



High School Handbook

The VCA Board and Administration reserves the right to change any policy or procedure at any time as is deemed necessary and to be in the best interest of Valley Christian Academy.

Valley Christian Academy
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HISTORY

History of the Academy

In 1978 -- when they saw a need for a positive Christian education in the area for their children and others -- Dr. Brad Gunter and his wife Kathy founded VCA, three years after starting Tabernacle Baptist Church, the overseer and governing body of VCA. Dr. Gunter was in college studying to become an educator and felt God leading him into the ministry. Being pastor of Tabernacle Baptist Church and administrator of Valley Christian Academy are two of his great loves. Dr. Gunter has continued to be the administrator since 1978 but was very excited when his oldest son -- Brad Gunter, Jr. -- returned from college to teach in high school and become athletic director. In 2000 Brad, Jr. was appointed vice principal by the Deacon Board when they were looking to the future for continuity.

Valley Christian Academy was a vision and burden of Dr. Brad N. Gunter for many years before he actually started it 1978. He knew beyond a shadow of a doubt that God was calling him to bring it about physically as He brought about those for whom He wanted us to minister.

Today it blesses Dr. Gunter's heart beyond words. He loves the children and young people -- He loves watching each stage of physical, emotional, and spiritual growth. He loves the day in and day out of it all. Yes... it's a great deal of work and emotional drain -- but they're worth every second!

At present Dr. Brad N. Gunter is the still administrator, but his oldest son -- Brad Gunter, Jr. -- is the one who really runs the daily operation as Vice Principal. He holds the same vision that God gave to him and, too, has a deep love for young people and a conviction for them to follow Christ. Dr. Gunter must say that he is far better and wiser in handling young people's misbehaviors and advising and guiding them than he could ever have done. Young people gravitate to him and respect him and his advice. When it comes to high school students, he wisely disciplines them for correction. His discipline reminds him of the Lord's with us according to Romans 2:4 -- "...or despises the riches of his goodness and forbearance and longsuffering; not knowing that the gentleness of the Lord leads me to repentance?"

VCA is run as a non-denominational school, we focus on Christian character building. Teaching young people to know the Lord, love the Lord, and want to obey the Lord and His word. Nothing comes overnight. It is step-upon-step -- working with you as their parents in partnership.

One of the unique things about VCA is that all of our paid staff is required to be members of Tabernacle Baptist Church (TBC). It's not so much a doctrinal issue as it is for all of us having the feeling of being a family, having the same heart, the same ministry calling, and the same philosophy. You know that at your own church you have a doctrine but you also have a philosophy -- a way of doing certain things -- within that body. In all these years we've found how great this works. Staff turnover is extremely low -- teachers have been here going on 20-some years and it cuts down on staff conflict because they're family to one another and your children.

VCA is not known for its multi-million dollar buildings... God has never provided that much -- yet. He continually provides for our needs and our students see and hear it (a GREAT faith-builder).

This institution, the facilities it occupies, and the equipment it utilizes fully complies with and all state and local ordinances and regulations, including requirements for fire, building, and health safety.

NON-DISCRIMINATION POLICY

Valley Christian Academy admits students of any race, color, and notional ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate based on race, color, national origin, and ethnic origin in administration of its educational policies, scholarship and loan programs, athletic, and other school administered programs. The administration, however, reserves the right to dismiss or refuse admission to anyone unwilling to comply with the school's regulations and academic or behavioral standards. Valley Christian Academy is committed to providing a strong Christ-centered instructional program. Students admitted to Valley Christian Academy shall be protected from influences negatively affecting their well-being and educational process to the best of our ability.

PHILOSOPHY AND OBJECTIVES

Mission Statement

Our mission is to challenge and equip students to become loving, responsible adults who will have a positive impact upon themselves, their families, their community, and our beloved Lord.

Statement of Belief

The highest pattern for Christian conduct is found in conforming to the image of Jesus Christ (Romans 8:29). The purpose of Christian education is to teach all students with all possible wisdom, seeking to bring each one into God's presence and daily relationship as a mature individual, conformed to Christ's image, and in union with Him (Colossians 1:28).

Individual commitment to Jesus Christ is voluntary in nature; therefore, the school does not force students to subscribe to a particular belief. The student is confronted with the person of Jesus Christ and is invited to become acquainted with Biblical principles basic to the formulation of a Christian lifestyle. Students are encouraged to make a personal commitment to Jesus Christ, to learn the meaning of that commitment, and to demonstrate discipleship in serving God and man. The school is designed to assist the student to grow morally and academically.

Teachers and staff will actively promote a high standard of personal conduct in our students in areas of dress, grooming, and personal behavior. Virtues to be stressed include honesty, clean speech, a respect for God, for persons, and for property. Specific standards of behavior are stated in the Student/Parent Handbook. These standards will be instituted by classroom teachers to create the finest possible environment for learning and development.

Valley Christian Academy will hold each student responsible for these standards while attending any campus of the school and all school-sponsored activities. A family joining as a member of the school registers understanding of the school's standards and pledges support of these regulations even in areas where they may have no personal convictions. A student unwilling to abide by these regulations or who gives evidence of being out of harmony with the goals, beliefs,

and objectives of the school may be subject to disciplinary action, and may be asked to withdraw.

Statement of Faith

WE ARE LED BY CHRIST

We believe that each local church of the Lord Jesus Christ is led by the Holy Spirit and the written Word of God. The Lord meant for each member of the church to be equal in voice and responsibility. We also recognize that God has given God-called preachers to be the spiritual leaders of the churches and that God calls them and places them in spiritual position in His churches. “Remember them which have the rule over you, who have spoken unto you the Word of God: whose faith follow, considering the end of their conversation... obey them that have the rule over you, and submit yourselves: for they watch for your souls, as they that must give account, that they may do it with joy, and not with grief: for that is unprofitable for you.” Hebrews 13:7, 17

WE BELIEVE THAT GOD’S WORD TEACHES...

VERBAL INSPIRATION OF THE BIBLE

We believe the Bible, both the Old and New Testaments, to be verbally inspired of God in the original, infallible, and God-breathed, a perfect rule of faith and practice.

II Timothy 3:16, 17; II Peter 1:16-21; II Corinthians 2:13

THE TRINITY

We believe in the Holy Trinity: but there are three distinct persons in one God-head. The Trinity of God is His tri-personal existence as God the Father, God the Son, and God the Holy Spirit.

Matthew 28:19; Matthew 3:13-17

GOD THE FATHER

We believe that God is an eternal person, having no beginning and no ending, and that He is creator of all, infinite and infallible.

John 4:24; Luke 3:22b

GOD THE SON

We believe that Jesus Christ is the Son of God and God the Son.

We believe that:

He is the only Savior of mankind; Acts 4:12

He is God incarnate in human flesh; Romans 8:3

He is the absolute God, for whom and by whom all things were created; Colossians 1:16

He is the one mediator between God and men; I Timothy 2:5

We believe in:

His virgin birth,

His holy sinless life,
His vicarious death and
His bodily resurrection.

We are looking forward to his return to this earth to reign as King of Kings and Lord of Lords upon the throne of David for 1,000 years.

John 3:16; John 1:13; Hebrews 1:8; Colossians 1:15-19; Isaiah 9:6, 7; Revelation 20:2-7

GOD THE HOLY SPIRIT

We believe that the Holy Spirit is God, and He indwells and seals all believers, and that He fills the obedient and is the believer's guide to truth.

