



Family Partnership
Charter School

“Where Community and Family Count”

Student-Parent Handbook
2009-2010

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Mission Statement

“Where Community and Family Count”

The mission of the Family Partnership 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 school develops a full partnership with parents, 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!

Statement of Intent

“Empowering Students for Success”

One of the Family Partnership Home Study School’s core tenets will be to draw upon the strengths of its entire community, including students, families, faculty, staff, and community partners to collaborate in the decision making process in order to enhance and broaden the FPHSCS educational program. Participants will work together in a unique structure that includes the governing council, advisory board, student council, parent-teacher committees and community-school meetings. Through this structure, the FPHSCS will foster the intellectual, emotional, physical, and moral development of each child.

The FPHSCS governing structure will include a Governing Council that will promote a cooperative and positive effort among students, families, faculty, staff and community to ensure the achievement of the program goals and to develop the best possible education program for the FPHSCS. The FPHSCS will be governed pursuant to the bylaws adopted process specified in the by laws.

The Governing Council will consist of five (5) voting members. Their respective constituencies will elect the members representing the parents and faculty. The Director will appoint the community representative.

CHARTERING AGENCY: Blochman School District

The Governing Council was formalized by the development team through stakeholder elections. The group meets monthly at alternating learning center sites. At each meeting, site updates are presented. Meetings are posted and conducted in compliance with Brown Act regulations.

Governing Council Members

Community Representative
Parent Montessori
Parent Santa Ynez Valley
Parent San Luis Obispo
Parent Orcutt

Raquel Giraldez
James Friedrich
Amy Demangeat
Debbie Fosdike
Vacant

Expected Schoolwide Learning Results (ESLRS)

Family Partnership Home Study Charter School students will:

- Communication* Communicate effectively through oral, written and visual communications in both individual and group settings. Listen reflectively, speak with a sense of purpose and use technology as a communication tool.
- Lifelong Learning* Acquire the knowledge and demonstrate proficiency in the skills needed to adapt to a changing society.
- Citizenship* Respect community relationships by demonstrating civic, social and environmental responsibility and work cooperatively to accomplish a common goal.
- Technology* Demonstrate technological literacy in the use of both hardware and software to pursue post-secondary educational options or develop career pathways in a responsible manner.
- Self-Efficacy* Recognize unique talents and intelligences to become full participants in the learning process.

Program Features

What Our Program Offers You

The Family Partnership Home Study Charter School is a school of choice. The Student and Family is the primary focus of the Family Partnership Home Study Charter School—meeting the needs of individual students and their families. The Family Partnership Home Study Charter School has many individualized tools to offer support of the student's growth and educational development. In addition, there are a wide variety of daily activities a student and his/her family may participate in to meet the student's goals as described in the Individualized Learning Plan. Two Montessori Learning Centers, located in Santa Maria and Cambria, are choices within FPHSCS.

Textbooks and selected educational materials and resources, as well as basic consumable school supplies are provided. A credentialed teacher, known at FPHSCS as an Advisor, will meet regularly with you and your student to plan and monitor an Individual Learning Plan based on your student's abilities and interests. Your Advisor will also review and evaluate student progress. FPHSCS maintains individual student progress files, state-required attendance records, official student transcripts, annual standardized testing (grades 2-11), and graduation from 8th and 12th grade (with high school diploma for graduating seniors).

What Our Program Expects of You

State regulations for home independent study require that attendance records and grade transcripts be supported by assignment sheets and samples of student work selected by the credentialed teacher. Home study teachers must be able to personally verify that students have completed the minimum state-required hours of approved educational activities each week. In order to fulfill these requirements, parents need to:

1. Provide the student with the necessary assistance and instruction for completing assignments on a daily basis.
2. Correct all completed work on a daily basis.
3. Provide your Advisor with a daily record of all educational activities and keep all completed, corrected student work for review.
4. Complete and sign all required forms.
5. Submit the required forms to the Advisor by the deadlines.
6. Provide or secure transportation each week to Advisor appointments and any school events including state-mandated testing.
7. Keep regularly scheduled appointments with your Advisor and give reasonable notice to reschedule. Either the parent or the Advisor may request additional meetings as necessary for student learning.
8. Participate in current state testing and school-mandated assessments.
9. Allow regular evaluation of student work including daily work, portfolios, unit and chapter tests, and oral presentations.
10. Return all textbooks and materials at the time of withdrawal or graduation.

Health and Safety

Because of the size of our school and our interest in your safety, success, and well-being, policies and rules must be carefully followed. If you understand and follow these rules carefully, your stay at FPHSCS will be a pleasant one.

Student Code of Conduct

1. Be considerate of the rights, safety, property, and feelings of others.
2. Be courteous and respectful to all teachers, adults, and students on campus.
3. Be responsible and accountable for all materials issued to you (textbooks, library books, etc.)
4. Be on time to all of your meetings and classes.
5. Bring proper materials to school.

