

Family Partnership Home Study Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Steven Torres, Executive Director

Principal, Family Partnership Home Study Charter

About Our School

Contact

Family Partnership Home Study Charter
625 S. McClelland STE A
Santa Maria, CA 93454

Phone: 805-348-3333
E-mail: steven.torres@fpcharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Blochman Union Elementary
Phone Number	(805) 937-1148
Superintendent	Doug Brown
E-mail Address	dbrown@blochmanusd.org
Web Site	http://blochmanusd.org

School Contact Information (School Year 2018—19)	
School Name	Family Partnership Home Study Charter
Street	625 S. McClelland STE A
City, State, Zip	Santa Maria, Ca, 93454
Phone Number	805-348-3333
Principal	Steven Torres, Executive Director
E-mail Address	steven.torres@fpcharter.org
Web Site	www.fpcharter.org
County-District-School (CDS) Code	42691120111773

Last updated: 1/25/2019

School Description and Mission Statement (School Year 2018—19)

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 crosssection 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.

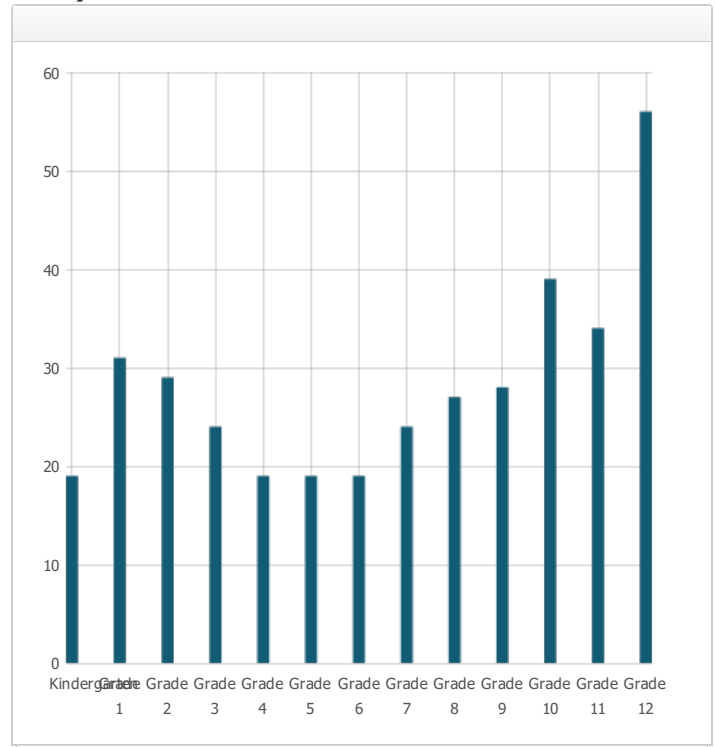
Our Schools Mission Statement:

Provide a personalized and nurturing learning environment focused on inspiring lifelong learners.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	19
Grade 1	31
Grade 2	29
Grade 3	24
Grade 4	19
Grade 5	19
Grade 6	19
Grade 7	24
Grade 8	27
Grade 9	28
Grade 10	39
Grade 11	34
Grade 12	56
Total Enrollment	368



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.3 %
Asian	0.5 %
Filipino	1.4 %
Hispanic or Latino	29.6 %
Native Hawaiian or Pacific Islander	1.1 %
White	62.0 %
Two or More Races	4.1 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.7 %
English Learners	1.9 %
Students with Disabilities	10.3 %
Foster Youth	0.3 %