Acts 5:3, 4; Romans 8:9; Ephesians 4:30; John 16:7-15

MAN

We believe that man was created in the likeness and image of God, but through the sin of Adam fell from this sinless state and is no longer born in the likeness and image of God, but is born with a depraved nature (Psalms 51:5), and is alienated from God (Isaiah 53:6; Romans 3:23).

Expected School Wide Learning Results (ESLRS)

Lions are:

Leaders who live to glorify God
Investors in life-long learning
Obligated to Community
Noble listeners and speakers with
Servant hearts.

Lions are:

Learners who live to glorify God
by understanding and applying biblical principles
by demonstrating how to use the Bible
by living their Christian beliefs
II Peter 3:18 "Grow in grace and the knowledge of our Lord"

Lions are:

Investors in life-long learning
by following directions: simple and complex
by recognizing problems and seeking help

- by taking responsibility for their own learning
- by displaying academic integrity and honesty
- by discerning God's truth in academic areas

II Timothy 2:15 "Study to show thyself approved unto God a workman who needeth not to be ashamed"

Lions are:

Obligated to Community

- by having a positive influence on others
- by applying God given talents and abilities
- by resolving conflict in a win/win way

Matthew 22:37-39 "Love the Lord God with all your heart . . . and love your neighbor as yourself."

Lions are:

Noble listeners and speakers

- by listening for understanding
- by communicating with people in a positive manner
- by reading, writing, and speaking analytically

James 1:19 "Beloved brethren, let every man be swift to hear, slow to speak, slow to wrath."

Lions are:

Servant hearts

- by leading others in teamwork
- by leading by example
- by valuing others more than self

Matthew 23:11 "But he who is greatest among you shall be your servant."

Final Authority of Matters of Belief and Conduct

The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the power conduct of mankind, is the sole and final source of all that we believe. For the purpose of Valley Christian Academy's faith, doctrine, practice policy, and discipline, the Tabernacle Baptist Church Senior Pastor is Valley Christian Academy's final interpretive authority on the Bible's meaning and application.

Spiritual Development

Although much time and preparation, evaluation, and prayer is devoted to maintain academic excellence, the primary focus is to disciple students. This can only be accomplished by modeling Jesus Christ in the classroom on a daily basis, being able to speak the truth in love, and by providing an atmosphere in classrooms that fosters the fruits of the Spirit (Galatians 5:22).

It must be understood that at any time and in every place the church has attempted to legislate spiritually, she has failed to accomplish the desired goal. True spirituality is of the heart and must be born and nurtured by the Spirit. VCA provides an atmosphere in which the Holy Spirit can work in the lives of students.

The student body has two primary types of students (spiritually). Both are Christians. One group needs to be warmed spiritually and kept warm through prayer with the hope that the Holy Spirit will ignite a fire in their hearts. They believe but do not want to become too spiritual. The other group loves God and wants to please Him. As these students become learners, their example will be greatly used by God to influence their peers in a very positive way. (This is the situation faculty and staff looks forward to and for which they pray.)

In addition, VCA admits approximately twelve percent who are not Christians. Accepting Christ for those students often happens naturally as a result of the love, care, and prayers by our faculty and staff. Parents have been introduced to Christ by the same process.

Bible instruction is an integral part of the instructional curriculum. The study of God's Word is designed to meet the varying needs, interests, and abilities of students. Instruction is based on Scripture, Biblical biography, personal experiences of contemporary, mature Christians, etc.

Bible Classes –Bible classes set the pace for the learning experience at VCA. Bible study, time for sharing and prayer, is an essential part of our Christian training program. Students are required to memorize meaningful scripture passages and encouraged to develop their own person Bible study program.

Chapel

Chapel is held regularly on Friday mornings to provide spiritual enrichment as well as positive and meaningful experiences for students. All students must attend chapel and are required to maintain reverent and orderly conduct. Assemblies are held in addition to chapels. They provide useful information, enjoyment, and help build wholesome school spirit.

Prayer

Students learn and are encouraged to share their needs with others and to pray for such needs in a group setting. Times of prayer are observed in the morning and at times of special needs. VCA students learn that prayer is a natural communication with God that can be initiated at any time.

Goals of Spiritual Development

The following is a list of goals which represents the characteristics of a maturing Christian. Thanks to Dave Watson (*Called and Committed* – 1982) from whom these are borrowed:

The Spiritual goals of VCA are that having become a Christian each student:

- Is willing to serve. John 13; Matthew 16:24

- Is learning to listen. Luke 9:35, 10:38-42
- Is willing to learn and is teachable. Luke 9:35, 10:38-42, 18:25; Ephesians 4:23-24
- Is submissive to authority. Thessalonians 5:12-13; Hebrews 13:17
- Is willing and able to share the faith with others. I John 1:1-3
- Is learning humility and is glad when others are blessed. Philippians 2:3-4
- Examines his/her own life before criticizing others. Matthew 7:1-5
- Knows his/her own weaknesses and allows God's grace to work through them. II Corinthians 12:9
- Is not a perfectionist and is therefore not a prey to self-righteousness, self-condemnation, self-pity, or a judgmental spirit. James 3:2; I John 1:8-10
- Is forgiving. Matthew 18:21-35
- Is persistent, courageous, and not easily discouraged. Ephesians 6:10-18; II Corinthians 4:8-11
- Is trustworthy and responsible. I Corinthians 4:2
- Is not a busybody or a gossip. John 21:21-22; I Timothy 5:13
- Does things well, whether great or small. Colossians 3:17
- Uses time wisely as a gift from God. Ephesians 5:15-17
- Aims to please God most of all. Colossians 1:10; II Corinthians 5:9
- Is quick to obey when God speaks. Luke 5:4-9
- Has faith in God, though there may be nothing visible to encourage his/her faith. Mark 11:20-24
- Is willing to trust the love and faithfulness of God, even without temporal and material security. Matthew 6:25-35
- Is willing to follow the Spirits leading, to make adjustments and changes as the Lord requires. Acts 10
- Has a clear understanding of God's priorities for personal life. Acts 6:2-4

Spiritual Development

Note: Objectives are ideally supposed to be measurable. True spirituality must be from the heart which is impossible to measure. We can only try to observe attitudes, actions, and speech that would be consistent with true spirituality. Discernment is necessary to more accurately analyze spiritual condition. God will have to be the final judge. The Biblical criteria for measuring spirituality are the fruits of the Spirit (Galatians 5:22). We are told to look for these fruits in a believer's life.

Each Christian student will be able to:

1. Demonstrate the developing qualities of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control in one's personal life.
2. Pray out loud with a group of peers.
3. Share personal needs with a group of peers.
4. Explain a passage of scripture for a devotion with a group of peers.
5. Explain the plan of salvation and quote relevant scriptures.
6. List Christian priorities for his/her own personal life.
7. Attend one's own church regularly and be active with one's youth group.
8. Read God's Word on a consistent basis for private devotions.
9. Volunteer to help others consistently.
10. Not resist authority in spirit or actions.
11. Complement others consistently/sincerely
12. List one's own personal character strengths and weaknesses.
13. Consistently do his/her best in any situation.
14. Ask for forgiveness when wrong.
15. Forgive others and not hold grudges when wronged.
16. Demonstrate trust and responsibility in practical situation.
17. Speak positively of self and others.
18. Demonstrate an attitude of faith, obedience, and submission to the Lord Jesus Christ on a daily basis.

Statement of Philosophy

Valley Christian Academy is a non-denominational coeducational, non-profit, full-time, college-preparatory day school founded in 1978 for grades Preschool thru twelfth.