Students have the right to be free from violence and abuse, and have the responsibility not to subject others to violence or abuse. Acts of intimidation, extortion, harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be tolerated. Immediate and appropriate action will be taken against any person involved in such behavior. Positive citizenship is promoted individually on each campus.

Contact the Executive Director for additional information on the school discipline policy.

Dress Guidelines

General Guidelines

Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Governing Council is committed to protecting the health, safety, and welfare of the students and the Governing Council believes that appropriate dress and grooming contribute to a productive learning environment.

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Enclosed toes and heels are highly encouraged for school footwear. Flip-flops may not be worn on campus during school time. Low heeled shoes, such as tennis shoes, are to be worn during physical education.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats may be worn to school, but must be removed in the classroom or office. Headgear such as bandannas covering head or sunglasses are not to be worn on campus.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. All students may wear trousers and pants of any type as long as the waist size and inseam measurement matches the student's correctly measured waist and inseam size. Baggy pants that allow underwear to show or pants that will fall without a belt may not be worn on campus. Shorts and skirts (length) – Here is the test for buying shorts and skirts for school. When your student is standing up straight, hands at their sides, if the longest finger's tip touches the material of the skirt or shorts; then the

skirt or shorts are long enough. If the fingertip makes contact with the skin on the leg; then the shorts or skirt are too short to be worn to school. No exposed navel (bellybutton).

5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

7. Beach, swimwear and/or bare feet are not acceptable. Halter-tops may not be worn on campus during school time. Tank tops and spaghetti straps may be allowed if a shirt is worn over or underneath.

8. Tennis shoes are needed for physical education class.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

The Director, staff, students and parent/guardians may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Sun Protective Clothes

Students must be allowed to wear sun protective clothing, including but not limited to hats for outdoor use.

Students who repeatedly violate the School Dress Code may be subject to appropriate discipline, including suspension and expulsion from School.

Gang Related and Drug Related Apparel (AR 5132)

FPHSCS desires a school environment that encourages pupils to lead productive drug-free and gang-free lives.

FPHSCS has determined that

1. Wearing gang-related clothing on school premises or at school sponsored activities:
 - a. Poses a danger to pupils
 - b. Disrupts instruction
 - c. Threatens the health and safety of the school environment
2. Wearing drug-related clothing:
 - a. Substantially disrupts teaching about the adverse effects of drugs
 - b. Encourages disruptive drug use among pupils both inside and outside school
 - c. May indicate gang affiliation and, consequently threatens the health and safety of the school environment

Students may not wear clothing with off-color sayings, double meaning, or those that promote drug/or alcohol use, or the use of violence. Clothing and personal items (back packs, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising promotions and likenesses, or which bear any symbol or insignia that is inflammatory or indicates/advocates hatred based on group membership.

Contact Information

Family Partnership Charter School Administrative Office

320 Alisal Road Suite 206

Solvang, CA 93463

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805-686-4658 (FAX)

Solvang Learning Center

320 Alisal Road Suite 206

Solvang, CA 93463

805-686-8700

805-686-8701 (FAX)

Orcutt Learning Center

1157 Clark Ave. Suite J

Orcutt, CA 93455

805-938-0702

805-354-5052 (FAX)

Montessori Learning Center, Santa Maria

1331 East Foster Road

P.O. Box 1010

Santa Maria, CA 93456-1010

805-937-9045

Montessori Learning Center, Cambria

1700 Berwick Dr.

Cambria, CA 93428

805-927-2337

San Luis Obispo Learning Center

165 Grand Ave. Suites 22, 23, 24

San Luis Obispo, CA 93405

805-541-2412

805-541-4887 (FAX)

Admission

Family Partnership Home Study Charter School is open to all students residing in Santa Barbara county or one of its contiguous counties. Students will be considered for admission without regard to race, ethnicity, national origin, gender, or disability. Family Partnership is a public charter school and therefore will not charge tuition. The charter school is nonsectarian in its programs, admission policies, employment practices and all other operations.

1. Students in grade levels K-12 are eligible for enrollment. Family Partnership complies with all State of California laws establishing the minimum and maximum age for public school attendance.
2. Admission to the Charter School will be open to any family who is committed to the school's operational and instructional philosophy. Prospective students and their parents will be briefed regarding the school's instructional and operational philosophy and will be given the school's student-related policies before enrollment in the charter school.

