

# Family Partnership Home Study Charter School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 2017-18)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Blochman Unified School District
<b>Phone Number</b>	(805) 937-1148
<b>Superintendent</b>	Doug Brown
<b>E-mail Address</b>	dbrown@sbceo.org
<b>Web Site</b>	<a href="http://www.sbceoportal.org/blochman/">www.sbceoportal.org/blochman/</a>

### **School Description and Mission Statement (School Year 2017-18)**

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 Union School District and provides services to students residing in Santa Barbara and San Luis Obispo counties. FPCS serves students and families in grades K-12th that are seeking flexible, personalized education 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 resource centers in the following locations: Solvang, Orcutt, San Luis Obispo, Morro Bay and two locations in Santa Maria. The areas served by the school are primarily residential, composed of families from a diverse cross-section of the socioeconomic spectrum. Each learning center, serving a unique geographic area, is highly reflective of students' interests and needs. High school students are offered the opportunity to dual enroll in community colleges in Santa Barbara and San Luis Obispo counties.

The core of FPCS' academic program is a deep commitment to the personalized education of each student. FPCS offers students and families a flexible and varied choice of educational options fully supported by well-trained, credentialed teachers. This commitment is founded on the partnership established between each student, family, teachers, and staff, in order to assist each student in achieving their educational goals.

Vision  
(adopted Oct 2016)

Creating innovators with skills to thrive in the 21st century.

Mission  
(adopted Oct 2016)

Our mission is to provide a personalized and nurturing learning environment focused on inspiring lifelong learners.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	27
Grade 1	26
Grade 2	25
Grade 3	25
Grade 4	17
Grade 5	25
Grade 6	16
Grade 7	22
Grade 8	26
Grade 9	34
Grade 10	25
Grade 11	60
Grade 12	58
<b>Total Enrollment</b>	<b>386</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.1
American Indian or Alaska Native	0.8
Asian	1.6
Filipino	0.8
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1
White	61.4
Two or More Races	3.9
Socioeconomically Disadvantaged	51
English Learners	2.6
Students with Disabilities	9.6
Foster Youth	0.3

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	28	29	28	12
<b>Without Full Credential</b>	0	1	28	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

Year and month in which data were collected: November 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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
<b>Health</b>	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
<b>Visual and Performing Arts</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	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. Inspection by representative from the schools' sponsor and the insurance carrier is conducted to identify areas of concern and none were noted. No Williams/Valenzuela Act complaints have been submitted.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Santa Maria Elementary and Upgrades and Morro Bay blacktop, playground resurfacing

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/2017				
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. 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59	60	53	58	48	48
<b>Mathematics (grades 3-8 and 11)</b>	27	28	30	33	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	188	87.04	60.43
Male	96	81	84.38	53.09
Female	120	107	89.17	66.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	53	96.36	46.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	121	85.21	65.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	97	88.99	57.73
English Learners	15	14	93.33	42.86
Students with Disabilities	22	17	77.27	41.18
Foster Youth	--	--	--	--

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	185	85.65	27.57
Male	96	80	83.33	31.25
Female	120	105	87.5	24.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	52	94.55	15.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	119	83.8	32.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	95	87.16	22.11
English Learners	15	14	93.33	14.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	22	17	77.27	29.41
Foster Youth	--	--	--	--

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	42	60	26	55	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

CTE programs are in development. CTE at Family Partnership involves online courses utilizing software such as Edgenuity and Odesseyware. Community college dual-enrollment opportunities for high school students compliment the online curriculum. CTE pathways offered by FPCS are responsive to the local economy and workforce need. Family Partnership is identifying and establishing community relevant CTE Pathways that are aligned with local high schools in order to facilitate student completion of a CTE pathway.

### Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	42.49
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	7.5



## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8	4	28
7	28	24	28
9	29.6	22.2	25.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

FPCS is an Independent Study/Home Study Charter School with a variety of different programs designed to support and maximize student success in the 21st century. Participation and engagement by parents is embedded in the philosophy and practice of home-study which emphasizes the parents' active participation in the process of educating the child. As the schools' name implies, a "Partnership" between credentialed teachers is fostered one-to-one with parents to facilitate and support instruction and guide the learning process. 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.

Parents are encouraged to actively engage in school activities. In addition to volunteer opportunities at local learning centers, parents are encouraged to join the Parent Advisory Committee (PAC) or Parent Science Fair Committee (PSFC), 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 State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	24.2	11	16.7	N/A	N/A	N/A	11.5	10.7	9.7
Graduation Rate	62.12	82.19	78.89	N/A	N/A	N/A	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	94.12	94.57	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	90.91	91.3	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	93.33	93.94	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	77.78	77.78	63.9
English Learners	75	75	55.44
Students with Disabilities	89.47	90	85.45
Foster Youth	66.67	66.67	68.19

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.4	0.2	0.4	0.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

FPCS complies with all applicable state and federal laws. FPCS has adopted 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 by state statute.
- 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.
- A set of student-related policies that cover suicide prevention, the administration of medication to students while at school, that address food allergies/special dietary needs, an allergy action plan and individual health care plan have been adopted.
- 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 are reviewed on an ongoing basis and revised and adopted by the governing council as required by changes to law or statute. The school requires staff to be certified in first aid and CPR as well as a variety of protocols which include but are not limited to: sexual harassment, blood born pathogen, and mandated reporting. 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 is reviewed with staff on an annual basis and 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 2017-18)

Indicator	School	District
Program Improvement Status	N/A	N/A
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	2014-15			2015-16			2016-17					
	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+

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	2014-15			2015-16			2016-17					
	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	7	28	2	1	4	89			3	83		
Mathematics	3	25			2	57			2	72		
Science	5	11			5	18	1		3	27	1	
Social Science	5	25			3	72	1		2	63		

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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist	2.25	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,549.00	\$2,942.00	\$6,607.00	\$54,000.00
District	N/A	N/A	9,461.59	\$55,081
Percent Difference: School Site and District	N/A	N/A	-30.2	-2.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	0.5	-12.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

N/A

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,615	\$42,598
Mid-Range Teacher Salary	\$61,563	\$62,232
Highest Teacher Salary	\$77,920	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$103,250	\$117,868
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	8%	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 2016-17)**

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

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 been committed to providing more consistent time for teachers to meet and discuss student achievement. To help accomplish this, FPCS staff has implemented the Professional Learning Communities (PLCs) model. Teachers are 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 development 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.

2016-17: professional development focused on mathematics and the implementation of Universal Design for Learning to improve classroom delivery and support our schools RTI level 1 interventions within the classroom. To support math, staff were sent to both Math Facts and Factswise training. Staff also received professional development on the new HMH English Language Arts (ELA) curriculum Journey's and Collections.

2017-18: in efforts maintain consistency all K-5 staff where sent to Math Facts training and UDL has be scheduled as a regular ongoing professional development three times per year at our all staff meetings. Staff will also receive professional development in our new math curriculum, Math in Focus