/1/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 1	2
Grade 2	1
Grade 3	1
Grade 4	6
Grade 5	3
Grade 6	10

Grade Level	Number of Students
Grade 7	4
Grade 8	7
Grade 9	3
Grade 10	8
Grade 11	4
Grade 12	9
Total Enrollment	58



Last updated: 2/1/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	45.00 %
American Indian or Alaska Native	0.00 %
Asian	0.00 %
Filipino	0.00 %
Hispanic or Latino	30.00 %
Native Hawaiian or Pacific Islander	0.00 %
White	23.00 %
Two or More Races	2.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.00 %
English Learners	0.00 %

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	100.00 %
Foster Youth	14.30 %
Homeless	0.00 %

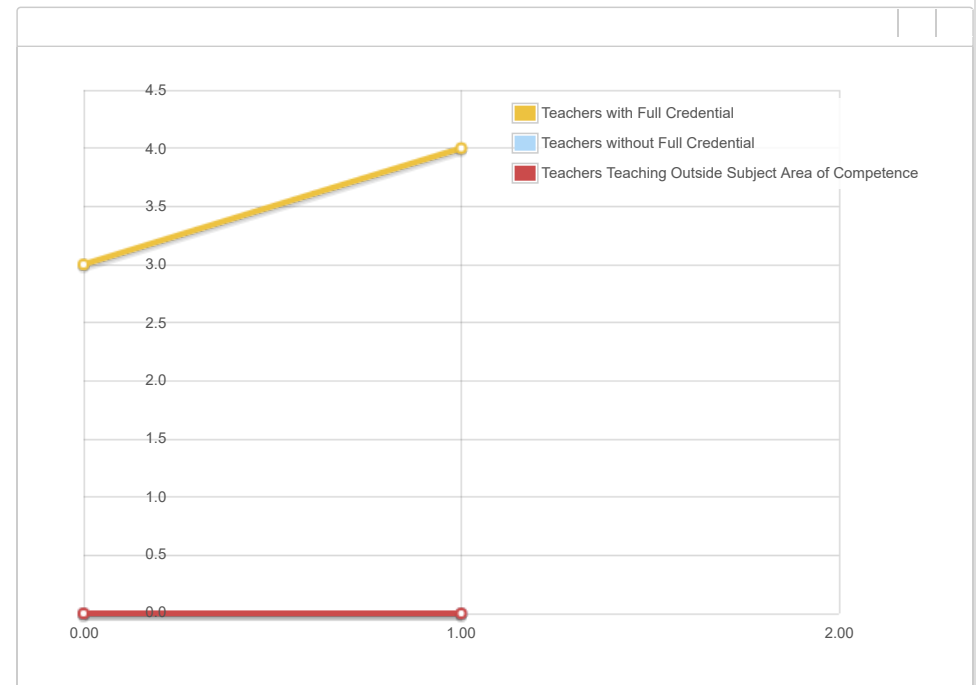
State Priority: Basic

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	3	4		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		

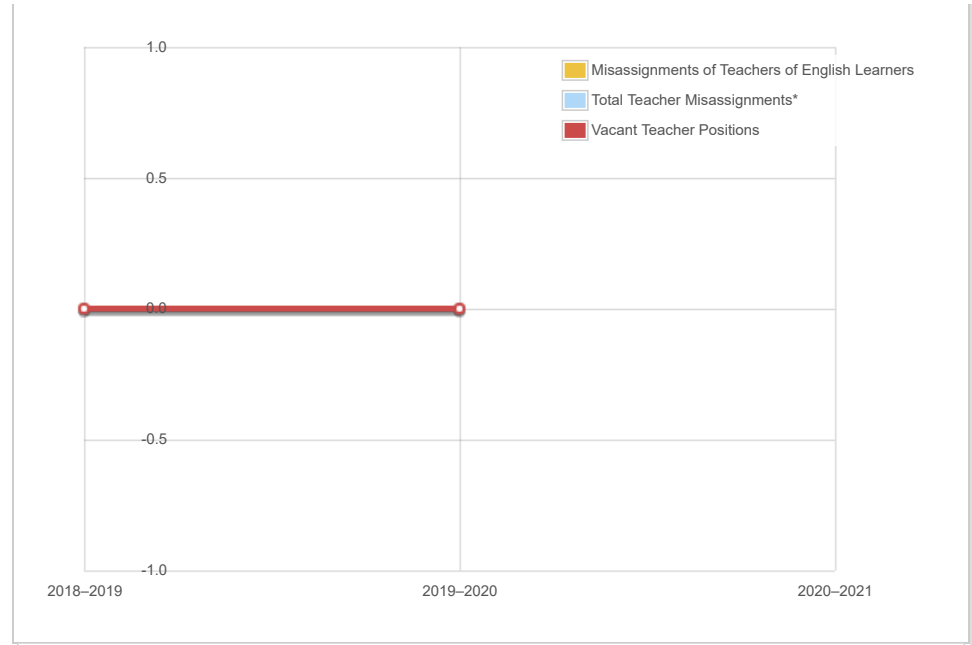


Last updated: 2/1/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	

Indicator	2018–2019	2019–2020	2020–2021
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.