A. Conditions of Learning

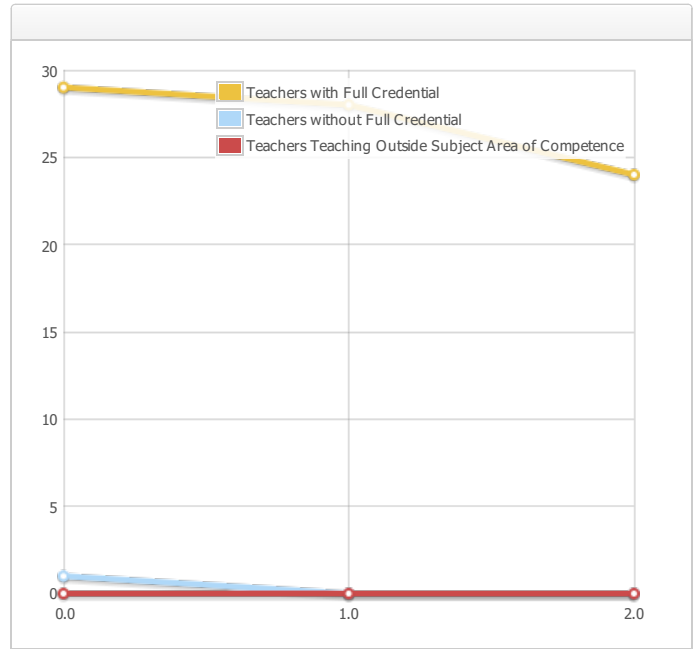
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	28	24	13
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

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 (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	Yes	0.0 %
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 (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	Yes	0.0 %
Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	Yes	0.0 %
History-Social Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	No	0.0 %
Foreign Language	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	No	0.0 %
Health	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	No	0.0 %
Visual and Performing Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual academic plan (IAP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA	No	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned

Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Santa Maria Montessori Elementary Upgrades.

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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Last updated: 1/29/2019

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	60.0%	58.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	35.0%	33.0%	36.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter 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.

Last updated: 1/25/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	179	94.71%	59.78%
Male	78	76	97.44%	59.21%
Female	111	103	92.79%	60.19%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	40	90.91%	47.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	123	96.09%	62.60%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	96	94.12%	55.21%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00%	33.33%
Students Receiving Migrant Education Services	--	--	--	--
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.

Last updated: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	179	94.71%	35.20%
Male	78	76	97.44%	43.42%
Female	111	103	92.79%	29.13%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	40	90.91%	22.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	128	123	96.09%	43.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	96	94.12%	26.04%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.00%	13.33%
Students Receiving Migrant Education Services	--	--	--	--
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.

Last updated: 1/25/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Last updated: 1/25/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	41.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	19.7%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	45.5%	27.3%	18.2%
7	40.0%	10.0%	25.0%
9	29.2%	16.7%	20.8%

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

Last updated: 1/29/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 homestudy 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

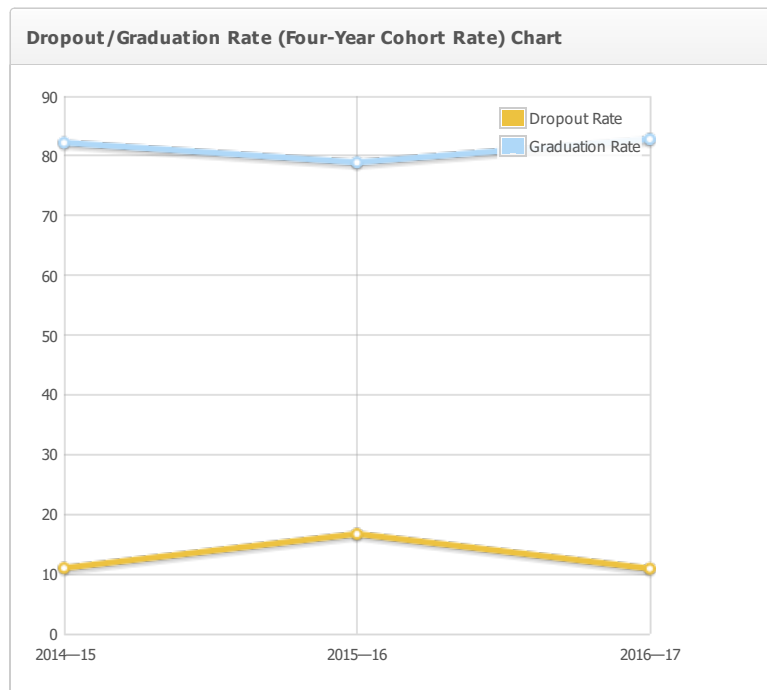
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	11.0%	16.7%	--	--	10.7%	9.7%
Graduation Rate	82.2%	78.9%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	10.9%	10.1%	9.1%
Graduation Rate	82.8%	--	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	87.5%	88.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	75.0%	87.5%	91.2%
Socioeconomically Disadvantaged	96.7%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