Enrollment

1. Enrollment in the charter school program will require attendance at an informational meeting; completion of a request for participation form and questionnaire; an initial interview for appropriateness of placement and student assessment criteria; and a written agreement signed by the student, parent, and a charter school Advisor.
2. A Master Agreement must be signed before each Fall and Spring semester. A current, signed, Master Agreement must be on file for each semester of attendance.
3. There must be a parent or designated adult at home with the student to deliver the student's educational program.
4. All entering students must submit an updated immunization record (or signed legal waiver) before enrollment. Kindergarten students must present a birth certificate.
5. Students who have an active Individualized Educational Plan (IEP) may enroll only if the student's IEP, written by the district of residence, specifically provides for enrollment in home independent study. Continued enrollment will be based on the determination that independent home study is an appropriate placement for the student.
6. Tutorials, supplemental/enrichment classes, and other educational activities that support the student's instructional plan assignments may be included as a portion of completed work for attendance credit as long they are pre-approved by the Advisor. Agreements for students involved in educational activities supervised by anyone other than the Advisor or tutor supervising those assignments must be signed the parent. Any such activities that are sectarian in nature or that use exclusively sectarian material as the core curriculum must be over and above the attendance credit given by the independent home study program in the same way that they are viewed as after school or weekend education of students in regular public school attendance.
7. Continued enrollment with FPHSCS is based on compliance with all policies set forth in the charter and student agreement and includes the mutual agreement between the parent, student, and credentialed teacher that FPHSCS is an appropriate and successful placement for the student. Parents will be notified in advance if their student is at risk of being released from the school due to non-compliance.

Assessments and Testing

The purpose of examinations is to help students, parents/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

As a public school, Family Partnership Home Study Charter School participates in the California State-mandated testing. This testing is necessary for our school to demonstrate Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB). In addition to this testing, we also use other forms of assessment in order to provide timely feedback to students and parents and make appropriate curricular and instructional recommendations throughout the school year.

California Standardized Testing and Reporting Program (STAR)

The STAR testing program consists of both the California Standards Test (CST's) and the California Achievement Test (CAT/6). All students in grades two through eleven are required to participate in this testing. Students in grades four and seven also complete the STAR writing assessments. These tests are administered in the spring of each school year. For more information on the STAR testing program access the following websites:

[Welcome to the STAR Web Site](#)

[Standardized Testing and Reporting \(STAR\) Results](#)

California State High School Exit Exam (CAHSEE)

All students must pass the CAHSEE to receive a diploma from a public high school. The CAHSEE is comprised of an English-Language Arts exam and a Mathematics exam. Students will take the CAHSEE in the spring of their 10th grade year. Students who do not pass the CAHSEE will have additional opportunities to pass the exam. They are required to retake the portions of the exam not passed. For more information in the CAHSEE access the California Department of Education website:

[Frequently Asked Questions](#)

SAT/ACT Test

The Scholastic Assessment Test (SAT) and American College Testing (ACT) are essential for students applying to four-year college or university. One or both of these tests are often required for admission into universities. It is helpful to check with your prospective university, speak with your Advisor, and schedule a meeting with the College and Career Counselor for more information. You may access the following websites to register for tests and get more information about who should take the tests:

[College Entrance Examination Board](#)

[ACT: Resources for Education and Workplace Success](#)

NWEA MAP

Measures of Academic Progress (MAP) are tests aligned to the state standards which measure a student's instructional level. These tests are appropriate for determining instructional needs as well as monitoring academic growth over time.

[Northwest Evaluation Association](#)

Program Policies

Working With Your Advisor

An independent home study Advisor is an experienced professional whose role is to look for ways to help you and your child achieve his or her educational goal. You can expect your Advisor to:

1. Visit with you and your child on a regular basis.
2. Explain the use of textbooks, deliver supplies, and provide available supplementary materials when appropriate.
3. Provide curriculum and instructional strategies.
4. Evaluate your child's progress, including assigning transcript grades.
5. Review weekly activity records and all work completed by your child.
6. Prepare attendance records, official transcripts, and student work portfolios as required by state regulations.
7. Keep you posted on upcoming meetings, programs and events.

Master Agreement

The Master Agreement is an important document which outlines the program and each person's responsibilities with FPHSCS. This document must be signed each semester prior to the first day of instruction. A current, signed, Master Agreement must be on file for each semester of attendance.

Weekly Meetings

The success of your child's education is dependent on many factors. Weekly meetings with your Advisor are essential to your child's success and continued enrollment in the Charter School. These meetings are in place to support parents and facilitate the best individualized instruction possible.

1. Students and their parents are required to meet with their Advisor regularly.
2. During the meeting the Advisor will need to review the body of work completed since the last meeting. The Advisor will make instructional suggestions, assist in planning, and offer feedback on assignments.
3. Your Advisor will collect your signed weekly learning log.
4. After a review of the body of work, your Advisor will collect sample work which reflect the learning and daily work covered by the learning log.
5. The Advisor may review grade level expectations, California Content Standards, and student goals from the Individual Learning Plan (ILP).
6. The Advisor will provide support to the parent with lesson planning, curriculum selection, teaching strategies, and so forth for the coming week.
7. Students may be required to remain on campus the day of their appointment if homework is not completed.
8. Students may be required to attend additional meetings with their advisor or other content area teachers.

