



Future Bound Independent Study Secondary

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Ramona Unified School District

720 Ninth St.
Ramona, CA 92065
760-787-2000
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District Governing Board

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Daryn Drum, Vice President
Rodger Dohm
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Superintendent
Theresa Grace
**Assistant Superintendent of
Education Services**
Joel Garcia, Ed.D
**Assistant Superintendent of
Human Resources**
Rena Seifts
**Assistant Superintendent of
Administrative Services**

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 attendance challenges, deficient credit status, financial concerns, lack of motivation, health concerns, or pregnancy. Students 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 Schools.

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.

Future Bound is unique due to 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 Future Bound staff. This individualized instruction provides a personal and caring environment for our students.

Mike Sterner
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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	4
Grade 11	18
Grade 12	13
Total Enrollment	35

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	40.0
Native Hawaiian or Pacific Islander	0.0
White	60.0
Socioeconomically Disadvantaged	62.9
English Learners	8.6
Students with Disabilities	11.4
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			
Future Bound Independent Study Secondary	16-17	17-18	18-19
With Full Credential	2	2	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ramona Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	244
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Future Bound Independent	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	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 (School Year 2018-19)

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Integrated 1 CPM 2015 Integrated 2 CPM 2015 McGraw Hill Algebra 4th Edition 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

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: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The main deficiencies are stained ceiling tiles from roof leaks and carpeting that needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	36.0	40.0	52.0	51.0	48.0	50.0
Math	0.0	0.0	38.0	37.0	37.0	38.0

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.

Note: ELA and 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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	10	50.00	40.00
Male	--	--	--	--
Female	14	6	42.86	50.00
Hispanic or Latino	--	--	--	--
White	13	8	61.54	37.50
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded 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.

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 subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

* 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	9	42.86	0
Male	--	--	--	--
Female	15	5	33.33	0
Hispanic or Latino	--	--	--	--
White	13	6	46.15	0
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2018-19)

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 agreeing 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 their parents are an active part of the continued process of school improvement.

We always welcome the involvement of our parents at the Montecito High School 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 State priority: School Climate (Priority 6):

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

School Safety Plan

Future Bound is located on the Montecito High School (MHS) campus and, as such, is considered to be 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 revised each year in the fall, approved by the School Site Council and reviewed with the staff during the weekly staff meetings. Staff reviews the plan with students and evacuation maps are posted in all buildings on campus. The MHS grounds are supervised by a full time security member. Staff members are outside their rooms during class changes and the twelve minute nutrition break.

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

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	3.3	3.6
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	7.0	5.0	5.0	1	1	1						
Mathematics	7.0	5.0	3.0	1	1	1						
Science	7.0	4.0	6.0	1	1	1						
Social Science	6.0	5.0	4.0	1	1	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.

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:

- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- Instructional Focus Leadership/Improvement Science
- Social-Emotional Learning
- Technology Integration

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,017	\$47,547
Mid-Range Teacher Salary	\$72,033	\$74,775
Highest Teacher Salary	\$95,004	\$93,651
Average Principal Salary (ES)	\$115,793	\$116,377
Average Principal Salary (MS)	\$130,652	\$122,978
Average Principal Salary (HS)	\$143,235	\$135,565
Superintendent Salary	\$215,000	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

* 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, Ramona Unified School District 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. Ramona Unified School District 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).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Future Bound Independent Study	2014-15	2015-16	2016-17
Dropout Rate	35.0	18.2	24.0
Graduation Rate	40.0	63.6	60.0
Ramona Unified School District	2014-15	2015-16	2016-17
Dropout Rate	4.4	2.7	2.0
Graduation Rate	88.8	92.3	91.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7043	\$21	\$7022	\$84,812
District	◆	◆	\$5504	\$71,367
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			24.2	17.2
Percent Difference: School Site/ State			-1.5	10.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	71.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	89.5	92.3	88.7
Black or African American	0.0	87.5	82.2
American Indian or Alaska Native	100.0	71.4	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	33.3	87.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	96.4	92.1
Two or More Races	100.0	80.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	58.3	56.7
Students with Disabilities	0.0	92.3	67.1
Foster Youth	0.0	0.0	74.1

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 <https://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.