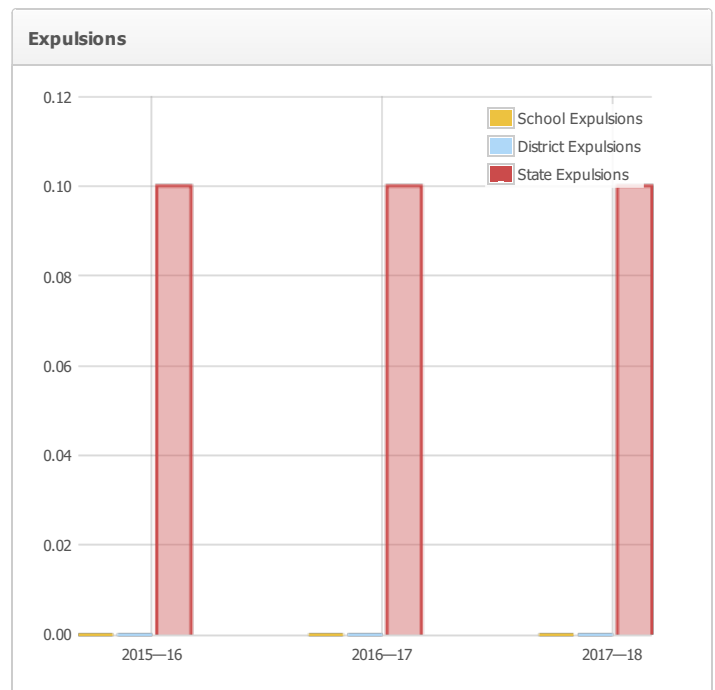
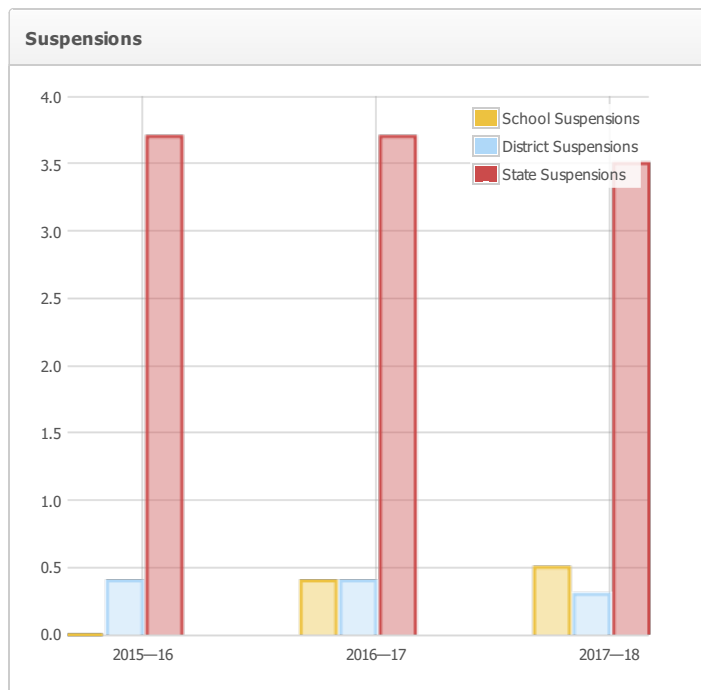
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.4%	0.5%	0.4%	0.4%	0.3%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

School Safety Plan (School Year 2018—19)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	89		
Mathematics	2.0	57		
Science	5.0	18	1	
Social Science	3.0	72	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	83		
Mathematics	2.0	72		
Science	3.0	27	1	
Social Science	2.0	63		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	83		
Mathematics	2.0	61		
Science	3.0	40		
Social Science	2.0	63		

* 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.

