

Family Partnership Home Study Charter

School Accountability Report Card Reported Using Data from 2013–14 School Year *Published During 2014–15*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local education 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 additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. 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	no data

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	Todd Mitchell, Director
E-mail Address	suzanne.clark@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 Academy of Classical Education programs. 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(6) learning centers in the following locations: Solvang Independent, Orcutt Independent Study, Santa Maria Montessori, City Center , San Luis Obispo Independent Study, and Morro Bay Montessori. 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

"Where Community and Family Count"

The mission of Family Partnership Home Study Charter School is to develop and implement a comprehensive framework to enable and support parents from a wide variety of educational levels to educate students in a K-12 home study environment.

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 Home Study Charter School provides personalized educational opportunities, acting with purposefulness, integrity and innovation to provide students an enriching learning experience.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	27
Grade 1	23
Grade 2	21
Grade 3	28
Grade 4	18
Grade 5	18
Grade 6	24
Grade 7	22
Grade 8	22
Ungraded Elementary	0
Grade 9	17
Grade 10	21
Grade 11	63
Grade 12	61
Ungraded Secondary	0
Total Enrollment	365

Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4%	White	64.7%
American Indian or Alaska Native	3%	Two or More Races	0%
Asian	0.3%	Socioeconomically Disadvantaged	59.7%
Filipino	1.9%	English Learners	1.4%
Hispanic or Latino	27.1%	Students with Disabilities	11.5%
Native Hawaiian/Pacific Islander	0.3%		

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 pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	23	21	21
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	97.00%	3.00%
All Schools in District	73.24%	26.76%
High-Poverty Schools in District	84.92%	15.08%
Low-Poverty Schools in District	56.32%	43.68%

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 data were collected: **January 2014**

Core Curriculum Area	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%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent 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.	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%
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%
Science Laboratory Equipment (grades 9-12)	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%

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

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

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments(i.e., California Assessment of Student Performance and Progress and it's successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science(Grades 5, 8, and 10)	47%	44%	66%	50%	54%	61%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61%
All Students at the School	66%
Male	61%
Female	70%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	62%
Native Hawaiian/Pacific Islander	no data
White	no data
Two or More Races	70%
Socioeconomically Disadvantaged	65%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54%	49%	52%	55%	57%	56%	54%	56%	55%
Mathematics	27%	21%	24%	33%	29%	32%	49%	50%	50%
History-Social Science	28%	23%	24%	27%	28%	36%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	4
Similar Schools	8	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	10	-36	13
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	-70	44
Native Hawaiian/Pacific Islander	no data	no data	no data
White	10	-20	-6
Two or More Races		no data	no data
Socioeconomically Disadvantaged	3	-22	23
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. :C: means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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 2013-14)

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%

Measure	CTE Program Participation
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
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	44.00%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	56%	62%	56%	57%	64%	56%	56%	57%	56%
Mathematics	42%	47%	42%	41%	48%	42%	58%	60%	62%

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 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	33	23	58	29	13
All Students at the School	44	36	20	58	23	19
Male	50	33	17	42	33	25
Female	38	38	23	71	14	14
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	no data	no data	no data	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	40	27	33	53	20	27
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	54	31	15	50	36	14
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
Migrant Education Services	no data	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 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	41.2%	23.5%	29.4%
7	31.2%	6.2%	18.8%
9	21.4%	14.3%	28.6%

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 school site.

Opportunities for Parental Involvement (Most Recent Year)

*Opportunities for Parental Involvement (School Year 2013-14)
 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 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	19.5%	16.4%	20.8%	no data	no data	no data	14.7%	13.1%	11.4%
Graduation Rate	64.91%	70.51%	67.21%	no data	no data	no data	74.77%	76.26%	78.73%

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	Graduating Class of 2013		
	School	District	State
All Students	76.09	76.60	84.56
Black or African American	66.67	66.67	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	60.00	62.50	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
Two or More Races			
White	85.71	85.71	90.15
Socioeconomically Disadvantaged	73.91	73.91	82.58
English Learners	33.33	33.33	53.68
Students with Disabilities	40.00	40.00	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions									
Expulsions									

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 noncharter 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 2009-2010 school year and reviewed in 2011-2012, 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.

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 2013-14)

AYP Criteria	School	District
Met AYP Overall	no data	no data
Met Participation Rate - English-Language Arts	no data	no data
Met Participation Rate - Mathematics	no data	no data
Met Percent Proficient - English-Language Arts	no data	no data
MetPercent Proficient - Mathematics	no data	no data
Graduation Rate	no data	no data

Federal Intervention Program (School Year 2014-15)

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		no data
Percent of Schools Currently in Program Improvement		0

Note: Cells shaded in black do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	5	2	0	0	5	6	no data	no data	5	5	no data	no data
1	5.3	6	0	0	7	3	no data	no data	3	7	no data	no data
2	3.7	7	0	0	6	5	no data	no data	11	2	no data	no data
3	3.2	5	0	0	5	4	no data	no data	4	7	no data	no data
4	2.7	7	0	0	4	5	no data	no data	3	6	no data	no data
5	1.8	11	0	0	4	6	no data	no data	3	7	no data	no data
6	1.3	8	0	0	2	10	no data	no data	3	9	no data	no data
Other	1.2	6	0	0	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	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4.7	51	1	0	2	117	no data	no data	2	124	no data	no data
Mathematics	4.7	51	1	0	2	95	no data	no data	2	92	no data	no data
Science	4.7	51	1	0	2	50	no data	no data	2	45	no data	no data
Social Science	4.7	51	1	0	2	97	no data	no data	2	108	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 2013-14)

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	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.5	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.75	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray 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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7208.47	781.90	6426.57	\$44,269.20
District			Blochman	Blochman
Percent Difference: School Site and District			%	%
State			\$5,537	\$57,720
Percent Difference: School Site and State			%	%

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,076	\$38,970
Mid-Range Teacher Salary	\$59,170	\$56,096
Highest Teacher Salary	\$74,892	\$71,434
Average Principal Salary (Elementary)	\$0	\$91,570
Average Principal Salary (Middle)	\$0	\$97,460
Average Principal Salary (High)	\$0	\$99,544
Superintendent Salary	\$95,000	\$107,071
Percent of Budget for Teacher Salaries	33%	36%
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 Courses (School Year 2013-14)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

Professional Development – Most Recent Three Years

Family Partnership Charter School is committed to on-going Professional Development. Prior to the start of the 2013-14 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 214-15 school year. The MOU included 1 full day of staff development each month.

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