Advisory

Advisors may develop multi-age advisories with their students. These advisories have a variety of goals but central to every advisory is the desire to provide all students with a sense of support in a positive and caring setting. The advisory is developed to foster teamwork and shared leadership through a variety of activities including service projects, content area learning, project workshops, and enrichment. Students participating in the advisory can expect to participate in the decision making process while being respected as a contributing individual.

Work Sample Guidelines

The Advisor will collect samples of student work during each weekly meeting. The work samples must represent each of the subject areas listed in the Individual Learning Plan. The student, parent, and Advisor will work together each week to select an appropriate work sample for each subject area from the body of work completed. These samples should accurately reflect both the quality of the student's daily work and demonstrate what the student has learned.

Work Sample Requirements:

- Student's first and last name
- Date the student completed the assignment which matches the weekly learning log
- Descriptive information such as subject, title or page number
- Completed by the student
- Submitted weekly
- Original-no photocopies

Acceptable Work Samples

- Completed assignments
- Completed study guides
- Completed projects
- Photographs and written descriptions of large scale projects
- Tests or exams
- Reports
- Essays including drafts
- Responses to literature
- Math assignments with problems showing all work
- Reading logs with student reflections
- Recordings of student performances with a written explanation on the Weekly Learning Log
- Drawings, paintings, and graphic design projects
- Teacher evaluations of student demonstrations or oral presentations
- Student dictation written by parent (when appropriate, by grade)
- PE work samples may be a log of physical activity, a narrative report, or a photo with written descriptions
- Music work samples may include a copy of sheet music with a written description or a completed practice log

Unacceptable Work Samples

- Sectarian (religious) work.
- Crumpled, dirty, or unreadable work
- Work that has not been corrected or evaluated
- Work samples on the back of other documents
- Lists of answers for math assignments without work shown

Student/Parent Financial Obligation

State law requires that students/parents be financially responsible for lost books, CD's, supplies and equipment which have been loaned to the student. Unless such obligations are cleared, students will not receive grades, diplomas or transcripts.

Communication

Your Advisor is your main point of contact for FPHSCS. In addition, the website www.familypartnershipschool.com can be a wealth of information. In the event that your Advisor cannot answer a question, school staff is available to assist you. Most questions can be answered at your local learning center and you will want to begin your contact there.

Academic Probation

Students may be placed on academic probation when they have missed 2 meetings (per semester) without prior phone calls or when two weeks of work are past due. After three missed assignments an evaluation shall be conducted to determine where it is in the best interest of the student to remain in independent study. Students who show a pattern of missing meetings and/or failure to turn in current work may also be placed on academic probation. Students may be withdrawn from the program if there is no response to or compliance with the terms of their academic probation. Students repeatedly placed on academic probation are also candidates for termination.

School Councils

Family Partnership Home Study Charter School seeks to draw upon the strengths of its entire community, students, parents, staff, and community members. This includes developing and maintaining several councils in compliance with the Brown Act. These councils include a school-wide Governing council and Advisory Council for each learning center. Parents are invited to participate in the decision making process through both the parent-teacher committees and councils.

Parents and students interested in participating in an established committee, developing a new committee, or serving on a council are encouraged to speak with their Advisor about upcoming vacancies.

Forms

Forms approved and necessary for use while enrolled in Family Partnership Home Study Charter School may be found on our website: www.familypartnershipschool.com Forms listed on our website as well as the Student-Parent Handbook are being updated and added to regularly. Please check with your Advisor as questions arise.

Enrollment Forms

Acceptable Use Form
Cumulative Record Request
Emergency Information
Graduation Plan of Action
Hold Harmless, Release and Indemnity
Individualized Learning Plan
Master Agreement
Permission to Publish
Request for Participation
Student Internet Use Agreement
Student Registration

Student Forms

K8 Learning Log
High School Learning Log

High School Independent Home Study

Keys to Success

Independent Home Study at the high school level takes a tremendous commitment from the parents of the student. The following criteria are characteristics that we have found to be important to success in the Family Partnership Independent Study Program. Families need not meet all of these criteria; however, each should be given consideration and the implications that follow when a criteria is absent must be evaluated before making the final decision to go ahead with the Family Partnership Charter School Independent Home Study Program.

- High school or higher education of parent
- Good organizational and record-keeping skills
- Self-discipline
- Ability to keep required appointments
- Parent at home during the day
- Good communication between the parent and student
- Previous home school experience

Graduation Requirements

High school students at FPHSCS will complete a Plan of Action template. This plan will serve as both a guide of courses to complete and a personal record for the student of courses successfully completed.