The Academy aims to participate with parents in the development of Christ-centered children who are well informed in both liberal arts and modern sciences, and are equipped with the knowledge of the Christianity faith and ethics that will enable them to live as devout Christians.

The Academy does allow a percentage of non-Christian families to attend through an interview process of both family and student so that they may have the same opportunities both academically and spiritually.

VCA expects most of its pupils to be active in their home church; to develop their Christian consciousness; to practice prayer; to follow Christian traditions; to maintain healthy and obedient relations with their parents, relatives, and teachers; to strive for excellence in intellectual

pursuits; and to grow as useful members of society who practice obedience to God and love towards others.

Educational Philosophy

Valley Christian Academy is committed to excellence in academic achievement and quality of instruction. It recognizes that Christian education is the expression of an idea and can only be realized in the integration of the total person under the Lordship of Jesus Christ, involving the spiritual, moral, academic, physical, emotional, and psychosocial needs in conjunction with complementing factors of school, home, and church. We therefore acknowledge that the concepts of a Christian educational philosophy are these:

God, by His spoken word, is the Creator and Sustainer of all things; the Source of all truth.

- God maintains control over His entire universe.
- Because of sin, man tends to omit God and thus fails to relate himself and his knowledge of God, the Source of all wisdom.
- Regeneration is by faith in Jesus Christ. True meanings and values can be ascertained only in the light of His person, purpose, and work.
- God has revealed Himself in the person of Jesus Christ as attested to in the Bible.
- The home, church, and school should complement each other in promoting the student's spiritual, academic, moral, emotional, psychosocial, and physical growth.
- At school the teacher represents the extension of authority and discipline as an agent of the parent.
- God has given differing abilities to each student. It is the teacher's responsibility to challenge each child according to this ability and seek to develop this potential to the maximum.
- The Christian is not to be conformed to this world's standards but must recognize and submit to the authority of our nation.
- The student's home, church, and school experiences and training should be preparation for life, a life of fellowship with God and of service to man.
- Students should be encouraged to become spiritually mature and grow into Christ-likeness.
- Each Christian has a responsibility to the world around him/her in that he/she is to be the world's seasoning and light.
- VCA encourages learning that involves interaction between people and ideas and believes in individuality, personal worth, equality, and purpose.
- VCA seeks through individualization of instruction and interpersonal relationships to enable each student to learn to change and to make new and meaningful commitments.

Educational Goals

First, the person should have a thirst for knowledge. He/she begins knowing that God is the source of all wisdom. He/she should be motivated to keep on learning throughout a lifetime. People must learn “how to learn” because new knowledge is being constantly created by the current of change. At the same time he/she must realize that the highest knowledge of all is to know Jesus Christ who never changes.

Second, a person should have the skill to find work to and to succeed in it. He/she begins knowing that God has given him/her gifts and that God’s call must be first with respect to work choice.

Third, a Christian person’s education should contribute to self-understanding and self-esteem. He/she begins knowing that God’s interest in making him/her a child of God gives him/her the greatest dignity and worth. Such knowledge is more important than ever in an increasingly impersonal, mobile, and technological world. In a society that constantly forces people to adapt to change, the Christian educated adult can respond without losing a sense of personal worth and purpose.

Fourth, the person cares enough about the environment to work for its maintenance and improvement. He/she begins knowing that God made this world for man and placed that world in man’s care and keeping. This person also holds a global perspective about the ways individual and national actions affect this shrinking and complex world.

Fifth, a person must try to understand and appreciate all peoples and cultures. He/she begins knowing that all people are objects of God’s love, to be brought to personal knowledge of Jesus Christ.

Sixth, a person must be able to read well, speak and write clearly, and handle comfortably both logical concepts and basic mathematical skills. He/she begins knowing that the highest call is to communicate the message of Jesus Christ to others.

Seventh, the person understands the American system of government, including the citizen’s rights and responsibilities. He/she begins knowing that he/she is a member of God’s kingdom, which demands his/her ultimate allegiance.

Eighth, the person should understand how the economic system works and how to manage money as well as earn it. He/she begins knowing that all he/she has belongs to God, and seeks to regulate his/her needs so he/she may return much of what he/she earns to the work of God.

Ninth, the person should know and understand human biology and psychology in order to maintain his/her well-being. He/she begins knowing that he/she have been made in God’s own image, and that his/her life was “God-breathed.”

Tenth, a person is sensitive to artistic, literary, and other aesthetic experiences. He/she begins knowing that all beauty, symmetry and balance are creations of God given for man’s highest pleasure. A full life calls for thoughts and feelings of quality and for an appreciation of the beauty around us.

Importance of the Teacher

The key element in our quest for academic excellence is the teacher. All teachers meet, exceed, or are completing the requirements for WASC (Western Association of Schools and Colleges).

Role of the Teacher

The key element at Valley Christian Academy is the teachers. Being called by God to the ministry of Christian teaching is both a great joy and a tremendous responsibility. “Let not many of you become teacher, my brethren knowing that as such we shall incur a stricter judgment.” (James 3:1) We cannot conform to the world’s standard for teaching...God demands more from us.

II Peter 1:5-12

“And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity.”

“For if these things be in you, and abound, they make *you that ye shall* neither *be* barren nor unfruitful in the knowledge of our Lord Jesus Christ. But he that lacketh these things is blind, and cannot see afar off, and hath forgotten that he was purged from his old sins.”

“Wherefore the rather, brethren, give diligence to make your calling and election sure: For if ye do these things, ye shall never fall: For so an entrance shall be ministered unto you abundantly into the everlasting kingdom of our Lord and Savior, Jesus Christ. Wherefore I will not be negligent to put you always in remembrance of these things, though ye know *them*, and be established in the present truth.”

The role of the teacher, the administrator, and staff member

- To be an example
- To provide and foster an atmosphere for learning
- To speak the truth in love

The Example: Teachers at VCA are open and transparent, allowing students to see them as real human beings with faults, problems, and frustrations, as well as people who love God and His people. Teachers are not perfect and students know that. They must be honest and real. Teachers show through their own example what students are to do in both positive and negative circumstances (John 13:15, Philippians 4:9).

The Atmosphere: Teachers are expected to make the classroom a place where God can dwell. Where God is, there will be righteousness, peace, and joy (Romans 14:17). The attitude and example of the teacher sets the tone. As teachers are faithful in this responsibility, they are offering Jesus an open invitation to be involved in every aspect of the learning process.

Speak the Truth in Love: In order to effectively disciple young people, teachers exercise spiritual authority (not status). This is derived from obedience to God and being filled with His Holy Spirit (John 6:49-50; Luke 7:1-10; Ephesians 5:18-21; Hebrews 13:17). Teachers then must be willing to spiritually discipline students, but always in a “spirit of gentleness” (Galatians 6:1; Colossians 1:28; Ephesians 4:14-15).

Many of the Students attending Valley Christian are familiar with spiritual things. When students take time to be honest with themselves, their own sins and shortcomings become recognizable. Peer pressure can be very strong, not so much to go out and sin, but to neglect spiritual things.

Teachers at Valley Christian confront students in love and appeal to the student's own consciousness of spiritual things. As teachers back this up with their own personal example, they are giving the Holy Spirit needed fuel to warm cooled hearts.

ORGANIZATION

Traditions

The colors for Valley Christian Academy are maroon, black, and white. The Lion is the emblem of VCA. This emblem was chosen with Proverbs 30:30 in mind: "A lion which is strongest among beasts, and turneth not away for any".

