



**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2015-2016 School Year  
Published During 2016-2017**

**Futures High School**  
3701 Stephen Drive, North Highlands, CA 95660 ■ (916)286-1902  
Web Site: [www.fhscharter.org](http://www.fhscharter.org)  
CDS Code: 34765050101832

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**Principal**

Nataliya Burko

**Gateway Community Charters**

5726 Dudley Boulevard, McClellan, CA 95652 ■ (916)286-5129

Website: [www.gcccharters.org](http://www.gcccharters.org)

Contact: [cindy.petersen@gcccharters.org](mailto:cindy.petersen@gcccharters.org)

**Board of Trustees**

Lillie Campbell

Bruce Mangerich

Mark Anderson

Jack Turner

Harry Block

**Twin Rivers Unified School District**

5115 Dudley Boulevard, McClellan, CA 95652 ■ (916)566-1600

Website: [www.twinriversusd.org](http://www.twinriversusd.org)

Contact: [steve.martinez@twinriversusd.org](mailto:steve.martinez@twinriversusd.org)

**Superintendent/CEO**

Dr. Cindy Petersen

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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 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/>
- View this SARC online at the school and/or LEA web sites.
- 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 and community members should contact the school principal or the GCC Central Office

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

## **Mission Statement**

A dedicated and highly qualified faculty provides Futures High School students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in a global environment. Our students are taught about the history and culture of their home countries, as well as the rich diversity and varied experiences of all who have come to the United States. Futures High School students take ownership of their education, are responsible in their behavior and virtuous in their character, make healthy choices in respect to their bodies and minds, and take pride in, and participate actively in all aspects of school life.

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities.

The academic programs provide students with a quality educational support system to ensure enriching educational opportunities.

## **Vision Statement**

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities.

## **School Motto**

“Future Leaders, Future Builders, Future Scholars”

## **School Expectations**

Futures High School Students are expected to be:

Effective Communicators who:

- Read and listen reflectively and critically.
- Present information in an orderly, concise, and comprehensive manner.

Quality Producers whose:

- High expectations are seen in their work.

Critical Thinkers who:

- Collect information from a variety of sources, develop options, and make sound judgments.
- Use computers and other technological equipment proficiently.

Self-Directed Learners who:

- Set goals and diligently work to achieve them.
- Evaluate their skills and increase the knowledge they need to reach their goals.
- Adapt to changing circumstances and improved technologies.

Responsible Citizens who:

- Make informed decisions and choices, and take responsibility for their actions.
- Contribute time, energy, and resources to worthy causes.
- Stay informed of current world events and changes.
- Are aware of America's cultural diversity and respect differences.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may contact the Futures High School at 916-286-1902.

### District & School Profile

Futures High School is a Gateway Community Charters charter school. Gateway Community Charters was created in April of 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving under-served and at-risk populations. Each of our schools has a unique mission and vision and has a track record of serving students within the charter school construct. Gateway Community Charters has a total of seven charter schools with Twin Rivers Unified School District, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies

Futures High School is a comprehensive public high school serving grades 9-12 that offers a high quality academic program, interscholastic athletics, and multiple STEM (science, technology engineering, and math) opportunities for students through its Project Lead the Way (PTLW) program.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade 9	127
Grade 10	128
Grade 11	82
Grade 12	87
Total Enrollment	424

### Student Enrollment by Student Group (School Year 2015-16)

Group	Percentage
Number of Students	424
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Asian	3.1%
Filipino	0.0%
Hispanic or Latino	0.7%
Native Hawaiian or Pacific Islander	0.0%
White	95.3%
Two Or More Races	0.5%
Socioeconomically Disadvantaged	82.3%
English Learners	30.2%
Students with Disabilities	1.2%
Foster Youth	0.0%

## 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

	School			District
	14-15	15-16	16-17	2016-2017
Fully Credentialed	21	22	22	1257
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	52

### Teacher Misassignments and Vacant Teacher Positions

	14-15	15-16	16-17
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016-17)

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	83.0%	16.0%
District	79.0%	20.0%
High Poverty Schools in District	79.0%	20.0%
Low Poverty Schools in District	0%	0%

Note: High-Poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student eligibility of approximately percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Updated January 2017**