- As a high school student at Family Partnership Home Study Charter School, you are required to complete 220 credits to graduate.
- Core content course requirements (English/Language Arts, Mathematics, Science, History/Social Science, Physical Education, Technology/Vocation/Life Skills, Language/Art, and Health Education) must be completed.
- Elective classes will be taken in order to reach the 220 credits needed for graduation.
- You must successfully complete one full year of Algebra.
- Students are required to pass the California High School Exit Exam (CASHEE).
- Students must complete a senior project/portfolio.
- ROP courses offered through the county office of education or local high school may be taken for credit.
- Classes may also be taken at community college (Alan Hancock, Santa Barbara City, Cuesta Colleges). You will receive three high school credits for each college credit earned, as well as start your college course work.

Graduation Paths

As students complete the coursework required for graduation, they will meet not only the requirement for 220 credits, they will also fill requirements in several core content areas such as Mathematics and English. They may also find themselves working toward university admission which will include additional requirements. For those students interested in attending a California University, additional consideration must be given to the “a-g” Subject Requirements. These are designed to ensure that students can participate fully in the first-year program at the University in a wide variety of fields of study. The requirements are written deliberately for the benefit of all students expecting to enter the University, and not for preparation for specific majors. CSU/UC bound students must meet the admission and testing requirements for the CSU/UC system.

A review of the General Education, College Preparatory, and UC a-g Subject requirements will guide you in course selections. Contact your Advisor with any questions.

General Education

4 years of ENGLISH

3 years for class of '09 and '10

2 years of MATH

- Algebra 1 must be completed

3 years of SOCIAL SCIENCE

- World History
- US History
- Economics/Government

2 years of SCIENCE

- Physical Science or Chemistry
- Life Science

1 year of same LANGUAGE other than English

- or -

1 year of FINE ART

1 semester of HEALTH

1 semester of DRIVER EDUCATION or
Other elective

1 year of VOCATION/LIFE SKILLS/
TECHNOLOGY

Approximately ELECTIVES
(75 credits)

College Preparatory

4 years of ENGLISH

3 years of MATH (3 recommended)

- Algebra I
- Geometry
- Algebra II

3 years of SOCIAL SCIENCE

- World History
- US History
- Economics/Government

2 years of SCIENCE (minimum)

- CP Biology (with a lab)
- CP Physics (with a lab) or
- CP Chemistry (with a lab)

2 years of the same LANGUAGE

3 years recommended other than English
and

1 year of FINE ART

1 semester of HEALTH

1 semester of DRIVER EDUCATION or
Other Elective

1 year of VOCATION/LIFE SKILLS/
TECHNOLOGY

Approximately ELECTIVES
(70 credits)

Sample Four Year College Path to CSU or UC *(A-G Requirements)**

9th GRADE

10th Grade

1 st Semester	2 nd Semester		1 st Semester	2 nd Semester
English IA - P	English IB - P		English IIA – P	English IIB – P
Health	Driver Education		World History A – P	World History B – P
Physical Education	Physical Education		Physical Education	Physical Education
Algebra IA – P	Algebra IB – P		Geometry A – P	Geometry B – P
Foreign Lang. 1 – P	Foreign Lang. 1 – P		Foreign Lang. 2 – P	Foreign Lang. 2 – P
Physical Science – P	Physical Science – P		Biology – P	Biology – P

30 credits

30 credits

30 credits

30 credits

11th GRADE

12th Grade

1 st Semester	2 nd Semester		1 st Semester	2 nd Semester
English IIIA - P	English IIIB - P		English IVA – P	English IVB – P
US History A - P	US History B - P		US Government – P	Economics – P
Elective	Elective		Elective	Elective
Algebra IIA – P	Algebra IIB – P		Statistics or Pre-Calc.	Statistics or Pre-Calc.
Chemistry - P	Chemistry – P		Physics - P	Physics - P
Elective	Elective		Elective	Elective

30 credits

30 credits

30 credits

30 credits

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

State Certificate of Proficiency Exam (CHSPE)

Students enrolled in high school who are 15 or older during the second semester of the 10th grade may take the *California High School Proficiency Exam (CHSPE)* in basic skills upon paying the necessary fees. If they achieve a qualifying score on the test, they will be issued a Certificate of High School Proficiency by the California State Department of Education. The Certificate of Proficiency, plus parent consent, may excuse the student from continued high school attendance if the student is 16 or older.

The certificate is recognized by the State of California as the equivalent of a high school diploma; however, it does not fulfill the requirements for an FPHSCS diploma.

Students wishing to take this examination should speak with their teacher regarding dates of testing and the completion of an application.