Memberships

VCA does not belong to any organization at this time in order to keep costs down. Memberships cost large annual fees.

Accreditation

VCA high school has full accreditation by the Western Association of Schools and Colleges (WASC).

Corporate Status

VCA was founded in 1978 under the umbrella of Tabernacle Baptist Church and formerly known as Tabernacle Baptist School. A factitious business name license is on file with the State of California and as under the umbrella of Tabernacle Baptist Church is a 501©(3) not for profit corporation.

Athletic Affiliations

VCA is a member of the California Interscholastic Federation San Joaquin (CIF) and part of the SMAL for athletic competition.

Sponsoring Church

VCA is sponsored by Church of the Valley Tabernacle Baptist Church, an independent Baptist church.

ADMISSIONS

Admission

Admission to VCA is a privilege. The school's policy regarding admission is "Open Enrollment." VCA admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school.

Admissions Policy

Valley Christian Academy (VCA) seeks students of good character who, along with their family, desire an education based on Christian values and teaching. All new students are required to complete the application process. General admission guidelines are as follows:

1. Stated desire for Christian Education
2. Positive character/academic references
3. Academic proficiency (G.P.A. of 2.0 or better for most recently complete academic period)

Pre-Enrollment Interview and Evaluation

Pre-Enrollment Interview – Parents of all applicants complete a questionnaire about their reasons for wanting to send their child to VCA and their child's prior educational history (if applicable). All ninth through twelfth grade students are also interviewed by an administrator regarding their educational history if deemed necessary and desire to attend a Christian school. Parents are required to provide, with their application, reference forms from the student's former education setting, church, or other designated persons. Acceptance of an applicant is determined after information from the application, interviews if applicable, and an analysis of academic levels of a student described is reviewed.

VCA does not review standardized test scores nor administers such a test as a basis for acceptance.

Priority System

A priority system was established to give families currently attending VCA, TBC church members, and alumni first consideration as openings exist. The order of priority is as follows:

- A. Returning students who have paid the registration fee.
- B. Children of staff members, prospective students who have brothers or sisters now at VCA, and children of alumni.
- C. Prospective students whose parents are members of TBC.
- D. Prospective students not falling in A-C above, by date of receipt of application form, who have paid the non-refundable registration fee.

The Process:

The names of prospective students are received on a continuing basis.

January 15 – We notify existing school families regarding registration for the coming school year.

February 1 through March 15 – Re-enrollment for children of staff members and present students.

March 15 through April 1 – Prospective students who have brothers or sisters now at VCA and children of alumni.

April 1 on – Students are accepted by date of application only.

Class Size

The goal of 9-12 encouragement should be to maintain an average of 30 to 35 students per period classroom instruction.

COUNSELING

Students are encouraged to make appointments with their teachers to seek guidance to improve their class work or when assignments are not clearly understood. Administration will provide college counseling for students. Students are encouraged to make an appointment to discuss these matters at the VCA office. Counseling in regards to spiritual, academic, and social aspects of life is also available to students. Administrators, teachers, and the Tabernacle Baptist Church pastors are available to counsel with students.

Any students/family that freely approaches a counselor, administrator, teacher, coach, or other staff member for help regarding a drug/alcohol problem will be assisted in the spirit of counseling. The same will be true for students referred to any staff member by friends for intervention. These cases will not be considered as disciplinary and will be referred to a counselor.

FINACIAL RESPONSIBILITY

Enrolling your child in a Christian School is an investment in education and character building. With the privilege comes the responsibility for making all payments on time and keeping your account up to date. It is important that your student's name appears on each check for proper credit. Checks for items such as field trips, PE clothes, etc. should be carefully labeled so proper credit can be given to the student.

Tuition Payment Information

The Board payment policy is as follows:

- VCA tuition is charged on an annual basis, but can be billed on a 10 month cycle from September thru June of each year.
- Tuition fees are due by the first of the month,
- Fees not paid by the fifth of the month are overdue and may be charged a late fee of \$20.00 per family per month.
- The responsible party will be notified of overdue amounts.
- Fees that are 60 days overdue subject the child(ren) to dismissal from school.
- Students cannot be enrolled if there is an outstanding balance from the previous school year.
- Responsible parties who have not made a special arrangement or have not followed through on an agreed upon special arrangement for an account 60 days past due may be referred to an outside agency for collections and will be responsible for any additional charges the company may charge.
- If for any reason a check or bank card transaction doesn't clear an account, there will be a service charge of \$25 per transaction. Repayment of returned checks must be made by cash, cashier's check, or money order. If more than two occurrences happen on any account, all future transactions will need to be made by cash, money order, cashier's check, or credit card
- Valley Christian Academy accepts many forms of payment cash, checks, money orders, cashier's checks, and credit cards. If a family chooses to make

a payment to VCA by credit card, a 2% credit card processing charge will be added to the amount they are paid.

- Billing is done by the 15th of every month electronically through email. A copy of the family statement is sent to everyone marked as financially responsible in the VCA system.
- Accounts of graduating 8th and 12th graders need to be brought to a \$0 balance two weeks prior to graduation, or students will not be allowed to participate in graduation and their diploma will be held until the account is cleared.
- Any questions about family accounts or balances should be directed to the VCA office at 916-728-5500.

Delinquent Accounts

Board policy regarding delinquent accounts is as follows:

- Tuition fees are due by the first of the month.
- Fees not paid by the fifth of the month are overdue and may be charged a late fee of \$20.00 per family per month.
- The responsible party will be notified of any amounts 30 days overdue.
- Fees that are 60 days overdue subject the child(ren) to dismissal from school.

Tuition Assistance

What do you do if you are “on the edge” of being able to afford tuition at Valley Christian? Apply for tuition assistance. We provide an easy and confidential way to apply for assistance. Families receiving tuition assistance must reapply each year to determine if they continue to qualify.

How do you apply for tuition assistance?

VCA using FACTS Management, which is a grant and aid assessment company - online. Once VCA receives the confidential information in the office, it is presented to the Board for review. You will be notified of the decision within the week.

Who will see my financial information?

VCA Board, Administrator, and Bookkeeper.

How do I qualify for tuition assistance?

If your ability to pay is less than your total tuition, you may qualify.

How is the amount of tuition assistance determined?

By a combination of both school and family financial need to the academic year.

Fundraising

Fundraising helps offset the full educational costs at VCA. Valley Christian Academy asks that all students and families participate in as many fundraising opportunities as possible throughout the year, however, the fall fundraising, candy sale, is mandated.

At the time of enrollment each family accepts that their family will be responsible in September for selling at least two boxes of candy (60 candy bars x \$2 = \$120) or they can pay the 50% profit (\$60) to VCA without having to sell the candy. The family will notify the office of the family's choice. The family will also pledge to help whenever possible (but realize it's not mandatory during the rest of the year) with other fund raisers throughout the school year.

Family Service Hours

Valley Christian Academy relies on your help to provide your children with the best education possible. Research shows that children whose parents are involved in their school do better academically. Fund raising projects provide us an opportunity for teamwork in helping the school reach our goals and objectives as well as an atmosphere for the development of family bonding and camaraderie.

In order to achieve the above purposes, and in an effort to keep tuition as low as possible, VCA has "Family Service Plan" wherein every family must assume the responsibility of contributing to Valley Christian Academy Family Service Plan according to both the Financial and Service Hour Commitments.

