



Futures High School
3701 Stephen Drive, North Highlands, CA 95660 ■ (916)286-1902

Principal

Nataliya Burko

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Gateway Community Charters

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Twin Rivers Unified School District

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Mission Statement

A dedicated and highly qualified faculty provides Future 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.

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 six charter schools with Twin Rivers Unified School District as the LEA/oversight agency.

Futures High School had a beginning enrollment of 306 students in grades nine through twelve for the 2010-11 school year. Student demographics are illustrated in Table 1.

Table 1: Student Enrollment

Group	Percentage
Number of Students	306
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.3%
Filipino	0.0%
Hispanic or Latino	0.3%
Native Hawaiian or Pacific Islander	0.0%
White	99.3%
Two Or More Races	0.0%
Socioeconomically Disadvantaged	86.9%
English Learners	77.1%
Students with Disabilities	1.6%

Discipline & Climate for Learning

Our goal is to have our students be life long learners. The staff uses intervention and prevention in our discipline strategy. We hold lunch detention and after school detention for minor infractions. Staff members complete a

discipline violation card for minor infractions. 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. Parents and students are informed of school rules and policies through the Student/Parent Handbook, communication home via letters and phone calls, the monthly Parent newsletters, and Parent Workshops.

Table 2 illustrates the total cases of Suspensions and Expulsions for the last three years, as well as percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Table 2: Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	26	36	160	10898	6864	6641
Suspension Rate	11.2%	7%	13.4%	35.2%	22.0%	21.0%
Expulsions	0	0	0	64	52	26
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: athletic after school program, debate, and book club.

Futures High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during fall & spring awards assemblies and assemblies for scholarships. Students may also receive a Student of the Week award.

School Enrollment & Attendance

Charter schools receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Futures High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Table 3 illustrates the enrollment trend by grade level for the past three school years.

	2008-2009	2009-2010	2010-2011
9 th	79	93	88
10 th	70	82	83
11 th	46	68	73
12 th	38	45	62
Total Enrollment	233	288	306

Class Size

Average class sizes vary by grade level and subject area taught. Table 4 indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Table 4: Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English	21	25	28	7	5	3	4	8	8	-	2	4
Mathematics	20	25	29	6	2	3	5	10	11	-	-	3
Science	20	27	29	6	1	1	3	7	6	-	-	1
Social Studies	23	28	28	7	-	-	4	7	8	-	2	2

School Leadership

Leadership at Futures High School is a responsibility shared among GCC administration, site administration, instructional staff and parents. Staff members participate on the Leadership Team, School Site Council, Safety Team, as Lead Teachers, in staff development, and in collaborative & professional learning communities.

Ms. Nataliya Burko is the principal at Futures and is in her third year in that role. She was promoted from vice-principal in the early summer of 2009. Superintendent, Dr. Cindy Petersen, GCC Inc. Superintendent/CEO has over 25 years experience as an educational leader, an administrator and classroom teacher. Principal Burko participates in monthly one-on-one meetings with the Superintendent as well as an additional monthly meeting with the CBO for collaborative budget review and management. As principal, Ms. Burko also participates in twice monthly meetings with all the GCC central administration and principals via an ongoing professional learning community. School site support includes: BTSA Support Providers, Director of Categorical Programs, Director of Community Engagement and Development, and Academic and Assessment Coordinator. The staff also participates in weekly staff development and coordinated team meetings.

Teacher Assignment

Futures High School recruits and employs the most qualified credentialed teachers. Teacher misassignments (Table 6) reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Table 5: Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	29	14	13	1091
Without Full Credentials	1	0	0	12
Working Outside Subject	0	0	0	14

Table 6: Misassignments/Vacancies

	08-09	09-10	10-11
Misassignments of Teachers of English Language Learners	2	0	0
Total Missassignment of Teachers	2	0	0
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Table 7 indicates the percentage of Core Academic Courses taught by NCLB compliant teachers.

Table 7: NCLB Compliant Teachers

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	90.6%	9.4%
High Poverty Schools in District	90.6%	9.4%
Low Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and GCC policies. All teachers are formally evaluated annually and are informally observed on a regular basis.

Each teacher is evaluated annually via a performance pay system. The assessment of performance is completed by themselves, their administrator, and a peer. Criteria for the evaluation are based upon the California Standards for the Teaching Profession. Using a rubric for evaluation, teachers have the opportunity to earn performance pay based upon observable quality teaching performance.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. 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.

Counseling & Support Staff

It is the goal of Futures High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:204. Table 8 lists the support service personnel available at Futures High School.

