

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

Family Partnership Home Study Charter

Address: P.O. Box 490 Santa Maria CA 93456
Principal: Miguel Gonzales

Phone: 805-348-3333
Grade Span: K-12

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 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, the county, and the state. 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

District Contact Information – Most Recent Year

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

School Contact Information – Most Recent Year

School Name	Family Partnership Home Study Charter
Street	625 South McClelland
City, State, Zip	Santa Maria, CA, 93454
Phone Number	(805) 348-3333
Principal	Miguel Gonzales
E-mail Address	andrea.reiswig@fpcharter.org
Web Site	FPCHARTER.ORG
County-District-School (CDS) Code	42691120111773

School Description and Mission Statement – Most Recent Year

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 chartered 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 Advisor, 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 advisor up to 4 days of highly supported instruction.

FPCS currently consists of six (7) learning centers in the following locations: Solvang Independent Study, Orcutt Independent Study, Santa Maria Montessori, Santa Maria/BUSD, San Luis Obispo Independent Study, and Morro Bay Montessori, Carpinteria Independent Study. 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 Advisors 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 respects the unique educational strengths and needs of each student in all grades K-12.

The Charter School develops a full partnership with parents, students, faculty, staff, and community based Organizations to fulfill this mission. The goal is to develop a “complete” student with academic tools, social skills, self- esteem, and character to succeed in school and life.”

A Personalized Education! Educational Vision

“Family Partnership Charter School maximizes opportunities for each student to initiate and realize their own academic success”

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	15
Grade 3	24
Grade 4	19
Grade 5	15
Grade 6	12
Grade 7	28
Grade 8	23
Ungraded Elementary	0
Grade 9	17
Grade 10	24
Grade 11	34
Grade 12	62
Ungraded Secondary	0
Total Enrollment	317

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	2.5%
Asian	0.6%
Filipino	2.5%
Hispanic or Latino	28.4%
Native Hawaiian or Pacific Islander	0.3%
White	63.4%
Two or More Races	0.3%
Socioeconomically Disadvantaged	59%
English Learners	0.9%
Students with Disabilities	11.4%
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 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	23	21	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
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 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.67%	2.33%
All Schools in District	87.04%	12.96%
High-Poverty Schools in District	98%	2%
Low-Poverty Schools in District	82.14%	17.86%

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 – Most Recent Year

Year and month in which the data were collected: _____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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.	NO	0%
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.	NO	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.	NO	0%

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.	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.	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.	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.	NO	0%

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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

Using the most recent 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

Year and month in which the data were collected: 15/16

System Inspected	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 Facility Rate – Most Recent Year

Year and month in which the data were collected: 15/16

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	52%	39%	44%
Mathematics (grades 3-8 and 11)	28%	24%	33%

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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)**

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	26	92.9%	27%	23%	27%	19%
Male		12		25%	25%	17%	25%
Female		14		29%	21%	36%	14%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		17		18%	24%	29%	24%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		17		29%	29%	29%	6%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	19	95%	21%	32%	37%	11%
Male		8		no data	no data	no data	no data
Female		11		9%	18%	55%	18%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		25%	33%	33%	8%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	15	88.2%	53%	20%	27%	0%
Male		7		no data	no data	no data	no data
Female		8		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		12		50%	25%	25%	0%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	14	11	78.6%	18%	45%	36%	0%
Male		5		no data	no data	no data	no data
Female		6		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		7		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		4		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	28	90.3%	14%	25%	50%	11%
Male		14		21%	29%	43%	7%
Female		14		7%	21%	57%	14%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		12		8%	50%	33%	8%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		25%	0%	58%	17%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		20		10%	30%	55%	5%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	20	80%	20%	35%	35%	10%
Male		10		no data	no data	no data	no data
Female		10		no data	no data	no data	no data
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		13		23%	31%	38%	8%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		8		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	39	78%	5%	26%	41%	28%
Male		20		10%	20%	30%	40%
Female		19		0%	32%	53%	16%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		11		9%	27%	45%	18%
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		26		0%	27%	38%	35%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		17		6%	18%	41%	35%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	25	89.3%	28%	36%	32%	4%
Male		11		18%	27%	45%	9%
Female		14		36%	43%	21%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		16		31%	31%	31%	6%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		16		38%	31%	31%	0%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	20	19	95%	26%	37%	32%	5%
Male		8		no data	no data	no data	no data
Female		11		27%	36%	27%	9%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		12		33%	58%	8%	0%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		1		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	15	88.2%	60%	13%	13%	13%
Male		7		no data	no data	no data	no data
Female		8		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		12		67%	17%	8%	8%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	14	11	78.6%	55%	27%	18%	0%
Male		5		no data	no data	no data	no data
Female		6		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		7		no data	no data	no data	no data
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		4		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	30	96.8%	33%	33%	30%	3%
Male		16		31%	31%	31%	6%
Female		14		36%	36%	29%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		2		no data	no data	no data	no data
Hispanic or Latino		13		38%	31%	31%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		13		31%	38%	31%	0%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		33%	29%	33%	5%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	22	88%	41%	41%	14%	5%
Male		12		42%	33%	17%	8%
Female		10		no data	no data	no data	no data
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		6		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		15		47%	33%	13%	7%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		8		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	40	80%	53%	23%	15%	8%
Male		21		43%	19%	19%	14%
Female		19		63%	26%	11%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		12		58%	33%	8%	0%
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		26		50%	19%	19%	12%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		17		35%	35%	18%	6%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		2		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data				no data	no data

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	44%	65%	42%	88%	73%	26%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	26%
All Students at the School	42%
Male	35%
Female	33%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	no data
White	46%
Two or More Races	no data
Socioeconomically Disadvantaged	33%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

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 2014–15)

Family Partnership Charter School does not currently offer Career Technical Educational programs, students are eligible and do participate in Regional Occupational Programs (ROP) and career technical courses through local Community colleges.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	40%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	62%	56%	39%	64%	56%	47%	57%	56%	58%
Mathematics	47%	42%	43%	48%	42%	48%	60%	62%	59%

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.