1. Financial Commitment

Agreement to contribute a minimum of \$120 through selling Candy Bars which is our only mandatory fund raiser. (\$60 buy-out alternative option.)

2. Service Hour Commitment

Annual agreement to volunteer a minimum of 30 hours (20 hours for single parent families). Each family should account for all service hours performed and submit the total number of hours served to the school office in order to be credited to the family service plan. Service hours may be recorded on the form provided in the VCA enrollment paperwork. The final date to submit service hours for each school year will be May 15.

Additional Information

The accumulation of service hours will be on a school year basis, from September of the current school year through May of the current school year. Any hours accumulated after May 15 will be applied to the service contract for the following year.

If a family does not meet the minimum fundraising requirement (\$120), the difference will be added to the November tuition bill.

If a family does not meet the minimum service hour requirements (20/30 hours), the difference will be added to the May tuition bill at a rate of \$10.00 per hour.

Additional hours, above the required hours, do not equate to a reduction in tuition.

Tuition - Letter to Parents

Dear Parents,

Valley Christian Academy has provided an educational program based on excellence and the truth of God's word for over twenty-five years. Tuition is the primary way this program has been funded, and continues to be today. Every effort has always been made to keep tuition as low as possible. But as the cost of providing a quality education has increased over the years, our teachers have increasingly shouldered a disproportionate share of that cost in the gradually declining values of their salaries. In contrast, the public education system has significantly improved the salaries of its teachers over the same time period.

Did you know that today:

VCA teachers earn approximately 65% of public school salaries (and it used to be 80%)?

It is becoming increasingly difficult to attract and retain faculty that meet our high standards?

Tuition inadequately helps to cover the cost of providing the facilities our students need?

At the heart is the concept that:

Everyone at Valley Christian pay their "fair share" of the cost of an excellent education.

Tuition assistance will be available to currently enrolled families who apply and qualify.

With everyone paying their "fair share", VCA can:

1. Increase teacher salaries.
2. Increase funding and improve facilities.
3. Continue to maintain our tradition of educational excellence.
4. Our school board has always made an effort to understand the delicate balance that exists between providing the finest Christian education possible, providing adequate salaries for our faculty and staff, and remaining sensitive to the cost for families. By adopting the concept that everyone pays their "fair share", and by increased tuition assistance available for families that qualify, we can reverse the fact that our teachers are now paying the full price between what an excellent education costs and what parents pay.
5. We trust that each of you will be able to make it work for your family and we look forward to having all of your children back at VCA again next year. I have dedicated my life to being God's servant at VCA and am committed to being a vital part of what God is doing in the lives of our students, staff, and school family. If I can be of any help, please feel free to contact me.
6. Tuition costs are for the total school year. For your convenience, payments may be made on a 10-payment basis.

WITHDRAWAL FROM SCHOOL

If it becomes necessary for a student to leave during the school year, the following procedure must be completed:

1. A two (2) week notice is required. If less than two weeks' notice is given, tuition charges may be levied. Tuition will be calculated on a per diem basis for the days enrolled, taking the two (2) week notice into consideration.
2. An official notification of withdrawal must be made in writing and submitted to the VCA office.
3. All items subject to return must be turned in within two weeks of withdrawal notice.
4. Financial obligations must be paid and account balance cleared.
5. All academic work must be completed and submitted.
6. No academic work will be accepted for grading or grade evaluation after a withdrawal.

STANDARDS OF CONDUCT

Christian Lifestyle

Students are expected to live by a biblical standard of behavior. Students must at all times (at or away from school) while enrolled in Valley Christian Academy refrain from the following:

1. Fighting
2. Lying and stealing
3. The use of illegal drugs, marijuana, alcoholic beverages or any form of tobacco.
4. Swearing, coarse jesting or using unwholesome speech.
5. Possession, distribution, or habitual viewing of pornographic images.
6. Using the internet, cell phones, any electronic device or posting on social media in any manner contrary to Christian lifestyle standards.
7. Involvement in immoral activities, including physical act of sexuality (whether heterosexual, homosexual, or transsexual).
8. Gambling

Students who violate these Christian lifestyle standards may be expelled from school. Students should also make every effort to avoid compromising situations that might give the appearance of being involved in the above activities.

Christian Lifestyle/Dress – Christian Lifestyle

Goal Statement – All students are expected to maintain high standards of conduct, both on and off the school campus. They shall comply with all school regulations and submit to the authority of all teachers and staff.

All students, by virtue of enrollment, have accepted the Statement of Agreement in regards to matters of personal conduct and have agreed to comply with all rules of this handbook.

Christian Lifestyle – All students are expected to work toward a Biblical approach to life both on and off campus. Student conduct should reflect the Christian life at all times and at all places, not only during school hours or just at school. Failure to live up to this standard could result in school discipline.

Dress and Grooming – The purpose of dress regulations is to help each student set a standard for his/her personal appearance that is appropriate. Each student is expected to demonstrate pride in his/her appearance for it reflects individually on the student and collectively on the school.

Daily attire need not be expensive to be attractive and acceptable. A neat and properly attired student will promote an atmosphere which is conducive to study and good work in a Christian school. God's Word emphasizes the importance of inner beauty rather than an individual's outward appearance. Any apparel which draws undue attention to the wearer tends to detract from the educative process and is inappropriate.

Students judged to be in violation of the dress code may be issued school clothing or be restricted to the office area until appropriate clothing is available. Classes missed will be considered unexcused absences. Consequences may also be given and parent conferences may be scheduled for violations of the dress code.

Students are expected to dress modestly at all school-related events (i.e., athletic events, graduation, Night of the Stars, field trips, retreats, etc.).

Christian Lifestyle/Dress – Dress Code

GIRLS

1. Modesty at all times – dresses, tops, and pants must be worn that cover undergarments. Clothing should draw attention to the face, not the body. Clothing should not expose bare shoulders, back, or midriffs. At no time should skin be visible on the front or back of the midriff. Clothing should be appropriate for working and studying in the classroom.
2. Dress and skirt length should be modest (to the knee, measured while kneeling).
3. Form fitting, see-through, and low-cut clothing, as defined by the administration, is inappropriate.
4. No more than three earrings in each ear are allowed. Tongue, lip, eyebrow, and other visible piercings and tattoos are not acceptable.
5. Please refer to the VCA dress code for a detailed list of dress code regulations.

BOYS

1. Modesty at all times – pants and shorts must cover undergarments.
2. Hair should be neat, clean, and well-groomed. Hair should not fall below the bottom of the collar of a standard dress shirt or below the top of the ear. Hair shall not obstruct vision. Boys shall be cleanly shaven. Sideburns are allowed to the bottom of the earlobe.
3. Shirts must be worn at all times during school hours. Tank-tops and sleeveless shirts and sweat clothes are not allowed. Undershirts must be tucked in. Shirts with even cut at the bottom don't have to be tucked in.
4. Earrings, tongue, lip, eyebrow, and other visible piercings and tattoos are not acceptable.

5. Socks are required with shoes (unless with sandals).
6. Excessively baggy pants and shorts are not allowed.
7. Please refer to the VCA dress code for a detailed list of dress code regulations.