Last updated: 2/1/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2020

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, Edmentum Courseware, Edmentum ExactPath, Unique Learning Systems	Yes	0.00 %
Mathematics	Elementary Go Math Common Core, 2012 Hart court Secondary Integrated Math I-III, Carnegie Learning, Edmentum Courseware, Edmentum ExactPath, Unique Learning Systems	Yes	0.00 %
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, Edmentum Courseware, Edmentum ExactPath, Unique Learning Systems	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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, Edmentum Courseware, Edmentum ExactPath, Unique Learning Systems	Yes	0.00 %
Foreign Language	Edmentum Courseware	Yes	0.00 %
Health	2005 Glencoe Health	Yes	0.00 %
Visual and Performing Arts	Edmentum Courseware	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2021

School Facility Conditions and Planned Improvements

Based on FTI results from March 2020, the school facility is in Good Condition. 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 2022. 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 2020; 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.

Last updated: 2/1/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: March 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: March 2020

Overall Rating	Good
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Last updated: 2/1/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	--	N/A	--	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	--	N/A	--	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Last updated: 2/1/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	--	N/A	--	N/A		N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 2/1/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 2/1/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

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.

Last updated: 2/1/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.00%

Last updated: 2/1/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	21.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	19.00%

State Priority: Other Pupil Outcomes

Last updated: 2/1/2021

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 2019–2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 2/1/2021

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 2020–2021)

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.

For more information, contact Brooke Peterson (b.peterson@brightfuturesnps.com).

State Priority: Pupil Engagement

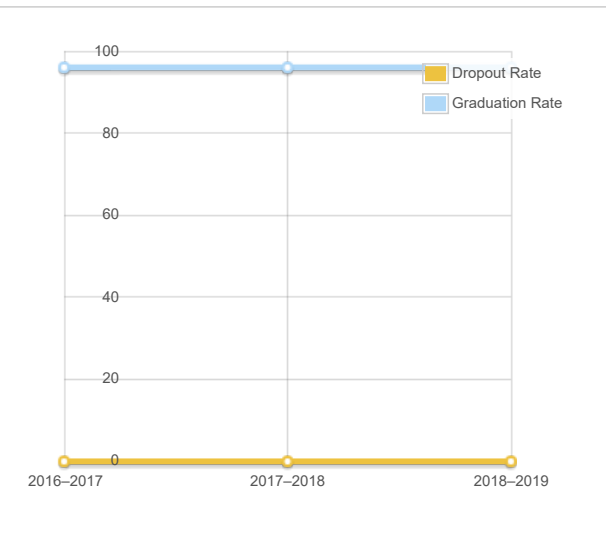
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%	9.00%
Graduation Rate	96.00%	96.00%	96.00%	37.30%	31.70%	29.90%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	3.00%	2.00%	3.00%	2.00%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.00%	2.00%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/1/2021

School Safety Plan (School Year 2020–2021)

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 SpecialistS, one mental health therapists to offer additional support and security to our employees and students.

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 (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	1	0	0
1	12.00	1	0	0
2	12.00	1	0	0
3	12.00	1	0	0
4	12.00	1	0	0
5	12.00	1	0	0
6	12.00	2	0	0
Other**	12.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	1	0	0
1	12.00	1	0	0
2	12.00	1	0	0
3	12.00	1	0	0
4	12.00	1	0	0
5	12.00	1	0	0
6	12.00	2	0	0
Other**	0.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	1	0	
1	12.00	1	0	0
2	12.00	1	0	0
3	12.00	1	0	0
4	12.00	1	0	0
5	12.00	1	0	0
6	12.00	2	0	0
Other**	0.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Last updated: 2/1/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	12.00	3	0	0
Mathematics	12.00	3	0	0
Science	12.00	3	0	0
Social Science	12.00	3	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	12.00	3	0	0
Mathematics	12.00	3	0	0
Science	12.00	3	0	0
Social Science	12.00	3	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	12.00	4	0	0
Mathematics	12.00	4	0	0
Science	12.00	4	0	0
Social Science	12.00	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	32

*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.

Last updated: 2/1/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00

	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	0.20

*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.