Last updated: 1/25/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.8
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9841.6	\$1149.4	\$8692.3	\$67824.1
District	N/A	N/A	\$10231.1	\$54895.0
Percent Difference – School Site and District	N/A	N/A	15.0%	23.0%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	22.0%	6.8%

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

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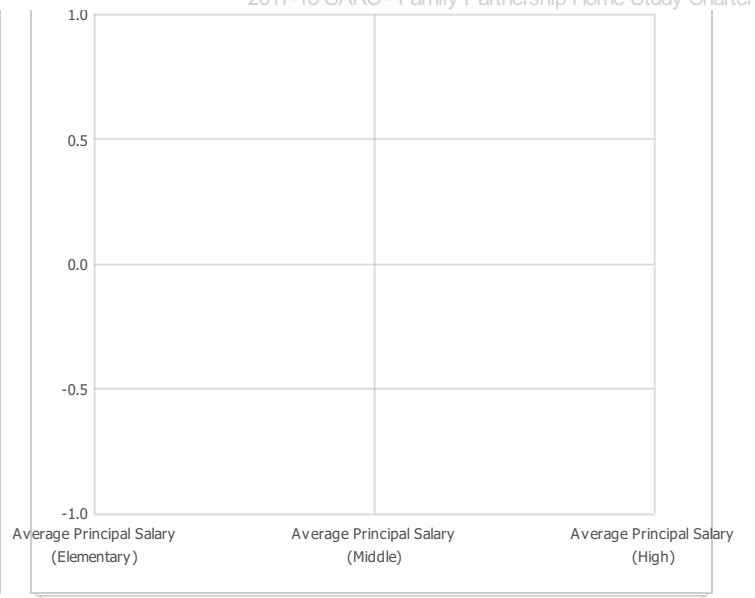
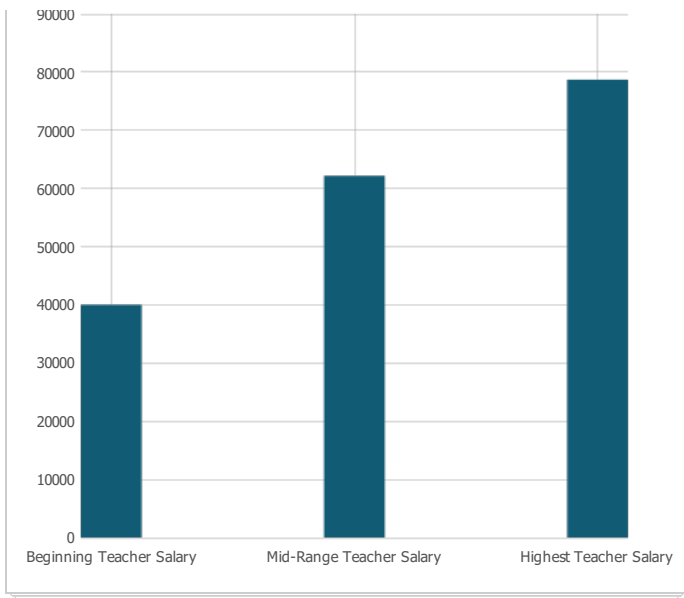
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,011	\$44,375
Mid-Range Teacher Salary	\$62,179	\$65,926
Highest Teacher Salary	\$78,699	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$114,750	\$121,894
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/25/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/25/2019

Professional Development

FPCS is committed to providing teachers with ongoing professional development in their individual areas of professional interest and growth, as well as in areas that have been collectively identified by the teachers. The professional development process begins prior to the start of the school year, with an alignment of professional development opportunities and resources to the FPCS goals and student learning outcomes. In collaboration with an administrator, teachers identify the specific strategies and activities that they will obtain from each professional development (i.e. training, workshop, resource, coaching, etc.) and the impact on the students' skills and behaviors that is expected as a result of the implementation of those strategies and activities. Throughout the school year, teachers and administrators continue to work closely together to monitor the implementation and the effectiveness of the strategies and activities obtained from the professional development opportunities and to also determine ways in which impactful practices can be shared with other teachers.

FPCS also utilizes collaborative teacher teams to provide teachers with additional opportunities to reflect on instructional practices and strategies for improving student learning. Professional Learning Communities (PLC) of teachers meet regularly to further explore the Common Core State Standards (CCSS) and to evaluate individual student progress. During these meetings, grade-level teacher groups review instructional plans and coursework in order to develop a common articulation of each standard and to establish an example of acceptable evidence of learning for each standard. The deeper understanding of the CCSS and evidence of learning gained from the PLC, enables teachers to better evaluate the progress of each student and to provide immediate and appropriate interventions and support to those students who need it.

The FPCS professional development calendar includes 5 All-Staff Professional Development Days, monthly half-day PLC Meetings, monthly half-day Committee Meetings, and at least one day of off-site professional development for each teacher.

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