<b>Textbook</b>	<b>Publisher</b>	<b>Year</b>
Algebra 2 Common Core	Pearson	2015
American Government	Prentice Hall	2006
American Pageant AP Edition	Wadsworth Cengage	2010
Anatomy&Physiology	Pearson	2006
AP Psychology	BFW Worth	2014
Asi Se Dice (Spanish 1)	Glencoe/McGraw Hill	2017
Asi Se Dice (Spanish 2)	Glencoe/McGraw Hill	2017
Asi Se Dise (Spanish 3)	Glencoe/McGraw Hill	2012
Biology	Glencoe	2009
Buen Viaje (Spanish 2)	Glencoe/McGraw Hill	2008
Calculus	Cengage (previous publisher Houghton Mifflin)	2006
Chemistry	Glencoe	2007
Conceptual Physics	Prentice Hall	2006
Earth Science	Glencoe	2008
Economics	Prentice Hall	2007
Integrated Mathematics I, CA Edition	Houghton Mifflin Harcourt	2015
Integrated Mathematics II, CA Edition	Houghton Mifflin Harcourt	2015
Integrated Mathematics III, CA Edition	Houghton Mifflin Harcourt	2017
Language Network ( 11 Grade )	Mc Dougal Littell	2007
Language Network ( 12 Grade )	Mc Dougal Littell	2004
Lifetime Health	Holt	2004
Literature, Common Core Edution (9th Grade)	Prentice Hall	2012
Literature, Common Core Edition (10 Grade)	Prentice Hall	2012
Literature, Common Core Edition (11 Grade)	Prentice Hall	2012
Literature, Common Core Edition (12 Grade)	Prentice Hall	2015
Mathematics for Business and Personal Finance	Glencoe	2016
Modern World History: Patterns of Interaction	Holt McDougal	2012
Precalculus with Limits	Cengage (previous publisher Houghton Mifflin)	2008
Realidades 1	Prentice Hall	2004
The Language of Literature ( 11 Grade )	Mc Dougal Littell	2006
The Language of Literature ( 12 Grade )	Mc Dougal Littell	2015

U.S. History and Geography	Glencoe/McGraw Hill	2014
Understanding Psychology	Glencoe	2008
World Geography: Building a Global Perspective	Prentice Hall/Pearson	2009

### School Facilities (School Year 2015-2016)

Futures High School consists of sixteen classrooms, a library, fitness room, cafeteria, gym, fields, administration building, and staff lounge. Futures administration/staff work in conjunction with TRUSD maintenance department to maintain a clean, functional, and safe facility for the school community.

## 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 Assessments for students in the general education population and the California Alternate Assessments (CAA's) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with cognitive disabilities); and
- The percentage of pupils 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 programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	14-15	15-16		14-15	15-16		14-15	15-16	
English/Language Arts	48%	66%		28%	31%		44%	48%	
Mathematics	27%	25%		23%	25%		34%	36%	

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Eleven (School Year 2015-2016)

#### ELA - Grade 11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or
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				Exceeded
All Students	86	77	89.5%	66.2%
Male	47	43	91.5%	51.2%
Female	39	34	87.2%	85.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	73	89%	68.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	62	87.3%	66.1%
English Learners	26	23	88.5%	17.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 students that did not receive a score; 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 students with scores

## Mathematics - Grade 11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	85	98.8%	24.7%
Male	47	46	97.9%	26.1%
Female	39	39	100%	23.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--

Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	81	98.8%	25.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.6%	22.9%
English Learners	26	26	100%	11.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 students that did not receive a score; 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 students with scores.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	72%	68%	69%	47%	43%	40%	60%	56%	54%

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight and Grade 10 (School Year 2015-2016)

Group	Total Enrollment	# Valid Scores	% Valid Scores	% Prof/Advanced
All Students	129	124	96.1%	69.4%
Male	63	60	95.2%	66.7%
Female	66	64	97.0%	71.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%



Asian	--	--	--	0%
Filipino	0	0	0%	0%
Hispanic or Latino	0	0	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	117	112	95.7%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	96	97.0%	64.6%
English Learners	38	37	97.4%	40.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	--	--	--	--

Note: Science test results include CST's, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	--
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

### Courses for University of California and/or California State University Admission

Measure	Percent
2015-16 Students Enrolled in Courses required for UC/CSU Admission	NA
2014-15 Graduates Who Completed All Courses Required for US/CSU Admission	58.5%

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State Priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the area of physical education.