Table 8: Counseling & Support Services Staff

	Number of Staff	Average Number of Students per Academic Counselor
Counselor	2	204
Parent Liaison	-	
Psychologist	1 (As Needed)	
Resource Specialist Program Teacher	1 (As Needed)	
Speech and Language Specialist	1 (As Needed)	

Parent Involvement

Parents are encouraged to participate in the school's School Site Council in which they assist in the development of the comprehensive Single School District Plan. Parents are asked for their input by taking an annual parent survey in which they assess how the school site is operating and how the faculty and staff are assisting in meeting the needs of the community. Due to the significant numbers of EL students, Futures High School's parents participate in monthly ELAC (English Learner Advisory Committee) meetings. We have Open House, Back-to-School-Night, Parent Forums, and student Award's Nights where parents are invited to attend to see how their students are succeeding.

Curriculum Development

All curriculum development at Futures High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Throughout the school year teachers adjust those plans based on the result of ongoing assessment and data analysis.

Instructional Materials

Instructional materials approved for use by the State are reviewed by all teachers and administrators and approved by the GCC Board. Table 9 displays information about the quality and currency of the standards-aligned textbooks and other instructional materials used at the school.

Table 9: Gateway Community Charter Board Adopted Textbooks

Grade Level	Subject	Publisher	Adoption Year
9th-12th	English/Language Arts	McDougal Littell	2003
9th-12th	Foreign Language	Glencoe	2008
9th-12th	Foreign Language	Holt, Rinehart & Winston	2008
9th-12th	Health	Holt, Rinehart & Winston	2005
9th-12th	History/Social Science	Kennedy, Cohen, Baily	2010
9th-12th	History/Social Science	Prentice Hall	2006
9th-12th	History/Social Science	Prentice Hall	2007
9th-12th	History/Social Science	Prentice Hall	2006
9th-12th	Mathematics	Goodheart/Wilcox	2004
9th-12th	Mathematics	Larson Hostetler, Edwards	2006
9th-12th	Mathematics	McDougal Littell	2011
9th-12th	Mathematics	McDougal Littell	2011
9th-12th	Science	Glencoe	2007
9th-12th	Science	Prentice Hall	2006

Science Lab Equipment

The school is currently purchasing additional science materials. Current inventory includes the following: demonstration lab tables, lab kits, microscopes, slides, test tubes, test tube holders, beakers, and flasks. Contact the school office for additional information.

School Facilities & Safety

Futures High School consists of 16 classrooms, a library, cafeteria, gym, administration building, and staff lounge. School safety is a primary concern of Futures High School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school safety plan is reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Table 10 shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Studies for the most recent three-year period. Table 11 shows the combined percentage of students scoring at the Proficient and Advanced levels for English/Language Arts, Math, Science, and Social Studies by subgroup. For results on course specific tests, please see <http://star.cde.ca.gov>.

Table 10: California Standards Test (CST)

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English/Language Arts	42%	47%	50%	38%	39%	40%	49%	52%	54%
Mathematics	19%	41%	42%	35%	40%	41%	46%	48%	50%
Science	61%	68%	62%	34%	39%	41%	50%	54%	57%
History/Social Science	62%	72%	57%	25%	27%	29%	41%	44%	48%

**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.*

Table 11: California Standards Test (CST) Subgroups

Subject	English/Language Arts	Mathematics	Science	History/Social Studies
All Students in the District	40%	41%	41%	29%
All Students at the School	50%	42%	62%	57%
Male	53%	47%	69%	62%
Female	47%	35%	55%	52%
Black or African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	0%	0%	0%	0%
Filipino	-	-	-	-
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	-	-	-	-
White	51%	42%	63%	56%
Two or More Races	-	-	-	-
Socioeconomically Disadvantaged	49%	41%	56%	56%
English Learners	19%	33%	37%	25%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	55%	27%	0%	0%

**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.*

Academic Performance Index

The Academic Performance Index (API), summarized in Table 12, is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Table 12: Academic Performance Index Growth by Student Group- Three Year Comparison

Group	Actual API Change 2008-2009	Actual API Change 2009-2010	Actual API Change 2010-2011
All Students at the School	45	26	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic Latino			
Native Hawaiian or Pacific Islander			
White	46	30	-9
Two or More Races	N/D		
Socioeconomically Disadvantaged	50	28	-16
English Learners	56	22	-16
Students with Disabilities			

*Note: "N/D" means that no data was available to the CDE or LEA to report.

Table 13: Academic Performance Index Growth by Student Group- 2011 Growth API Comparison

Group	2011 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	213	796	18,302	726	4,683,676	778
Black or African American	0		2,770	663	317,856	696
American Indian or Alaska Native	0		150	672	33,774	733
Asian	1		1,919	761	398,869	898
Filipino	0		231	819	123,245	859
Hispanic or Latino	1		7,155	713	2,406,749	729
Native Hawaiian or Pacific Islander	0		307	712	26,953	764
White	211	798	4,994	764	1,258,831	845
Two or More Races	0		553	739	76,766	836
Socioeconomically Disadvantaged	182	790	15,054	716	2,731,843	726
English Learners	171	773	6,696	709	1,521,844	707
Students with Disabilities	4		2,328	557	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in Table 14.