General Education Diploma (GED)

The GED Tests measure your knowledge and academic skills against those of today's traditional high school graduates. The California Department of Education will tell you what to expect when you take the GED Tests, what your scores mean when you receive them in the mail, and how to use your GED credential to enroll in a college or university program of your choice. For more information about the GED access the following website

[General Education Testing Service](#)

Credits

High school credit is based upon work completed, not upon hours of "class time." Be sure to become familiar with the course guidelines for each class. Plan each semester so that all required work is completed, and the student can receive full credit. The home study teacher will help you to stay on track throughout the semester. Five credits (1/2 Carnegie unit) are earned for each semester course successfully completed. A maximum of 45 credits per semester is allowable from all sources without prior approval.

- Students can work at their own pace and will receive credit based upon the work completed. It is unusual, however, for students to receive more credit per semester than they would earn in a traditional high school setting.
- Home Independent Study should not be viewed as an alternative where students can rapidly make up credits they are lacking.
- Credits are only granted in increments of 5 for semester courses with the exception of credits awarded for community college work, project based learning and courses based on minutes of participation.
- Students transferring from another school must submit a transcript from the previous school for evaluation.

Grade Point Average (GPA)

GPA calculations of grades are based on a 4.0 scale:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0

Honors courses will be calculated:

A = 5.0

B = 4.0

C = 3.0

D = 1.0

F = 0

Diploma

A student earning 220 high school credits, meeting area specific requirements and earning a passing score on the CAHSEE will receive a high school diploma through FFPCS. These credits may be taken through FPCS in the subjects offered (see below) or through a community college. Only the students who meet all graduation requirements will be eligible to participate in the graduation ceremony and will be granted a diploma.

Eligible students who do not wish to participate in the commencement exercises will be allowed to pick up their diploma from the school anytime after the graduation ceremony.

Transcripts are often required for colleges and scholarship applications. An official transcript (cumulative record of grades) can be obtained by contacting your Advisor.

California State High School Exit Exam (CAHSEE)

Students are required to pass the California High School Exit Exam (CASHEE) in order to qualify for a high school diploma. Students will have several opportunities to take both the Math and Language Arts sections.

Early Graduation

Students may request graduation whenever they fulfill the course, credit, and CAHSEE requirements. Graduation Request Form must be completed and turned in by the end of September or February of the semester the student plans to graduate.

This request to graduate shall be made to the Advisor. Upon receiving this request, the Advisor shall fill out the ILP/Action Plan, indicate the proposed graduation date, sign and date the submission and turn the form in to the Registrar for assessment. Upon completion of the evaluation the Advisor will notify the student regarding their status. Early graduates may return to participate in that school year's graduation ceremony.

Financial Aid

This may be critical if you intend to attend college. The FAFSA (Free Application for Federal Financial Aid) is a free form that students and parents complete. Contact the College and Career Counselor for more information. In addition, applications and details are available at the FAFSA website.

[Free Application for Federal Financial Aid \(FAFSA\)](#)

Sample K-8 Curriculum

Being a home study teacher is a huge endeavor that takes a great deal of resources and assistance in order to be a successful guide to your child through this complex educational process. There are many websites and support groups available to home school families. In addition to the many opportunities obtainable through the web and from other home school families, we offer textbook, workbook, and project based learning support. Below you will find a list of the titles of curriculum from which you may chose when you enroll in FPHSCS. Your Advisor will help you decide which books and support materials best addresses your child's academic needs.

MULTI-SUBJECT

Odysseyware	3-12	Computer Based Curriculum
CyberHigh	9-12	Computer Based Curriculum

SPELLING

Spelling Workout	1-8; Levels A-H	Consumable Workbook
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VOCABULARY

Wordly Wise	2(good readers)/3rd - 8th Levels/Books A-6	Consumable Workbook/Tests
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GRAMMAR

Write Source Skills	K-8	Consumable Workbook
EPGY (Stanford University)	Gifted Program	Computer Based Program
Daily Grams	K-8	Consumable Workbook

WRITING

Write Source	K-8	Textbook Based Program
Draw Write Now	K-2	Workbook
Houghton Mifflin	1-5	Textbook Based Program
Writer's Choice, Glencoe	6-8	Textbook Based Program
My First Writing Book	1-2	Workbook
Writing Words and Sentences	1-3	Workbook
Writing Activities Sampler	K-6	Workbook
How to Write a Story	3-6	Workbook

PENMANSHIP

Handwriting Without Tears		
Letters and Numbers for Me	K	Workbook
My Printing Book	1	Workbook
Printing Power	1-2	Workbook
Cursive Handwriting	3	Workbook
Cursive Success	3+	Workbook

PHONICS

Explode the Code	1-3	Consumable Workbook
Beyond the Code	2-3	Linguistics Based Text