### California Physical Fitness Test Results (School Year 2014-2015)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9 <sup>th</sup>	78.1%	62.9%	54.3%

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Pupil Engagement (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 2015-2016)

#### Parent Involvement

Futures High School greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer in the classroom. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and provide feedback regarding the school's Single School District and LCAP plans. Various parent events such as educational family nights, parent forums, open houses, awards nights, etc. are held on a regular basis. For more information about parent involvement opportunities at the school, contact the school office at 916.286.1902.

### State Priority: Pupil Engagement

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

- High School dropout rates; and
- High School graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-14	2013-14	2014-15
Dropout Rate	17.7%	25%	21.2%	16.4%	15.3%	9.2%	11.4%	11.5%	10.7%
Graduation Rate	80.65%	75%	76.92%	75.3%	77.59%	82.9%	80.44%	80.95%	82.3%

### Completion of High School Graduation Requirements (Class of 2015) (One-Year Rate)

Group	School	District	State
All Students at the School	80%	73%	86%
Black or African American	0%	62%	77%
American Indian or Alaska Native	0%	75%	75%
Asian	100%	82%	99%
Filipino	0%	84%	97%
Hispanic or Latino	0%	71%	84%
Native Hawaiian or Pacific Islander	0%	89%	85%

White	81%	77%	87%
Two or More Races	0%	71%	91%
Socioeconomically Disadvantaged	77%	73%	77%
English Learners	63%	46%	51%
Students with Disabilities	0%	55%	68%
Foster Youth	--	--	ND

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	9.2%	14.2%	15.0%	8.8%	7.7%	NA	4.4%	3.8%	NA
Expulsions	0.0	0.0	NA	0.1%	0.0	NA	0.1%	0.1%	NA

## School Safety Plan

Gateway Community Charters, in conjunction with Futures High School, has adopted a Comprehensive School Safety Plan that is reviewed and revised in February and board-adopted by March 1 each year. The plan addresses required elements such as campus safety and security, emergency preparedness, disaster plans, school uniform policies, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern at Futures High School. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire, earthquake and lockdown drills. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office.

## Discipline & Climate for Learning

Students at Futures High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Futures' High School discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Futures High School is a Flippen Group's Capturing Kids Hearts (CKH) school. CKH program elements promote positive, self-regulated student behavior and positive school culture. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. Parents are contacted immediately after a discipline concern. For more serious discipline issues, referrals are completed and submitted to an administrative staff member. Appropriate consequences are given to students accordingly.

## Student Recognition

Futures High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. School-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are recognized for their achievements during fall and spring awards assemblies and assemblies for scholarships. Students may also receive a Futures High Student of the Month award.

#### 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.

#### Federal Intervention Program (School Year 2016-2017)

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in PI	NA	48
Percent of Schools Identified for PI	NA	90.6%

Note: Cells with NA values do not require data.

#### Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
English	27.0	27.0	21.0	2	4	15	12	13	7	0	1	1
Mathematics	29.0	32.0	20.0	0	1	13	9	5	7	1	7	0
Science	24.0	26.0	22.0	4	4	2	10	11	9	0	1	0
Social Studies	28.0	30.0	28.0	0	1	2	10	7	9	0	3	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 2015-16)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	2.0	212
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	1	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1 (As Needed)	NA

Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

### Expenditures & Services Funded

In addition to general state LCFF funding, Futures High School receives state and federal funding for the following categorical and other support programs:

- Title I - Various programs/additional support to assist students of low-socioeconomic status
- Title II - Professional Development
- Title III - Various programs/additional support to assist English Learners
- State Lottery
- State Lottery, Instructional Material

### Advanced Placement Courses (School Year 2015-2016)

	# of Courses	Percent of Students in AP Courses
All Courses	4	6%
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics	2	
Science		
Social Studies	2	

### Professional Development - Most Recent Three Years

Staff members at Futures participate in a comprehensive program of professional development. With the changing landscape of standards-based education and the onset of Common Core State Standards and Next Generation Science Standards, staff has been participating in a multitude of trainings to prepare for the shifts. Futures High School is a Capturing Kids' Hearts (CKH) school - CKH is a comprehensive program designed to enhance school culture as well as build self-regulated behavior among students. The program requires frequent staff development and collaboration. Futures High School is Project Lead the Way (PLTW) school and provides a variety of STEM (science, technology, engineering and math) opportunities for students that require staff professional development. Finally, Futures participates in Inquiry By Design (IBD) professional development that provides best practices for Common Core State Standards (CCSS) implementation.

The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.