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Family Partnership Home Study Charter
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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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/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 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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Family Partnership Home Study Charter
Street	1157 E. Clark Ave. Suite H
City, State, Zip	Santa Maria
Phone Number	(805) 348-3333
Principal	Steven Torres
Email Address	steven.torres@fpcharter.org
Website	fpcharter.org
County-District-School (CDS) Code	42 69112 0111773

Entity	Contact Information
District Name	Blochman Union School District
Phone Number	(805) 937-1148
Superintendent	Doug Brown
Email Address	dbrown@sbceo.org
Website	www.sbceoportal.org/blochman/

School Description and Mission Statement (School Year 2019-20)

Family Partnership Charter School (FP Charter) Opened In Solvang, during the summer of 2006, a group of education innovators led by Tom Goodman, were persuaded to write a charter petition for a new independent study charter school. Together they worked with experienced charter school administrative assistant, Suzanne Clark, to plan, organize and develop a school dedicated to providing a learning environment in which students and their teachers could develop the kind of one on one relationships that promote deeper learning and motivated students. The school is authorized by the Blochman Union School District and provides services in Santa Barbara and San Luis Obispo counties. FP Charter serves students and families in grades K-12 who are seeking alternative, personalized educational programs.

FP Charter is a WASC Accredited, direct-funded, Blended/Independent Study Charter School. FP Charter serves students that reside in Santa Barbara and San Luis Obispo Counties using a personalized approach to learning.

FP Charter programs offer non-classroom based instruction through learning centers that focus on Personalized Learning, Blended Learning, Independent, and Montessori Teachings. Through all programs, a partnership between the school, teacher, parent, and student is built to support student learning.

FP Charter is a public school and has to follow the same State Laws as a traditional public school. However, public charter schools are structured differently than traditional public schools. The primary goal of our charter school is to maximize personalized learning opportunities for students to guarantee our students can master the necessary skills to succeed. FP Charter allows for wide differences in student learning styles, abilities, and interests. Unlike a traditional public school, in partnership with parents FP Charter personalizes the learning environment to meet the individual needs of the student.

Family Partnership Charter School Mission Statement:

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	25
Grade 1	18
Grade 2	28
Grade 3	22
Grade 4	17
Grade 5	15
Grade 6	7
Grade 7	25
Grade 8	26
Ungraded Elementary	0
Grade 9	17
Grade 10	36
Grade 11	52
Grade 12	47
Ungraded Secondary	0
Total Enrollment	335

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	3.9
Asian	0.9
Filipino	1.5
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.9
White	71.3
Two or More Races	1.5
Socioeconomically Disadvantaged	63.6
English Learners	3.6
Students with Disabilities	10.4
Foster Youth	0.3
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	24	26	87
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2017

Subject	Textbooks and Other 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 learning plan (ILP). Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 ELA.	Yes	0

Subject	Textbooks and Other 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 learning plan (ILP). Math in Focus (Singapore) CCSS aligned textbooks were purchased for K-8th Math. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 math.	Yes	0
Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP). Amplify NGSS aligned instructional material and student workbooks were purchased for 6-8 Science. Edgenuity NGSS aligned courseware licenses were purchased for 9-12 science.	Yes	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 learning plan (ILP). Edgenuity CCSS aligned courseware licenses were purchased for 9-12 social studies.	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 learning plan (ILP).	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 learning plan (ILP).	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 learning plan (ILP).	No	0
Science Laboratory Equipment (grades 9-12)	All students in state approved A-G science courses are provided access to online laboratory material. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Family Partnership Charter School leases space for each of its Learning Centers from a variety of management groups including local school districts, private landowners, community organizations, and property management companies. Each Learning Centers has been selected for its appropriateness for the students, families, community and instructional methods that it serves. All learning centers are clean and in good repair. Inspection by representative from the schools' sponsor and the insurance carrier is conducted to identify areas of concern and none were noted. No Williams/Valenzuela Act complaints have been submitted.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/15/2019