BOTH BOYS AND GIRLS

1. Shoes must be appropriate for school wear. All shoes must be of the appropriate height and style to ensure safety of all students at school. The following are not acceptable for school wear: Inexpensive plastic or rubber flip-flops; slippers or slipper type footwear.
2. Hats, caps, and headbands are not allowed in the building.
3. Sunglasses are not to be worn in any building.
4. No clothing articles, belt-buckles, or pins advertising other schools, secular rock groups, gang related symbols, tobacco, alcohol, or that suggest lewd, violent, improper language, or lifestyles are allowed.
5. Students wishing to wear shorts must wear solid colored shorts that are not intended for athletic wear or beach wear such as gym shorts, board shorts, or swimsuits. No plaid, flowered, or prints of any kind. Shorts should be modest in length (no more than 2/3 above the knee, measured while kneeling).
6. Hair should be a uniform or blended, naturally occurring color (slight bleaching is acceptable). Outlandish haircuts, hair sculpting, writing/lines or designs in hair, or shaved heads with long hair over it, etc., are not acceptable.
7. Jewelry should be modest.
8. No extreme fads (i.e., gang-associated styles, grunge look, Goth, extra large clothing).
9. All clothing items including shoes which are unhemmed, tacky, frayed, badly faded, sagging, or which have holes or tears are not appropriate. Waist lines and/or belt loops must be worn at the waist.
10. Traditional sweatpants or warm-ups are not acceptable unless worn as team apparel on game days.
11. Visible tattoos of any kind temporary or permanent are not allowed.

Class work missed due to dress code violation must be made up. A dress code consequence will be recorded. Second offense results in a consequence and in-school clothing modification. Multiple offenses will result in a suspension.

Christian Lifestyle/Dress – Questions to ask about selecting clothing

Please ask these questions when selecting clothing and hairstyles:

- Is it immodest? (I John 2:15-17)
- Might my appearance be disruptive to learning by calling attention to myself?

- Does my appearance identify with a counter-cultural group or a rebellious element of society?
- Does the clothing present a health or safety hazard?
- Is the clothing faded, worn, or improperly fitted?
- Is the design and purpose other than for school use?

If the answer is “yes” to any of the above, then the attire or appearance is not acceptable for school.

It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standards of appropriateness. Students should follow the school code during all school hours and school activities. Exceptions to the dress code will be made for special days or special events.

SEXUAL HARRASMENT POLICY

Valley Christian Academy (VCA) is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation, and harassment, including sexual harassment. VCA is prepared to take action to prevent, investigate, and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

Definition of Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct in a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions. The possession and/ or distribution of pornographic images on school property, on school transportation, or at a school sponsored events are included in this definition of sexual harassment.

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status, or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the school.

Examples of Sexual Harassment

Unwelcome sexual conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual nature. Among the types of conduct which would violate this policy are the following:

1. Unwanted sexual advances or propositions.

2. Offering academic benefits in exchange for sexual favors.
3. Making or threatening reprisals after a negative response to sexual advances.
4. Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, or posters.
5. Verbal conduct such as making or using derogatory comments, epithets, slurs, or jokes.
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters notes or invitations.
7. Physical conduct such as touching, assaulting, impeding, or blocking movements.

Student to student, employee to student, and employee to employee sexual harassment is prohibited.

What to do If You Experience or Observe Sexual Harassment

Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to a school official or a teacher. Students who observe conduct that is of a sexually harassing nature are encouraged to report the matter to a Valley Christian Academy school official or teacher.

Confidentiality

Every effort will be made to protect the privacy of the parties involved in any complaint. However, Valley Christian Academy reserves the right to fully investigate every complaint, and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

Protections against Retaliation

It is against Valley Christian Academy policy to discriminate or retaliate against any person who has filed a complaint concerning sexual harassment or has testified or participated in any manner in any investigation proceeding or hearing concerning sexual harassment.

Procedure and Action

When one of the VCA officials designated in this policy receives a complaint, he/she shall immediately inform the administration. An administrative team and/or the school officials designated above will conduct an investigation of the complaint. If the investigation confirms the allegations, prompt corrective actions shall be taken. The individual who suffered the harassment shall be informed of the corrective action that has been taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

THREATS, BULLYING, AND PHYSICAL ASSAULTS

Fighting

Fighting will result in an automatic suspension and possible expulsion for the initiator of the fight. If witnesses confirm that only one person started an unprovoked attack and the second person was only defending him/herself, it is possible that the second party will not be suspended.

Bullying

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

- Bullying may be overt or direct, with physical behaviors, such as fighting, hitting, name calling, making threats, attacking someone physically or verbally.
- Bullying may also involve covert behaviors, with emotional-social interactions, such as gossiping, spreading rumors, or leaving someone out on purpose.
- Bullying may take place in-person, online, with smart phones and texts, and/or through social media.
- Students engaged in either overt or covert bullying may be suspended and if repeated offenses occur the student engaged in bullying may be expelled.

Threats

- Bringing dangerous items to campus (knives, unloaded guns, matches, etc.) may result in suspension or expulsion.
- Bringing a loaded gun or explosives to campus will result in expulsion. Verbal or written threat to bring a gun or explosives to campus to kill or maim someone or destroy school property will result in expulsion.

DISCIPLINE

Philosophy of Discipline

The highest pattern for Christian conduct is found in conforming to the image of Jesus Christ (Roman 8:29). It is our goal at VCA to actively promote a high standard of personal conduct in our students. Virtues to be stressed include honesty, clean speech, respect for God, for person, and for property.

We will strive to create the finest possible environment for learning and development. We at VCA are working to build a very positive Christian atmosphere in which your child can best learn. We wish to provide for our students the excellent learning environment they deserve.

We believe that parents are responsible for training and disciplining their children. The school's main function is to educate students. Should a child misbehave, the school will inform the parents through a written notice called a "consequence" or by phone. It is up to parents to administer appropriate discipline at home. A progressive table of consequences is used to administer the discipline program at VCA.

Faculty/student counseling, sharing, and prayer have been and will continue to be the major components of our school discipline program. We will be searching at all times for the Lord's direction in training your students and we appreciate your trust.

Positive Reinforcement

Goals – To help young people live within the guidelines of Biblical truth.

Establish positive behavior.

- Teacher example
- Curriculum for spiritual development
- Prayer and spiritual guidance

Reward positive behavior.

- Encourage students
- Communicate progress to parents
- Formal recognition
- Service and leadership opportunities

Change negative to positive behavior.

- Counseling/communication with parents
- Positive reinforcement

Consequence System

Each time a student is involved in the below listed behavior, an administrator may issue a consequence notice. After five consequences a parent conference is required and a one-day suspension may be issued. After ten consequences a student is suspended for one week and a parent conference and student behavior contract is necessary before a student can return. Following a one week suspension, one additional consequence is allowed and then final expulsion may be issued. A student may also be suspended or expelled if he/she is charged by the District Attorney with specified offenses.

Discipline – Practices

1st Occurrence

Degree I 1 Consequence and Parent letter

Degree II 3 Consequences and a one-day suspension

Parent Conference

Degree III Suspension (Indefinite)

Possible Expulsion

Initiate the process of reconciliation

2nd Occurrence

Degree I 1 Consequence

Parent Call

Degree II 3 Consequences

Suspension (3 days)

3rd Occurrence

Degree I 2 Consequences and Suspension (1 day)

Degree II Suspension (Indefinite)

Possible Expulsion

Note: Academic consequences are a part of suspension. The administration reserves the right to add or subtract consequences if extenuating circumstances exist.

