

Family Partnership Home Study Charter

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Family Partnership Home Study Charter
Street	625 S. McClelland Dr Suite A
City, State, Zip	Santa Maria
Phone Number	(805) 348-3333
Principal	Jules Manfreda
E-mail Address	jules.manfreda@fpcharter.org
Web Site	fpcharter.org
CDS Code	42 69112 0111773

District Contact Information	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Doug Brown
E-mail Address	dbrown@sbceo.org
Web Site	www.sbceoportal.org/blochman/

School Description and Mission Statement (School Year 2016-17)

Family Partnership Home Study Charter School (FPCS) is a K-12 Independent/Home Study charter school with administrative offices located in Santa Maria, California. The school is sponsored by the Blochman School District and provides services to in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in grades K-12th that are seeking alternative, personalized educational programs.

FPCS provides students and parents with three distinct personalized instructional programs: Independent Study, Montessori and Blended Study (full-day instruction and independent study). In collaboration with a credentialed teacher, parents have the opportunity to develop personalized learning plans for their child, are provided training, resources, planning tools and instructional support to assist in the education of their child. Students have access to instructional opportunities that range anywhere from a minimum of weekly meetings with an advisor, to up to 3.5 days of highly supported instruction.

FPCS currently consists of six (6) learning centers in the following locations: Solvang, Orcutt, two locations in Santa Maria, San Luis Obispo, and Morro Bay. The areas served by the school are primarily residential, composed of families from a wide cross-section of the Socioeconomic spectrum. Each learning center, serving a unique geographic area, is highly reflective of students' interests and needs as well as community college, university, and military influences.

The core of FPCS' academic programs is a deep commitment to the personalized education of each student that enrolls in our programs. This commitment is supported through the individual attention paid to each student and family, by teachers and staff, as well through the variety of educational opportunities that FPCS offers students and families.

Mission Statement:

The Family Partnership Home Study Charter School supports student success through a variety of collaborative academic programs that respect the unique educational strengths and needs of each student in all grades K-12.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	33
Grade 1	28
Grade 2	26
Grade 3	20
Grade 4	30
Grade 5	27
Grade 6	15
Grade 7	24
Grade 8	45
Ungraded Elementary	0
Grade 9	23
Grade 10	41
Grade 11	57
Grade 12	85
Ungraded Secondary	0
Total Enrollment	454

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	1.8
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	1.1
White	65
Two or More Races	4.2
Socioeconomically Disadvantaged	60.8
English Learners	2.2
Students with Disabilities	8.1
Foster Youth	1.5

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	28	29	82
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.67	2.33
All Schools in District	67.1	32.9
High-Poverty Schools in District	50.0	50.0
Low-Poverty Schools in District	78.7	21.3

Note: 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)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP) Math in Focus (Singapore) CCSS aligned textbooks were purchased for K-8th Math.	Yes	0
Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP)	No	0
History-Social Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP)	No	0
Foreign Language	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP)	No	0
Health	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP)	No	0
Visual and Performing Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP)	No	0
Science Laboratory Equipment (grades 9-12)	N/A	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Family Partnership Charter School leases space for each of its Learning Centers from a variety of management groups including: local school districts, private landowners, community organizations, and property management companies. Each Learning Centers has been selected for its appropriateness for the students, families, community and instructional methods that it serves. All learning centers are clean and in good repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/13/2016				
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		Morro Bay LC: Repair to the playground blacktop