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	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	52	57	55	50	50
Mathematics (grades 3-8 and 11)	35	25	36	33	38	39

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	200	98.04	1.96	51.50
Male	83	80	96.39	3.61	43.75
Female	121	120	99.17	0.83	56.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	54	96.43	3.57	46.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	128	126	98.44	1.56	52.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	122	120	98.36	1.64	46.67
English Learners	17	17	100.00	0.00	41.18
Students with Disabilities	23	23	100.00	0.00	52.17
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	205	200	97.56	2.44	24.50
Male	83	79	95.18	4.82	27.85
Female	122	121	99.18	0.82	22.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	53	94.64	5.36	24.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	127	98.45	1.55	23.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	123	120	97.56	2.44	18.33
English Learners	17	17	100.00	0.00	23.53
Students with Disabilities	23	23	100.00	0.00	21.74
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

FPCS is currently developing and implementing Career Technical Education Programs and pathways. Three pathways have been established within the Edgenuity courseware and provide students with online curriculum and training in the areas of Patient Care, Biotechnology, and Information, Communication, and Technology. Additional career technical education programs, courses, and experiences are being explored at local colleges and institutions in order to increase the students' access to career exploration and preparation opportunities. FPCS will continue to build pathways and programming that not only enhance the career pathways at the school, but that also provide students with a foundation for and a connection to the career technical education programs at other high schools, colleges, and institutions.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	211
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	19

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	28.6	14.3	21.4
7	23.1	11.5	26.9
9	16.0	28.0	24.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

FPCS is a non-classroom based charter school that offers a variety of educational models designed to support the individual learning needs of each student while ensuring the acquisition of the skills necessary for success in the 21st century. Parent participation and engagement are at the core of each educational model and require parents and teachers to work closely together on activities such as the creation of a student learning plan, providing support to the student during the learning process, monitoring student progress, and the identification and implementation of interventions and enrichment for the student. The collaboration and communication between the teachers and parents are vital not only to the success of the student, but also to ensure that parents have the information and resources that they need to remain active and effective in their child's education.

Parents are also provided with several opportunities to engage in the school planning and decision-making process. Parent meetings with school administration are conducted regularly in both small and large group settings and address school components such as the allocation of resources, additional learning opportunities for students, instructional resources and material, and the evaluation of the school's progress toward goals and outcomes. In addition, the parent involvement opportunities range in the level of commitment required in order to increase participation and the amount of feedback and input received from parents. Formal parent committees such as the Parent Advisory Council (PAC) and the Science Fair Committee are established annually, while individual meetings focused on a specific topic are also conducted for parents who have particular areas if interest or concern. Parents are also invited and encouraged to volunteer at the school and participate in school events and activities.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	16.7	9.1	10		10.1		9.7	9.1	
Graduation Rate	78.89	82.6	82.6				83.8	82.7	

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.5	0.2	0.4	0.3	0.1	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.08

School Safety Plan (School Year 2019-20)

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,830.08	$772.35	$9,057.73	$57,451.14
District	N/A	N/A	$9,137.11	
Percent Difference - School Site and District	N/A	N/A	-0.9	-2.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	0.5	-12.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

2018-19 Low-Performing Students Block Grant $27,664

As a condition of apportionment, our charter school developed a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan will be discussed and adopted at a regularly scheduled meeting of the LEA's governing board. Our Charter School reported to the Superintendent of Public Instruction on March 1, 2019, regarding the adopted plan to use the funds, and will again by November 1, 2021, regarding the implementation of the plan, the strategies used and whether those strategies increased the academic performance of the identified pupils.

2018-19 Multi-Tiered System of Support (MTSS) $6,315
The California Department of Education's (CDE) definition of Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI2) as well as additional, distinct philosophies and concepts.

2018-19 Classified School Employee Professional Development Block Grant $1,065
One-time funds to support the professional development of classified school employees.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	22

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.