Table 14: Adequate Yearly Progress (AYP)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate- English-Language Arts	Yes	Yes
Met Participation Rate- Mathematics	Yes	Yes
Met Percent Proficient- English Language Arts	Yes	No
Met Percent Proficient- Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program

Charter schools, schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP

Table 15: Federal Intervention Program

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2010-2011
Year in Program Improvement		Year 2
Number of Schools Currently in PI		47
Percent of Schools Identified for PI		83.9%

Physical Fitness

In the spring of each year, Futures High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas and the results are summarized in Table 16. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Table 16: Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9 th	22.60%	28.60%	45.20%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Table 17 displays the percent of students achieving at the Proficient or Advanced level for the past three years. Table 18 displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

Table 17: California High School Exit Examination Results for All Grade Ten Students- Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	44%	46%	53%	35%	34%	34%	52%	54%	59%
Mathematics	58%	63%	60%	37%	34%	35%	53%	54%	56%

Table 18: California High School Exit Examination Grade Ten Results by Student Group- Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	21%	13%	65%	25%	10%
All Students at the School	47%	26%	27%	40%	30%	30%
Male	51%	22%	27%	36%	31%	33%
Female	44%	29%	27%	44%	29%	27%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	48%	25%	27%	39%	30%	30%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	26%	25%	43%	31%	26%
English Learners	77%	13%	10%	70%	20%	10%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, Table 19 displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Table 19: Completion of High School Graduation Requirements

Group	Graduating Class of 2011		
	School	District	State
All Students	68% **	78.0%	N/D
Black or African American	-	71.0%	N/D
American Indian or Alaska Native	-	70.0%	N/D
Asian	-	84.0%	N/D
Filipino	-	0.0%	N/D
Hispanic or Latino	-	77.0%	N/D
Native Hawaiian or Pacific Islander	-	77.0%	N/D
White	68% **	84.0%	N/D
Two or More Races	-	63.0%	N/D
Socioeconomically Disadvantaged	67% **	75.0%	N/D
English Learners	74% **	77.0%	N/D
Students with Disabilities	-	76.0%	N/D

* Note: "N/D" means that no data were available to the CDE or LEA to report.

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.

** All Futures students enrolled in the senior class at the end of the academic year graduated.

Dropout & Graduation Rates

Futures High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: after school tutoring, CAHSEE preparation classes and counseling. Graduation and dropout rates for the last three years are summarized below in Table 20.

Table 20: Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	4.3	2.1	0.0	9.5	10.6	4.9	5.7	4.6
Graduation Rate	100%	89.5%	93.3%	70.53	76.69	78.28	80.21	78.59	80.44

UC/CSU Course Completion

Students at Futures High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. Representatives from UC and CSU come to the school to discuss their programs and encourage students to prepare for college.

Table 21: Courses for University of California and/or California State University Admission

Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	77.7%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	45.2%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the “A-G requirements.”

A: Two years of history/social science

B: Four years of English

C: Three years of college preparatory mathematics (Four recommended for UC)

D: Two years of laboratory science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

Futures High School encourages students to continue their education past high school. Futures High School offers Advanced Placement (AP) Calculus AB and Advanced Placement (AP) Calculus BC courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation’s colleges. During the 2010-11, 24 students participated in taking the exams. 56% of the participating students passed AP Calculus AB, and 100% of the participating students passed AP Calculus BC. 15% of participating students passed the AP US History exam.

Table 22: Advanced Placement Classes

	# of Courses	Enrollment
All Courses	3	
Computer Science	-	
English	-	
Fine and Performing Arts	-	
Foreign Language	-	
Mathematics	2	12
Science	-	
Social Studies	1	

Expenditures & Services Funded

Prior to fiscal year 2008–09, funds for 38 categorical programs were restricted to specific purposes. Per *EC* Section 42605, these funds are now unrestricted. Schools may use the funds to provide services under the pre-flexed programs or for other education purposes or programs. Gateway Community Charters utilizes these funds for educational costs for each of our schools. Futures High School receives state and federal funding for the following categorical funds and other student programs.

- Title I
- Title I ARRA
- Title II
- Title II-LEP
- Title III-Immigrant
- SFSF
- Education Jobs
- State Lottery
- State Lottery, Instructional Materials

Data Sources

Data within the SARC was produced by Gateway Community Charters, provided by Twin Rivers Unified School District through Futures MOU services with them for testing, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Additional data was provided by ZOOM: Data Director and/or Aeries.