



**California Department of Education
School Accountability Report Card
Reported Using Data from the 2017-2018 School Year
Published During 2018-2019**

Futures High School
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CDS Code: 34765050101832

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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 at <https://dq.cde.ca.gov/dataquest/> 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.

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.

Futures provides students with a quality educational program focused on preparing students for success in a global society. We accomplish this by creating a supportive environment that is structured around the development of character development and 21st century skill. Programmatic choices currently include Project Lead the Way, various Advanced Placement/Honors classes, and Service Learning. Using an integrated curriculum, students will be prepared to meet graduation requirements, successfully pursue higher education options, and be successful in their chosen career path.

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 nine charter schools with Twin Rivers Unified School District, Sacramento City Unified School District, Elk Grove Unified School District, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies

Student Enrollment by Grade Level (School Year 2017-18)

Grade 9	124
Grade 10	96
Grade 11	92
Grade 12	87
Total Enrollment	399

Student Enrollment by Student Group (School Year 2017-18)

Group	Percentage
Number of Students	399
Black or African American	0.8%
American Indian or Alaska Native	0.0%
Asian	2.3%
Filipino	0.0%
Hispanic or Latino	3.5%
Native Hawaiian or Pacific Islander	0.0%
White	93.0%
Two Or More Races	0.5%
Socioeconomically Disadvantaged	83.7%
English Learners	34.3%
Students with Disabilities	1.5%
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
	16-17	17-18	18-19	2018-2019
Fully Credentialed	22	21	19	1210
Without Full Credentials	0	0	0	54
Working Outside Subject	0	0	0	46

Teacher Misassignments and Vacant Teacher Positions

	16-17	17-18	18-19
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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year – Updated January 2019

Textbook	Publisher	Year
American Pageant AP Edition	Wadsworth Cengage	2010
Anatomy&Physiology	Pearson	2006
AP Psychology	BFW Worth	2014
Asi Se Dice (Spanish 1)	McGraw-Hill	2016
Asi Se Dice (Spanish 2)	McGraw-Hill	2016
Asi Se Dice (Spanish 3)	McGraw-Hill	2012
Biology	Glencoe	2009
Calculus	Cengage (previous publisher Houghton Mifflin)	2006
Chemistry	Glencoe	2007
Conceptual Physics	Prentince Hall	2006
Earth Science	Glencoe	2008
Health	Pearson	2014
IMPACT: Principles of American Democracy	McGraw-Hill	2019
IMPACT: Principles of Economics	McGraw-Hill	2019
ilit (ELD)	Pearson	2016
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	2015
Language Network (11 Grade)	Mc Dougal Littell	2007
Language Network (12 Grade)	Mc Dougal Littell	2004
Lifetime Health	Holt	2004
Literature, Common Core Edition (9 Grade)	Prentice Hall/Pearson	2012
Literature, Common Core Edition (10 Grade)	Prentice Hall/Pearson	2012
Literature, Common Core Edition (11 Grade)	Prentice Hall/Pearson	2012
Literature, Common Core Edition (12 Grade)	Prentice Hall/Pearson	2015
Modern World History: Patterns of Interaction	Holt McDougal	2012
Precalculus with Limits	Cengage (previous publisher Houghton Mifflin)	2008
STEM Scopes (Living Earth, Chemistry, Physics)	Accelerate Learning	2018
The Language of Literature (11H Grade)	Mc Dougal Littell	2006
The Language of Literature (12H 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 2018-2019)

For the 2018-19 school year, Futures High School has moved to the GCC's brand-new Rancho Del Paso facility. Futures consists of sixteen classrooms, a library, cafeteria, multipurpose room, fields, administration building, and staff lounge. Futures administration/staff work in conjunction with GCC Facilities 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
English/Language Arts	66%	80%	56%	31%	32%	36%	48%	48%	50%
Mathematics	25%	35%	25%	25%	25%	27%	36%	37%	38%

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 2017-2018)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	87	93.55%	56.32%
Male	53	49	92.45%	59.18%
Female	40	38	95.00%	52.63%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	84	93.33%	57.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	77	92.77%	53.25%
English Learners	42	36	85.71%	25%
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 (i.e., achieved Level 3-Alternate) 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Eleven (School Year 2017-2018)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.92%	25%
Male	53	52	98.11%	28.85%
Female	40	40	100%	20%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	89	98.89%	25.84%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	82	98.80%	23.17%
English Learners	42	41	97.62%	7.32%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Math 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.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Science (Grades 5, 8, 10)	NA	NA	NA	NA	NA	NA	NA	NA	NA

Note: The 2016-2017 and 2017-2018 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards (NGSS). The new California Science Test (CAST) was piloted in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-2019 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-2017 and 2017-2018) and the CAA for Science will be field tested in 2018-2019.

Note: Science test results include the CAST and CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceed the standard on the CAST plus the total number of students who met the standard (i.e. achieved Level 3 Alternate) on the CAA for science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
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
2017-18 Students Enrolled in Courses required for UC/CSU Admission	100%
2016-17 Graduates Who Completed All Courses Required for US/CSU Admission	37.9%

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 2017-2018)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9 th	81%	67%	43%

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 2018-2019)

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	21.2%	4.5%	8.1%	9.2%	8.5%	23.4%	10.7%	9.7%	9.1%
Graduation Rate	76.9%	93.2%	90.5%	82.9%	84.3%	59.7%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements (Class of 2017) (One-Year Rate)

Group	School	District	State
All Students at the School	96.8%	69.1%	88.7%
Black or African American	0%	60.6%	82.2%
American Indian or Alaska Native	0%	52.6%	82.8%
Asian	75%	86.9%	94.9%
Filipino	0%	71.0%	93.5%
Hispanic or Latino	0%	66.0%	86.5%
Native Hawaiian or Pacific Islander	100%	79.0%	88.6%
White	87.3%	72.9%	92.1%
Two or More Races	0%	86.3%	91.2%
Socioeconomically Disadvantaged	90.4%	70.7%	88.6%
English Learners	80%	41.3%	56.7%
Students with Disabilities	0%	56.8%	67.1%
Foster Youth	0%	82.4%	74.1%

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	15.0%	6.7%	12.3%	7.8%	7.1%	6.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

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.

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
English	21.0	21.0	21.0	14	13	12	9	10	9	0	0	1
Mathematics	20.0	27.0	24.0	11	1	5	8	13	10	0	0	1
Science	25.0	27.0	24.0	3	2	4	13	10	8	0	3	0
Social Studies	28.0	28.0	25.0	3	4	3	7	6	9	3	4	1

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

Academic Counselors and Other Support Staff (School Year 2017-18)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	2	200
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 2017-2018)

	# of Courses	Percent of Students in AP Courses
All Courses	3	14.3%
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics	2	
Science		
Social Science	1	

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 is has participated in a multitude of trainings to prepare for the shifts. Futures participates in writing development training and coherence training with Innovate.Ed. 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.