LITERATURE/READING

Literature Books	K-8	Textbook Based Program
Teach Your Child to Read in 100 Easy Lessons	K+	Textbook Based Program
DRA	K-3	Reading Assessment/Guide.
Reading for Concepts	4-6	Textbook/Answer Sheets
Harcourt	6-8	Text with Workbooks
US Born	7	Literature/Social Studies Program
History of US	8	Text (series) and Worksheets

MATH

Singapore/Primary Mathematics	1-7	Textbook and Workbook
Harcourt Math	1-6	Textbook Based Program
Saxon Math	K-8	Textbook Based Program
Blast Off/Sharpen Up	2-8	Workbook/Assessments (Test-prep)
Aleks	K-8	Computer Based Program
Mathematical Connections	Pre-Algebra	Textbook Based Program
McDougal Littell	Algebra I	Textbook Based Program
McDougal Littell	Geometry	Textbook Based Program

SCIENCE

Start Up Science	K-2	Workbook
Reading about Science	3+	Textbook Based Program
Harcourt	1-5	Textbook Based Program
Science (Singapore)	1-5	Textbook Based Program
Holt	6-8	Textbook Based Program
Earth Science	6	Textbook Based Program
Life Science	7	Textbook Based Program
Physical Science	8	Textbook Based Program
My Pals are Here (Singapore)	3-6	Text, Workbook and Activity Book

SOCIAL STUDIES

Harcourt	1-5	Textbook Based Program
1st grade – A Child’s Place		
2nd grade – Making a Difference		
3rd grade – Communities		
4th grade – California		
5th grade – Early United States		
6th grade – Ancient Civilizations		
Houghton-Mifflin	6-8	Textbook Based Program
6th grade – A Message of Ancient Days		
7th grade – Across the Centuries		
8th grade – A More Perfect Union		
History of Our World	7	Textbook Based Program
The History of US	8 (possibly 5th)	Text (series) and Worksheets
Maps, Charts, and Graphs	K-8	Workbooks

High School Programs and Courses for Acquiring Credits

Cyber High

[Cyber High](#)

Cyber High is an *electronic* high school curriculum that prepares students for the new information age workplace by using Internet resources. The goal of Cyber High is to integrate educational curriculum and technology in using the power of the World Wide Web to break down barriers imposed by classroom walls and provide students with experiences and resources not possible in the traditional educational setting.

Cyber High's curriculum has been used in many ways. From the traditional classroom setting to alternative educational settings, CyberHigh has met the needs of many schools throughout the United States. The CyberHigh curriculum is fully accredited through Fresno Unified School District, Roosevelt High School and is aligned with California State Content Standards and Frameworks.

- **Health Education** Choices for Life Health Education (Eng/Sp)

- **Language Arts**
 - English 1A* English 1B*
 - English 2A* English 2B*
 - English 3A* English 3B*
 - English 4A* English 4B*
 - Reading & Writing Skills

- **Life Skills**
 - Applied Learning Methods Study Techniques
 - You and the News

- **Mathematics**
 - Basic Math A Basic Math B
 - Pre-Algebra Math Skills Review
 - Algebra A* Algebra B*
 - Geometry A* Algebra 2A*
 - Geometry B* Algebra 2B*
 - Consumer Education

- **Science**
 - Environmental Science A Environmental Science B
 - Physical Science A Physical Science B

- **Social Science**
 - American Government (Eng/Sp)* Economics (Eng/Sp)*
 - Ethnic Studies Sociology*
 - U.S. History A (Eng/Sp)* U.S. History B (Eng/Sp)*
 - World Geography and Cultures A World Geography and Cultures B
 - World History A* World History B *

For distance learning, credit recovery, a curriculum supplement, test preparation, and your other unique requirements, OdysseyWare delivers a cutting edge computerized curriculum solution based upon proven educational methods.

Authored by and for teachers, you get a personalized online learning program that can meet the individual needs of your students where they are – anytime, anyplace.

Project Based Learning

Project Based Learning is an innovative, student-centered approach to learning that allows students to pursue and develop their individual passions for academic credit. With the guidance of an advisor, a team of other advisors, and oftentimes a peer “advisory” group, a student creates projects on whatever idea, topic, career, or hobby interests him/her. The online tool, Project Foundry, provides for standards-alignment, evaluation, storage, documentation, and self-reflection of these meaningful learning experiences. Schools that provide an authentic project-based learning program witness a measurable increase in their students’ hope, confidence, motivation, and 21st century skills.

Work Experience and Service Learning

High school students are encouraged to take service learning and work experience through the local community college (Allan Hancock, Santa Barbara City College, Cuesta College). If this option is not available due to the enrollment date, residency, or similar problems, the student can enroll in the course through FPHSCS. All FPHSCS service learning/work experience enrollments must be pre-approved and include a course plan. The completed course plan must be submitted to the principal for review and approval.