**California High School Exit Examination Grade Ten Results by Student Group
(School Year 2014–15) (if applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	53%	27%	20%	52%	41%	7%
All Students at the School	61%	25%	14%	57%	43%	no data
Male	79%	16%	5%	56%	44%	no data
Female	41%	35%	24%	59%	41%	no data
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	72%	17%	11%	71%	29%	no data
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data
White	47%	33%	20%	47%	53%	no data
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	64%	36%	no data	91%	9%	no data
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data	no data		no data

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.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	14.3%	21.4%	21.4%
7	12.5%	4.2%	37.5%
9	33.3%	19%	14.3%

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 – Most Recent Year

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, volunteer, attend parent education sessions, as well as participate in decision-making meetings. Each learning center is continuously looking for parents to volunteer in different capacities. Throughout the school year, a variety of parent education sessions are offered. Topics are selected based on an annual parent needs assessment conducted at each learning center. Monthly newsletters, parent information emails, and notices are sent home regarding on all parent education sessions and volunteer opportunities, and telephone calls are often made to encourage parent attendance. Parents interested in volunteering should talk to their child's Advisor or Learning Center Coordinator. Parents interested in serving on the school's Governing Council should contact the school's administrative office.

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		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	16.4%	20.8%	24.2%	no data	no data	no data	13.1%	11.4%	11.5%
Graduation Rate	67.21%	64.58%	62.12%	no data	no data	no data	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	83.61%	78.79%	84.6%
Black or African American	100%	100%	76%
American Indian or Alaska Native	100%	100%	78.07%
Asian	0%	0%	92.62%
Filipino	0%	0%	96.49%
Hispanic or Latino	70.59%	63.16%	81.28%
Native Hawaiian or Pacific Islander	0%	0%	83.58%
White	87.8%	83.72%	89.93%
Two or More Races	0%	0%	82.8%
Socioeconomically Disadvantaged	79.31%	71.88%	81.36%
English Learners	0%	0%	50.76%
Students with Disabilities	83.33%	83.33%	61.28%
Foster Youth	no data	no data	no data

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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0%	0%	0%	0.51%	0.64%	0.24%	5.07%	4.36%	3.8%
Expulsions	0%	0.22%	0%	0%	0.09%	0%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

FPHSCS complies with all applicable state and federal laws. FPHSCS 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 establishing 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.*
- FPHSCS 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 FPHSCS 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 2014-2015 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.

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	
Met Participation Rate – English Language Arts	No	Yes	
Met Participation Rate – Mathematics	No	Yes	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	no data	no data
First Year of Program Improvement	no data	no data
Year in Program Improvement	no data	no data
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0%

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
1	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
2	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
3	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
4	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
5	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
6	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Other	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

* 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	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	117	no data	no data	2	124	no data	no data	7	28	2	1
Mathematics	2	95	no data	no data	2	92	no data	no data	3	25	no data	no data
Science	2	50	no data	no data	2	45	no data	no data	5	11	no data	no data
Social Science	2	97	no data	no data	2	108	no data	no data	5	25	no data	no data

* 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 2014–15)

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	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$ 6,613.42	\$877.80	\$ 5,735.62	\$45,215.00
District	N/A	N/A		\$56,368
Percent Difference – School Site and District	N/A	N/A	4%	-20%
State	N/A	N/A	\$5,348	\$59,180
Percent Difference – School Site and State	N/A	N/A	7%	-24%

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

Types of Services Funded (Fiscal Year 2014–15)

Family Partnership Charter School does not receive federal Title 1A funds and therefore is not eligible for Program Improvement. Services and programs are funded through California Local Control Funding Formula.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,076	\$39,948
Mid-Range Teacher Salary	\$59,170	\$57,401
Highest Teacher Salary	\$74,892	\$73,183
Average Principal Salary (Elementary)	no data	\$94,578
Average Principal Salary (Middle)	no data	\$97,400
Average Principal Salary (High)	no data	no data
Superintendent Salary	\$95,000	\$112,657
Percent of Budget for Teacher Salaries	34%	35%
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 Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	N/A
English	no data	N/A
Fine and Performing Arts	no data	N/A
Foreign Language	no data	N/A
Mathematics	no data	N/A
Science	no data	N/A
Social Science	no data	N/A
All Courses	no data	no data

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

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 afternoon. PD was categorized into 3 types of meetings: All Staff, All School, and Team meetings. Each of these meeting types were 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 begun implemented the Professional Learning Communities (PLCs) model.

During the early fall of 2013, administration and staff read Learning By Doing to establish a common understanding of PLC work. Throughout the fall, PLCs continued to read and implement PLC practices. At the heart of PLC work is collaboration time amongst stakeholders. In order to implement PLCs with fidelity, a one-year MOU was reached between FPCTA and administration to allow for more collaboration time during the 2013-14 school year. The MOU allowed 4 additional half-days. Advisors were placed in one of three PLC groups (K-6; 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.

This SARC report was compiled on 01/22/16 with version 16.0.1e by

Multiple Measures, LLC

www.k12multiplemeasures.com