Degree I

Cheating

Cursing

Defiance

Disobedience

Disrespect

Disruption

Ditching class

Dress code

Eating in the building/chapel

Excessive physical display of affection

Failure to attend behavioral lab

Failure to have school supplies

Graffiti

Gum chewing

In an off-limits area

Inappropriate use of the internet

Invasion of privacy

Lying

Matches (or other fire-hazardous materials)

Negative attitude

Physical violence – foolishness

Skateboards (possession or use)

Stereo/electronic games (possession or use)

Tardiness

Use of/sounding of cell phone or pager in building

Degree II

Alcohol (possession or use)

Fighting

Firecrackers (possession or use)

Forgery

Gambling

Hazing

Indecent act

Leaving campus

Misuse of property

Occult material

Physical threat

Physical violence – anger

Pornography

Stealing

Tobacco

Truancy

Vandalism

Vulgar language or writing

Degree III

Drugs (possession or use)

Physical act against staff

Physical violence – planned

Pregnancy

Sexual misconduct

Possession and/or use of weapons

Discipline – Possible Sanctions

- Sanctions which might be used in cases of extreme or continued misbehavior are:
- Probation – Puts the student on notice that change is needed in areas such as attitude or in academic progress. A student on probation may not continue to serve in an elected office or participate in school extracurricular activities.
- Community Service – A consequence involving working at a community/church organization for a specified period of time and returning a positive progress report.
- School Service – A consequence that involves working at an administrative assigned job at school for a specified period of time.
- Suspension – Suspension is considered a strong form of discipline. The student is not able to make up his/her missed work, and he/she is expected to receive parental consequences at home. All classroom work missed as a result of the suspension must be made up by the student to keep up with the class, however, no credit will be given for the assignments. Length of suspension will be set by the school administration.
- Process of Reconciliation – Reconciliation is required following a conflict.
- Re-admission Denied – The student will not be allowed to re-enroll for the upcoming school year.
- Expulsion – The removal of student from school. A student who continuously refuses to follow school rules and regulations will be expelled. The final decision to expel will be made by the VCA Discipline Review Board. After one calendar school year, application for re-admission will be reviewed by VCA administration and Discipline Review Board.
- VCA administration reserves the right to interpret and modify all rules to maintain a positive educational environment.

Discipline – Cheating

A student who appears to be cheating, as determined by the teacher, will be subject to the following action:

- Parents will be informed of the suspected behavior.
- A “zero” grade will be given for the assignment or test. There will be no opportunity for making up the grade.
- One or more consequences will be given.

“Appearance of cheating” means:

- A student’s eyes are often diverted to places other than his/her own test or assignment page.
- The content of the assignment handed in is uniquely identical to that of another student or plagiarized from a public text.
- The quality of the assignment is far superior to anything the student has produced before.

Student Behavior Guidelines

The Student Behavior Guidelines are designed to assess incidents on an individual basis and provide student discipline that is age appropriate and based on a progressive discipline model. At Valley Christian Academy, we strive to suspend students only when other means of correction fail to bring about proper conduct. However, a student may be suspended for any of the reasons in the student behavior chart on a first offense if the principal, vice principal, or administration determines that the student's presence causes a danger. Valley Christian Academy administrators may use discretion when warranted to provide other means of correction to suspension and/or expulsion. (EC § 48900, 48900.5(a), 48911.1 and USC § 1415).

Behavior and Code Reference	Other Means of Correction	May Suspend	May Expel	Contact Law Enforcement
<i>Physical Injury</i>				
Threatened/caused physical injury EC § 48900(a)(1)	May Be Considered	Yes	Yes	Optional
Committed violence/serious injury upon another, except in self-defense EC § 48900(a)(1) and (2), 48915(a)(1)(A) and 48915(a)(1)(E)	May Be Considered	Yes	Yes	Required
Committed assault or battery upon any school employee EC § 48915(a)(1)(E), PC § 240 and 242	May Be Considered	Yes	Yes	Required
Aided/Abetted in the infliction/attempted infliction of physical injury EC § 48900(t) and PC § 31	May Be Considered	Yes	Yes	Optional
<i>Controlled Substances</i>				
Unlawfully possessed/used/sold/furnished/under the influence of controlled substance, intoxicant of any kind except over-the-counter medication for personal or medication prescribed for the student by a physician • Was under the influence • Possessed • Furnished • Sold/Attempted to Sell EC § 48900(c), 48900(p), 48915(a)(1)(C), 48915(c)(3) and HSC § 11053	May be considered May be considered May be considered Not considered	Yes Yes Yes Required	Yes Yes Yes Required	Optional Required Required Required

Unlawfully offered/arranged/negotiated to sell a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Unlawfully sold/delivered/furnished a liquid/substance/material represented as a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Possessed/used tobacco or nicotine products containing tobacco without prescription EC § 48900(h)	May be considered	Yes	No	No
Unlawfully possessed/offered/arranged/negotiated to sell drug paraphernalia EC § 48900(j) and HSC § 11014.5	May be considered	Yes	Yes	Optional
<i>Property</i>				
Committed/attempted to commit robbery or extortion EC § 48900(e) and 48915(a)(1)(D)	May be considered	Yes	Yes	Required
Caused or attempted to cause damage to school or private property • Minimal damage • Extensive damage EC § 48900(f)	May be considered May be considered	Yes Yes	No Yes	Optional Required
Stole or attempted to steal school property or private property EC § 48900(g)	May be considered	Yes	Yes	Optional
Knowingly received stolen school property or private property EC § 48900(l)	May be considered	Yes	Yes	Optional
<i>Harassment and Bullying</i>				
Harassed/threatened/intimidated a student who is a witness in a school disciplinary proceeding EC § 48900(o)	May be considered	Yes	Yes	Optional
Engaged/attempted to engage in hazing/method of initiation which is likely to cause serious bodily injury/personal degradation/disgrace resulting in physical or mental harm EC § 48900(q)	May be considered	Yes	Yes	Optional
Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act EC § 48900(r)	May be considered	Yes	Yes	Optional
Committed sexual harassment creating an intimidating/hostile/offensive educational environment, does not apply kindergarten				

through third grade EC § 48900.2	May be considered	Yes	Yes	Optional
Caused/attempted/threatened/participated in an act of hate violence, does not apply kindergarten through third grade EC § 48900.2 and 48900.3	May be considered	Yes	Yes	Optional
Intentionally engaged in harassment/threats/intimidation against students or staff that disrupts classwork, creates substantial disorder or creates an intimidating/hostile educational environment, does not apply kindergarten through third grade EC § 48900.4	May be considered	Yes	Yes	Optional
Made terroristic threats against school officials or school property EC § 48900.7	May be considered	Yes	Yes	Required
<i>Weapons</i>				
Possessed a firearm/knife/other dangerous object Sold or furnished a firearm/knife/other dangerous object EC § 48900(b), 48915(a)(1)(B) and 48915(c)(1)	May be considered Not considered	Yes Required	Yes Required	Required Required
Brandished a knife at another person EC § 48915(c)(2)	Not considered	Required	Required	Required
Possessed an imitation/ replica firearm so close as to lead a reasonable person to conclude that the replica is a firearm EC § 900(m)	May be considered	Yes	Yes	Optional
Possessed an explosive EC § 48915(c)(5)	Not considered	Required	Required	Required
<i>Other</i>				
Committed/attempted to commit sexual assault or sexual battery EC § 48900(n), 48915(c)(4), PC § 243.4, 261, 266c, 286, 288, 289	Not considered	Required	Required	Required
Committed obscene act/engaged in habitual profanity or vulgarity • Obscene act • Habitual profanity EC § 48900(i)	May be considered May be considered	Yes Yes	Yes No	Optional No
Disrupted school activities/willfully defied school officials engaged in the performance of their duties EC § 48900(k)	Must be considered (K-3)	Yes (4 th – 12 th)	No	No

EMERGENCIES

Emergency Evacuation Procedures

Periodic fire drills are required by state law. Sheets are posted in each room giving evacuation procedures to follow in an emergency. Please observe the following points during a fire drill.