Credit for FPHSCS service learning/work experience is awarded based on the number of minutes of activity. Eighteen hours (1080 minutes) of volunteer or paid work will earn a student 1 credit. Students can earn a maximum of 5 credits per semester. Grades for FPHSCS work experience will be awarded using a pass/fail system. Students will log all minutes of activity on their weekly activity sheet.

Credit for community college service learning/work experience shall be awarded as outlined in the Community College section listed above.

Work Permit

Except in limited circumstances, all minors under 18 years of age employed in the state of California must have a permit to work. After an employer agrees to hire a student, the student may obtain a “Statement of Intent to Employ Minor and Request for Work Permit” from the school. This form may be obtained during a regularly scheduled meeting with the student’s Advisor. This form is then completed by the student, the employer, and the parent. After the form is completed and signed by all parties, the form is returned to the Advisor. The “Statement of Intent to Employ Minor and Request for Work Permit” will be forwarded to the school authority for review. At this point, the school **may** issue a Work Permit. If, after review, a Work Permit is issued, it will be returned to the student through the Advisor.

Many answers to questions related to Work Permits can be found on the California Department of Education website. [Work Permit: Frequently Asked Questions.](#)

Community College

Students are encouraged to enroll in Community College to enrich their high school experience. Courses taken at a community college may be core classes listed above or elective or core courses not offered at Family Partnership Home Study Charter School (FPHSCS). FPHSCS will accept the following translation for courses taken at Allan Hancock Community College, Santa Barbara City College, and Cuesta Community College.

- 5-unit course=15 FPHSCS credits
- 4-unit course=12 FPHSCS credits
- 3 unit course=10 FPHSCS credits
- 2-unit course= 6 FPHSCS credits
- 1-unit course= 3 FPHSCS credits

Parents or students must request official transcripts from the community college and forward transcripts to their Advisor to receive high school credit.

Regional Occupational Program (ROP)

The Regional Occupational Program (ROP) provides students with job skill training, an opportunity to learn about related college majors, and a chance to obtain employment. Students receive a certificate of completion.

Please keep the following points in mind regarding ROP courses:

1. Students must be 16 years of age or older to participate
2. All courses receive vocation/technology/life skills or elective credit
3. Some courses may be approved for UC a-g
4. Some courses may be taken for 1, 2 or 3 periods
5. A few programs have high school course prerequisites

How to register for an ROP course:

1. Pick up an application from the ROP center (usually located on the local high school campus)
2. Fill out the application
3. Return the application to the ROP center as soon as possible

Being an Effective Home Teacher

1. Independent Study” means “independent of the classroom,” not “independent of assistance.” Be available to assist and instruct your student during the hours he or she spends completing assignments.
2. Establish a routine for daily lessons.
3. Provide a quiet, well-lit workspace without distractions.
4. Follow a “schooling” routine that suits the family, but gives priority to your child’s education.
5. Be flexible. Some lessons may take longer than expected while others may take less time.
6. Be sure needed materials are on hand (basic supplies, materials for science experiments, paints and brushes, etc.) for the lessons your student will be doing on a given day.
7. Set aside time every day to review and correct completed assignments and to plan the next day accordingly.
8. Document all educational activities, including field trips, other classes, and life skills, etc.
9. Keep a positive attitude and be sure your routine includes some enjoyable educational projects and activities. Remember, too, that a little variety will keep your student interested and motivated.
10. If you run into a problem, contact your advisor immediately instead of waiting for a scheduled visit.

The Community as a Classroom

One of the advantages of being a home school student is the ease of using your community resources. There are so many things to see and places to go. Visit some of these places to enhance your lessons.

1. Theater
2. Seashore
3. Business facilities
4. Missions
5. Police and fire stations
6. Local/State Parks
7. Museums
8. Courthouse
9. Agricultural Sites
10. Libraries
11. SPCA
12. Medical Facilities
13. Zoo
14. Botanical Gardens
15. Organic Farms

Check with Chamber of Commerce, the Yellow Pages, the events section of the local newspaper and weekly publications, as well as your Advisor and other parents for specific ideas. Preparation and follow-up are essential. Speak with your Advisor about lesson planning around your outing before you make the trip and you may find the trip become a more educationally beneficial adventure for you and your child.

Teaching Tips

1. Prepare lessons and activities before getting your student started on them. Review the activity to be completed before presenting it. Anticipate questions and problems.
2. Start each lesson together to be sure your student understands the directions and know how to proceed. Do the sample items (or the first few items if there aren't any samples) together.
3. As your child works through the lesson, monitor progress and be available to help at any time.
4. Immediate feedback and correction, including praise and encouragement, are crucial to good learning. Always let your student know how he or she did on completed work. Make sure that mistakes are corrected as soon as possible, before moving on to the next lesson.
5. Follow up lessons with extra practice if necessary.