Last updated: 2/1/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7818.00	\$0.00	\$7818.00	\$65000.00
District	N/A	N/A	\$7750.00	\$82719.00
Percent Difference – School Site and District	N/A	N/A	4.40%	23.13%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	4.40%	25.72%

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

Last updated: 2/1/2021

Types of Services Funded (Fiscal Year 2019–2020)

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

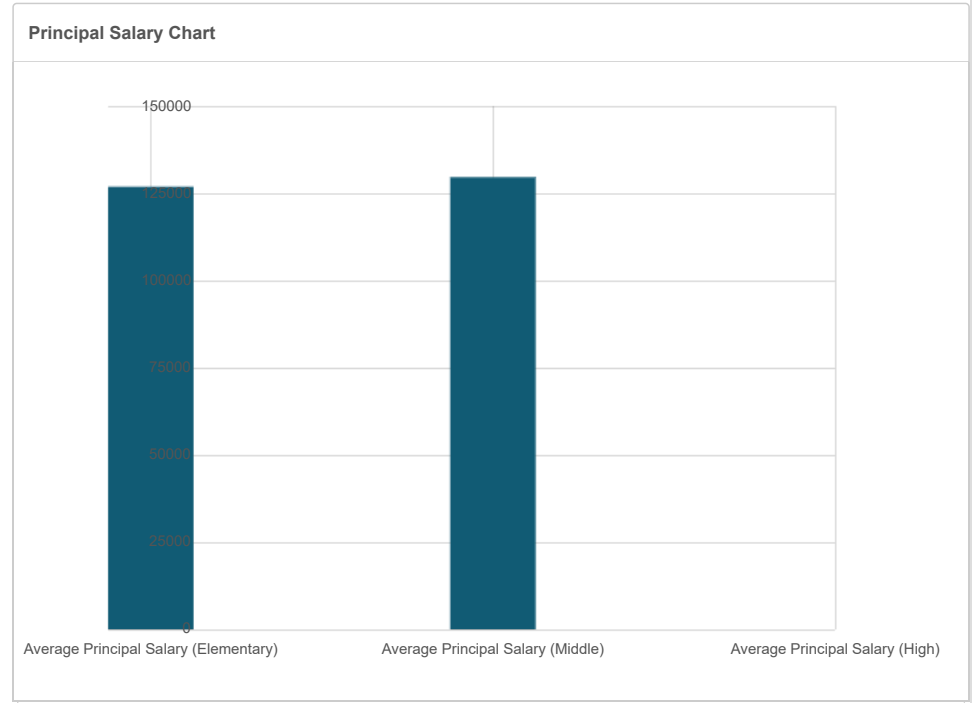
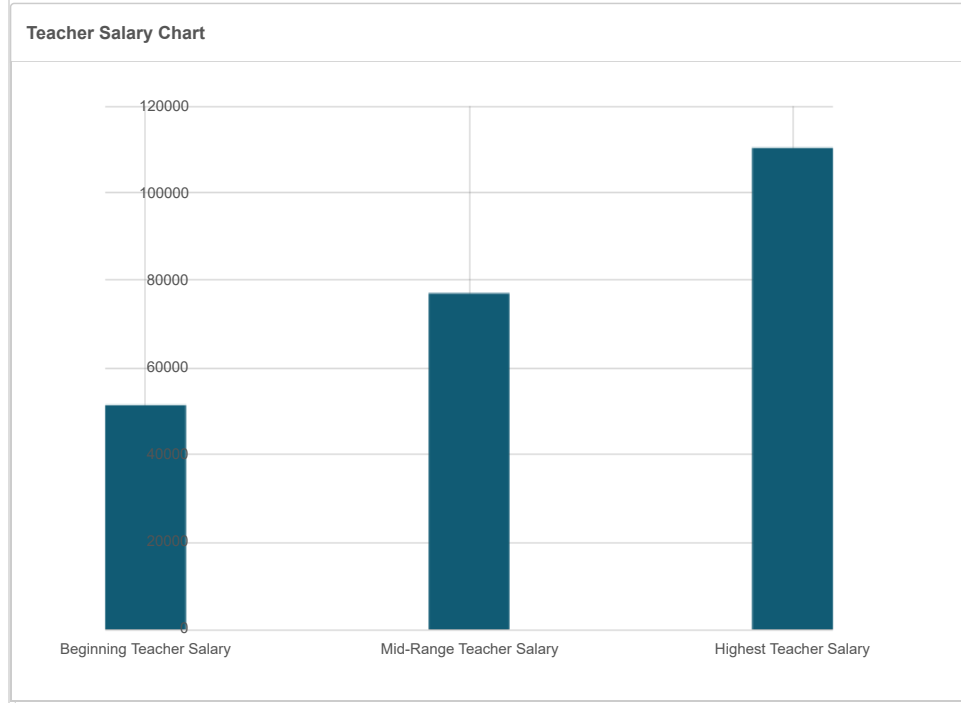
- Counseling Services
- Transportation curb to curb
- Occupational, Speech, and Behavior Assessments as agreed upon in the student's IEP

Last updated: 2/1/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,431	\$51,004
Mid-Range Teacher Salary	\$77,067	\$82,919
Highest Teacher Salary	\$110,404	\$104,604
Average Principal Salary (Elementary)	\$126,873	\$131,277
Average Principal Salary (Middle)	\$129,603	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$210,000	\$230,860
Percent of Budget for Teacher Salaries	33.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Last updated: 2/1/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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