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	52	59	52	53	44	48
Mathematics	28	27	29	30	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	18	81.8	72.2
	4	33	27	81.8	51.9
	5	27	24	88.9	45.8
	6	14	10	71.4	60.0
	7	25	23	92.0	73.9
	8	43	37	86.0	58.3
	11	57	53	93.0	56.6
Male	3	13	11	84.6	81.8
	4	14	12	85.7	58.3
	5	12	9	75.0	33.3
	8	18	16	88.9	50.0
	11	22	21	95.5	52.4
Female	4	19	15	79.0	46.7
	5	15	15	100.0	53.3
	7	16	15	93.8	86.7
	8	25	21	84.0	65.0
	11	35	32	91.4	59.4
Hispanic or Latino	8	15	14	93.3	50.0
	11	26	25	96.2	56.0
White	3	15	12	80.0	75.0
	4	23	19	82.6	57.9
	5	19	16	84.2	37.5
	7	19	18	94.7	77.8
	8	22	18	81.8	61.1
	11	27	24	88.9	62.5
Socioeconomically Disadvantaged	3	12	9	75.0	77.8
	4	22	18	81.8	50.0
	5	13	11	84.6	45.5
	7	12	11	91.7	63.6
	8	26	23	88.5	56.5
	11	34	31	91.2	58.1

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 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 Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	18	81.8	55.6
	4	33	27	81.8	25.9
	5	27	23	85.2	31.8
	6	14	10	71.4	40.0
	7	25	23	92.0	43.5
	8	25	23	92.0	43.5
	11	57	53	93.0	15.4
Male	3	13	11	84.6	63.6
	4	14	12	85.7	41.7
	5	12	9	75.0	25.0
	11	22	21	95.5	19.1
Female	4	19	15	79.0	13.3
	5	15	14	93.3	35.7
	7	16	15	93.8	40.0
	8	16	15	93.8	40.0
	11	35	32	91.4	12.9
Hispanic or Latino	11	26	25	96.2	8.3
White	3	15	12	80.0	58.3
	4	23	19	82.6	26.3
	5	19	15	79.0	14.3
	7	19	18	94.7	44.4
	8	19	18	94.7	44.4
	11	27	24	88.9	20.8
Socioeconomically Disadvantaged	3	12	9	75.0	77.8
	4	22	18	81.8	33.3
	5	13	11	84.6	20.0
	7	12	11	91.7	45.5
	8	12	11	91.7	45.5
	11	34	31	91.2	3.3

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 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 Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	65	42	60	73	26	55	60	56	54

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

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	125	112	89.6	59.8
Male	54	47	87.0	61.7
Female	71	65	91.6	58.5
Hispanic or Latino	32	30	93.8	43.3
White	80	72	90.0	62.5
Socioeconomically Disadvantaged	74	67	90.5	58.2
Students with Disabilities	11	10	90.9	50.0

Note: 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.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

CTE courses odssesyware, SLOCOE CTE grant program, in processes of of developing CTE programs

Career Technical Education Participation (School Year 2015-16)

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 Pupils Enrolled in Courses Required for UC/CSU Admission	40
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	20.8	25
7	20	8	28
9	26.3	10.5	15.8

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 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)

FPCS is a Independent Study/Home Study Charter School with a variety of different programs designed support and maximize student success in the 21st century. Our district's philosophy is based on the Independent Study/Home Study model, where the parent is the primary educator with support from the individual learning centers and teachers. Parent involvement is critical to support student learning in an Independent Study/Home Study environment, as the parents offer instructional support to students at home. Therefore it is a high priority at Family Partnership to welcome and encourage parents to participate in their child's education, attend parent education sessions, as well as participate in decision-making meetings.

FPCS offers many opportunities for additional parent involvement including; volunteer opportunities at local learning centers, joining the Parent Advisory Committee (PAC), election to the Governing Council (GC), involvement in food drives, etc. Parents interested in volunteering should contact their local learning center. Parents interested in joining either the PAC or GC should contact the administration office for information.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	20.80	24.20	11.00	N/A	N/A	N/A	11.40	11.50	10.70
Graduation Rate	64.58	62.12	82.19	N/A	N/A	N/A	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	96	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	91	92	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	0	54
Students with Disabilities	94	94	78

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.00	0.6	0.2	0.4	4.4	3.8	3.7
Expulsions	0.2	0.0	0.00	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

