

Future Bound Independent Study Secondary

720 Ninth St. • Ramona, CA 92065 • (760) 787-2068 • Grades 7-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Ramona City Unified

720 Ninth St.
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District Governing Board

Roger Dohm, President
Dawn Perfect, Vice President
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District Administration

Anne Staffieri, Ed.D
Superintendent

Principal Message

Welcome to Future Bound! In 1986, Future Bound Independent Study was designed to meet the various educational needs of high school students. Future Bound continues to be an appropriate placement for students who may be unsuccessful in a comprehensive secondary school due to extended family travel plans, attendance problems, deficient credit status, financial concerns, lack of motivation, health concerns, or pregnancy. Families are provided with textbooks, other instructional materials, and study guides for each study area. Core courses are also available online.

Student attendance is based upon student work completion. Coursework is evaluated by credentialed classroom teachers to determine Pass or Fail status. Students and Parent/Guardians sign a Master Agreement detailing courses/credits attempted and schedule a weekly appointment time to correct work and receive new assignments. Future Bound staff members help students earn their high school diploma, pass the GED or CHSPE, transition to adult education, or become credit current so they can return to Ramona or Montecito High School.

Future Bound High School offers Ramona families an alternative choice for their child's secondary education. Future Bound students work independently, according to a written agreement, and under the general supervision of a credentialed teacher. All students follow the district adopted curriculum and meet district graduation requirements. Core courses are offered via traditional standards-aligned textbooks or through online E2020 courses. Elective courses are also offered. Students and teachers meet weekly to analyze student work and progress.

FB is special for the opportunities it presents to students who have been unsuccessful in a comprehensive high school environment. It also allows students who have medical concerns to be supported by our FB staff. This individualized instruction provides a personal and caring environment for our students.

David Lohman, PRINCIPAL

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	5
Grade 11	10
Grade 12	26
Total Enrollment	41

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	0
White	48.8
Two or More Races	0
Socioeconomically Disadvantaged	61
English Learners	12.2
Students with Disabilities	2.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Future Bound Independent Study Secondary	14-15	15-16	16-17
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ramona City Unified			
With Full Credential	14-15	15-16	16-17
With Full Credential	♦	♦	240
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Future Bound Independent	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	62.1	37.9
Districtwide		
All Schools	98.5	1.5
High-Poverty Schools	95.7	4.3
Low-Poverty Schools	99.8	0.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Core Connections Integrated Math 1 CPM 2015 McDougal Littell 2003 Holt, Rinehart & Winston 2008 McDougal Littell Heath 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt Rinehart 2006 Holt, Rinehart & Winston 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell 2005 Prentice Hall 2005 Glenco 2006 Pearson Prentice Hall 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District's maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X	X		

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 Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	17	11	49	53	44	48
Math	7		36	38	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	14	11	78.6	18.2
Female	11	10	90.9	10.0
White	12	10	83.3	20.0

* Science test results include CSTs, 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. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	14	11	78.6	11.1
Female	11	11	8	72.7	14.3

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. 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	18	70	66	67	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	15	12	80.0	
Female	11	11	8	72.7	

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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Due to the independent study nature of Future Bound, parents are an integral part of every student’s educational plan. Students and their parents sign Master Agreements understanding that all course assignments must be completed at home to earn course credit. Parents and teachers work together to support student learning of the California Content Standards for their particular grade level. Parents are encouraged to attend weekly scheduled conference appointments with the student. As School Site Council members, Future Bound students and parents are an active part of the continued process of school improvement in the classroom and sharing leadership of our School Site Council.

We always welcome the involvement of our parents and are welcome to attend dances, field trips, and sporting events.

Parent involvement coordinator: FB office 760-787-4300

State Priority: School Climate

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

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

School Safety Plan

Future Bound is located in one of the Montecito High School's classrooms and is considered part of the MHS's comprehensive safety plan.

Future Bound’s Safe School Plan addresses the procedures the faculty and staff need to follow in case of emergencies and follows the guidelines established by MHS. The plan is checked and revised in August. After revisions it is shared with staff and students.

Visitors are required to check in at the office and receive a visitor’s pass. Parents who wish to visit classrooms are required to make their request 24 hours in advance.

Partnering with our local Fire, EMS, and Sheriff ’s Office MHS follows emergency procedures for fire, lockdown, and earthquake drills. FB participates in the California school-wide annual earthquake drill.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.8	3.2
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	3.9
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	NA	NA	NA									
Mathematics	NA	NA	NA									
Science	NA	NA	NA									
Social Science	NA	NA	NA									

* 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.

Professional Development provided for Teachers

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the new state standards and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development is in the following areas:

- New state standards in math
- New state standards in English Language Arts (reading and writing)
- Technology integration
- Next Generation Science Standards
- Administrator and teacher leadership

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,954	\$43,821
Mid-Range Teacher Salary	\$68,496	\$69,131
Highest Teacher Salary	\$86,716	\$89,259
Average Principal Salary (ES)	\$109,649	\$108,566
Average Principal Salary (MS)	\$123,721	\$115,375
Average Principal Salary (HS)	\$135,637	\$125,650
Superintendent Salary	\$200,591	\$198,772
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

We believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, RUSD has a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Students Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Home Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6527	\$38	\$6489	\$77519
District	♦	♦	\$5134	\$74751
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			26.4	3.7
Percent Difference: School Site/ State			14.3	8.4

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Future Bound Independent Study	2011-12	2013-14	2014-15
Dropout Rate	19.50	36.40	35.00
Graduation Rate	58.54	57.58	40.00
Ramona City Unified	2011-12	2013-14	2014-15
Dropout Rate	4.10	7.00	4.40
Graduation Rate	88.59	85.60	88.84
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	2.78
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	89	86
Black or African American	0	100	78
American Indian or Alaska Native	0	78	78
Asian	0	100	93
Filipino	0	75	93
Hispanic or Latino	100	87	83
Native Hawaiian/Pacific Islander	0	100	85
White	91	91	91
Two or More Races	0	67	89
Socioeconomically Disadvantaged	0	60	66
English Learners	100	79	54
Students with Disabilities	38	41	78

Career Technical Education Programs

Future Bound does not have any students involved with CTE courses.

All students at FB have access to our College and Career Center on the Montecito High School campus.

DataQuest

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

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.