



Gateway Community Charters Futures High School

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2008-2009 School Accountability Report Card

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Mission Statement

Futures High School works with parents and the community to create a partnership administration that develops students to their fullest potential. The academic programs provide students with a quality educational support system to ensure enriching educational 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.

District & School Profile

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 and is associated with Twin Rivers School District.

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Futures High School had a beginning enrollment of 233 students in grades nine through twelve for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	0.4%
Asian	0.0%
Caucasian	98.3%
Filipino	0.0%
Hispanic or Latino	0.9%
Pacific Islander	0.0%
Multiple or No Response	0.4%

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 completes 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 quarterly Parent Workshops.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a 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. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	10	38	26	0	0	10898
Suspension Rate	4.0%	9.9%	11.2%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

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. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: athletic and music after school program.

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 Attendance & Enrollment

School districts 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 and intervention is pursued for student success.

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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	72	80	79
10th	52	64	70
11th	37	48	46
12th	15	35	38

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 & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	5.30%	2.80%	4.80%
Graduation Rate	37.50%	92.30%	80.70%

Class Size

Futures High School maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 19:1 for the 2008-09 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	21	29	21	9	1	7	7	12	4	-	3	-
Mathematics	24	28	20	5	3	6	6	9	5	1	2	-
Science	22	29	20	3	2	6	3	5	3	-	5	-
Social Science	24	33	23	4	1	7	5	6	4	-	6	-

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.

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.

Science Lab Equipment

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

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 1:233. The table lists the support service personnel available at Futures High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Instructional Aides	2	2.0
Resource Specialist Program (RSP) Teacher	1	As Needed

Instructional Materials

Instructional materials approved for use by the State are reviewed by all teachers and administrators and a recommendation is made to the GCC Board. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
7th-12th	Foreign Language	Glencoe	2007	Yes	0.0%
7th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
7th-12th	Health	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2005	Yes	0.0%
8th	History/Social Science	Holt, Rinehart & Winston	2003	Yes	0.0%
7th	History/Social Science	Houghton Mifflin	2003	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2003	Yes	0.0%
7th-8th	Science	Glencoe	2006	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

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 (ELA) 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 the chart.

Made AYP Overall	Adequate Yearly Progress (AYP)				
	School		District		
	Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No	No
API School Results	Yes		Yes		
Graduation Rate	Yes		No		

Federal Intervention Program

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. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Program Improvement (PI) Status	Federal Intervention Programs	
	School	District
Not in PI	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

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). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.* For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	31	39	42	26	29	38	43	46	50
Mathematics	14	23	19	17	18	35	40	43	46
Science	28	35	61	28	30	34	38	46	50
History/Social Science	45	39	62	18	19	25	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	42	19	61	62
Males	38	20	65	66
Females	47	18	56	55
Socioeconomically Disadvantaged	42	19	61	62
English Learners	21	11	56	47
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) 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.

	API School Results			2009 API Growth Score
	06-07	07-08	08-09	
Statewide Rank	5	6	-	
Similar Schools Rank	1	2	-	
All Students				
Actual Growth	31	10	45	778
Socioeconomically Disadvantaged				
Actual Growth	17	23	50	778
Caucasian				
Actual Growth	28	9	46	778
English Learners				
Actual Growth	55	-1	56	767

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 seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. 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). During the 2008-09 school year, 93.7% of ninth grade students were in the HFZ.

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.1%	32.9%	55.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table 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.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	38.6	32.8	48.6	52.5	34.7	52.9	47.7	38.3	52.0
Mathematics	40.9	38.6	49.9	55.9	39.8	51.3	59.7	41.3	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53.0	24.2	22.7	40.3	47.8	11.9
Males	57.5	30.0	12.5	36.6	56.1	7.3
Females	46.2	15.4	38.5	46.2	34.6	19.2
Caucasian	53.0	24.2	22.7	40.3	47.8	11.9
English Learners	63.3	20.4	16.3	40.8	51.0	8.2
Socioeconomically Disadvantaged	53.0	24.2	22.7	40.3	47.8	11.9

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 2008-09 school year in the 12th grade, the table 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/>.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	90.0%	66.6%	*

* Data was not available at the time of publication.

UC/CSU Course Completion

Students at Futures High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	84.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

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.

Teacher Assignment

For the 2008-09 school year, Futures High School had 9 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	8	13	9	1489
Without Full Credentials	1	3	1	36
Working Outside Subject	0	0	0	0

Teacher misassignments 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.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	2	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0

Highly Qualified Teachers

The Federal No Child Left Behind 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.

	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	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

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 by their administrator, a peer, and self. Criteria for the evaluation is 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 team meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

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.

In the 2008-09 school year Ms. Dawn Contreras-Douglas was Futures Principal. In the early summer of 2009, Ms. Douglas was promoted to Director of Categoryals and Ms. Nataliya Burko was promoted from vice-principal to Principal. Superintendent, Dr. Cindy Petersen, has over 22 years experience as an educational leader, an administrator and classroom teacher. School site support includes: BTSA Support Providers and Program and Operation Coordinators. The staff also participates in weekly staff development and coordinated team meetings.

Advanced Placement Classes

Futures High School encourages students to continue their education past high school. Futures High School offers Advanced Placement (AP) Calculus course 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 2008-09, 5 students participated in taking the exams. Of the 5 students, 2 students scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Mathematics	1	5
Totals	1	5
Percent of Students in AP Courses		0.4%

School Facilities & Safety

Futures High School consists of 12 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. 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. The safety plan was updated and reviewed with staff in December 2008.

Maintenance and Repair

Futures High School is located on a Twin Rivers Unified School District facility. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The custodial staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

School Facility Conditions				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)				Not Evaluated
Interior				Not Evaluated
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)				Not Evaluated
Electrical				Not Evaluated
Restrooms/Fountains				Not Evaluated
Safety (Fire Safety, Hazardous Materials)				Not Evaluated
Structural (Structural Damage, Roofs)				Not Evaluated
External (Grounds, Windows, Doors, Gates, Fences)				Not Evaluated

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Parent Involvement

Parents are encouraged and participate in the school's School Site Council in which they assist in the development of the comprehensive School Site 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. We have Open House, Back-to-School-Night, quarterly Parent Forums, and student Award's Nights where parents are invited to attend to see how their students are succeeding.

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 916-286-1900.

School Site Teacher Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2007-08 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
 - School and Library Improvement Block Grant**
 - Gifted and Talented Education
 - Comprehensive Student Support
 - Quality Education Investment Act
 - After School Education & Safety
 - School Counselor Program
 - English Language Acquisition Program
 - Parent Involvement
 - Charter School Fund
 - State Compensatory Education
 - Pupil Retention Block Grant
 - PE Block Grant**
 - EIA-LEP
 - EIA-SCE
 - Healthy Start
 - Medi-Cal
 - Head Start
 - State Lottery
 - Title IV
 - Title I
 - Title III
 - Reading First
- **Effective 08/09

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

Data Sources

Data within the SARC was provided by Gateway Community Charters retrieved from the 2008-09 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.