FPCS complies with all applicable state and federal laws. FPCS has adopted the Local Educational Agency’s policies related to health, safety and risk management issues including but not limited to:

- A requirement that all enrolling student and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Establishment of child abuse reporting protocols that conform to current law.
- Policy stating we do not administer prescription drugs to students and that parent’s assume all responsibility relating to the administration of prescription drugs and other medications.
- A policy that the school will be housed in facilities that comply with State Fire Marshal standards and adhere to Title 24 of the Uniform Building code.
- Policy stating that the school functions as a drug, alcohol and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237, 45122.1, and 45125.1.
- FPCS requires initial and ongoing tuberculosis screenings of employee candidates and employees.

These policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. Parents understand that FPCS complies with all applicable laws concerning immunizations, health and safety, child abuse reporting, and all related issues for both employees and students. Each Learning Center has a center specific Disaster Plan that was updated during the 2015-2016 school year, which includes instructions for evacuation procedures, evacuation posters, parent notifications, and contact logs related to students and staff present at a time a disaster may occur.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist	2	N/A
Other	N/A	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,553	\$2,465	\$6,089	\$56,035
District	N/A	N/A	\$5656	\$53,430
Percent Difference: School Site and District	N/A	N/A	7.7	4.9
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	7.3	-8.1

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

Types of Services Funded (Fiscal Year 2015-16)

N/A

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,838	\$41,085
Mid-Range Teacher Salary	\$60,354	\$59,415
Highest Teacher Salary	\$76,388	\$75,998
Average Principal Salary (Elementary)	N/A	\$100,438
Average Principal Salary (Middle)	N/A	\$100,438
Average Principal Salary (High)	N/A	\$100,438
Superintendent Salary	\$103,240	\$116,069
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Family Partnership Charter School is committed to on-going Professional Development. Prior to the start of the 2014-15 school year, FPCS's professional development time had been established to provide 3.5 hours each Monday. PD was categorized into 3 types of meetings: All Staff, All School, and Team meetings. Each of these meeting types are unique. Prior to 2013, administration and staff met as a whole group 3 times per year. These meetings were designated as All Staff and were scheduled in August, October, and at the start of the spring semester in January. During the school year PD was delegated via Team and All School meetings. Team meetings were held at individual learning centers and focused on center issues mostly. All School meetings were held at two locations and focused on school wide goals. The focus for staff development during this time was on implementing a new student information system and documentation of learning systems to better support student academic progress. Staff also focused on WASC recommendations from its previous self-study report.

Since the fall of 2013, FPCS has worked hard to implement a professional development plan to foster continuous school improvement. With the onset of the California Common Core State Standards and the new accountability tied to the Local Control Funding Formula, FPCS has committed to providing more consistent time for advisors to meet and discuss student achievement. To help accomplish this, FPCS staff have implemented the Professional Learning Communities (PLCs) model. The MOU allowed 4 additional half-days. Advisors were placed in one of three PLC groups (K-5; 6-8; 9-12). Forming the groups was a challenge due to the fact that many advisors had students from a variety of grade levels. These additional days were spent developing PLC norms and protocols as well analyzing student achievement data which included CSTs, CAHSEE, and Scantron scores. This additional time together allowed FPS staff and administration to review new curricular and benchmark assessment materials. PLC groups were also given opportunities to attend PLC grade specific professional opportunities. FPCS administration and FPCTA also agreed on an additional MOU to adjust the staff development calendar for the 2014-15 school year. The MOU included 1 full day of staff development each month.

2015-16 professional development included the formation ad-hoc committees which began to meet in January and throughout the rest of the 2015/16 school year. Committee meetings alternate Mondays with the PLC meetings. The curriculum committee was given the task to select new Math and ELA curriculum for the following school year. 3 all staff last year, leadership meetings, Fall PD visible learning, CCSA conference, A+ learning, Montessori conference.