- Lights out.
- Windows closed.
- Walk rapidly, single-file, do not run.
- Books should be left in the room.
- Do not wait for others to join you. Do not re-enter the building until the “all-clear” sounds. Keep 100 feet from building. Do not block walkways or roadways.
- Stay with your group or class.

Emergency School Closure or Dismissal

An emergency could occur that would warrant an emergency school closure (outside of regular school hours) or dismissal (during regular school hours). Every effort will be made to notify parents by use of telephone, text message, social media, or email. Students will only be released to Parents and/or adults listed on their emergency cards.

What to Expect During a School Emergency

The first priority for school staff during an emergency is to ensure the safety of students, other staff members and any guests who are on campus at the time. Emergency situations can cause disruptions to regular communication, schedules and plans. We've provided information on what families can expect during an emergency situation and how to best support the safety of students and staff.

Valley Christian Academy works with students to prepare them for situations by conducting drills each year. Some may be as simple as the traditional fire and evacuation drill, while others focus on lockdown situations and intruders on campus. The purpose is never to scare students, or parents, but to give them the skills and knowledge needed to remain safe during an emergency situation.

Students' Role in an Emergency

Students should understand and follow all plans applicable to the given crisis.

- Students should not panic. In the absence of adult direction, decide where it is safest to be and remain there.
- If a violent situation occurs, notify the nearest school staff member.
- Share all relevant information with law enforcement, teachers, and school staff.
- During and after the crisis, to the extent that is safe, keep your belongings with you, do not pick anything up, and do not go back for anything until receiving clearance.
- Calm and reassure fellow students.

- Do not perpetuate rumors to others. This includes via text message or social media. We want parents and students to have accurate information, not rumors.

Families' Role in an Emergency

- Stay calm during a school emergency.
- Your attitude/actions conveyed to students in person or by cell phone communication may be traumatic, especially to young children.
- Make sure your emergency contact numbers are updated and on file in the office.
- During a school emergency, listen carefully to emergency notification messages. Check the VCA Facebook, Instagram, Twitter, and school web page as phone communication may be interrupted due to excessive calls.
- Do not allow the media, against your will, to pressure you to be interviewed during a crisis.
- Rely on factual information from the school or law enforcement.
- Frequently rumors may surface.

Securing a Campus

During an emergency situation Valley Christian Academy may be placed in one of two modes: Lockdown or Shelter-in-Place. Often, the determination is made in coordination with law enforcement officials based on the threat level presented to the safety of those on campus.

To help protect the safety of students and staff, no one is allowed to enter or leave a school campus when placed in lockdown or shelter-in-place. This includes parents, visitors, and news media. Parents and guardians will be alerted to the situation by school staff using phones, text messages, or email as soon as it is safe to do so. Updates will be made as they are available and information will be posted to the schools social media sites. Parents and guardians who do attempt to come on campus may be putting themselves and others in danger. Anyone attempting to gain access to a campus will be refused entrance and asked to wait off-campus.

What is a Lockdown? (highest level of alert)

Used in eminent danger, situations such as when there is a potentially dangerous stranger with or without a weapon on campus, violent criminal activity or a dangerous incident on the immediate perimeter of the school, etc. Lockdown orders will be made in plain language so all persons on campus understand the lockdown is not a drill.

During a lockdown, students and adults are brought inside classrooms and other designated areas. Doors and windows are closed and locked immediately, curtains or other window coverings, if available, are pulled closed; all lights are turned off. Students, staff and visitors are to stay out of sight of windows and doors and shall remain silent (this includes no talking or cell phone use). They may take cover behind barriers such as bookcases, partitions or desks.

What is Shelter-in-Place? (raised alert level)

Used in potentially violent situations, such as a police helicopter in neighborhood, police activity in the neighborhood; reports of a potentially dangerous situation near the campus; severe weather, etc. Doors and windows are closed and locked immediately, curtains or other window coverings, if available, are pulled closed. Students and staff may not move about on campus, except with an authorized safety escort. Class instruction may continue. Shelter-in-place orders will be made in plain language so all persons on campus understand that the shelter-in-place is not a drill.

Picking Up Students After an Emergency

To ensure students remain safe, schools will implement restricted pick-up procedures after an emergency situation. Please keep in mind that no one except authorized Valley Christian Academy staff and first responders will be allowed to enter or leave a school campus during a lockdown or shelter-in-place. Also, only those listed on a student's emergency card will be allowed to pick a student up.

Is Picking Up a Student Required?

The vast majority of emergency situations are precautionary in nature. In most cases it will not require students be picked up before their normal dismissal time. If pick-up is mandatory we will notify families. If there is a safety concern requiring students leave campus immediately we will evacuate students via foot or via bus depending on the situation.

When Should Parents Go to a Campus?

To ensure the safety of students and staff, parents or family members who go to a campus while it is in lockdown or shelter-in-place will not be allowed on campus. If you do go to the campus before the lockdown is lifted you will be stopped and asked to wait in a specified area off campus. Parents and guardians who do attempt to come on campus may be putting themselves and others in danger. Anyone attempting to gain access to a campus will be refused entrance and asked to wait off-campus.

Families will be notified when the situation has been resolved via email, phone call, text message, or social media as soon as it is safe to do so. Updates will be made as they are available and information will be posted to the school social media accounts as soon as possible. Once families are allowed on campus, parents will be directed to a specific pick-up area.

What Should You Bring to the Pickup Area?

Again, restricted pick-up procedures will be in effect after an emergency situation. To help reduce confusion and avoid delays, families should come to the pickup area with:

1. Photo Identification - This requirement applies to all families. If you do not have a photo ID, your student may not be released or it may cause significant delays.

2. Your Mobile Phone - Emergency situations sometimes require changes to reunification plans. By having your phone with you, you will receive any updates sent via our automated notification system if you have provided us with your mobile phone number.
3. Patience - In most situations, there will be a large number of families who choose to pickup their student after an emergency situation. This may result in an extended wait time as we verify ID's and call students to the reunification area.

Communicating during an emergency

The first priority of school staff will be to ensure student safety during an emergency situation. They will secure the safety of those on campus first and then work to notify families of the situation as quickly as possible. If a lockdown or shelter-in-place is completely precautionary and caused by an issue off of the campus, Valley Christian Academy will typically make a notification only if the incident lasts more than 20 to 30 minutes. You should expect a notification regardless of how long an incident lasts if it occurs on campus.

In an emergency situation you should expect to hear from your school in multiple ways including:

Websites

During extended emergency situations, updates will typically be posted to the website of Valley Christian Academy or through our social media sites. You should check these pages frequently for the latest information.

News Media

Valley Christian Academy actively works with news media during emergency situations to help share accurate and helpful information. Please watch for OFFICIAL information from the VCA Administration or first-responders on news media.

Phone Calls

During and after an emergency, school phone lines may become overloaded. Please refrain from calling a school during or right after an emergency if at all possible. If it is urgent that you get a message to the school for the safety of your student during an emergency, please contact the office at (916) 728-5500.

POLICIES AND PROCEDURES

The following policies and procedures are written with your child's safety and best interests in mind. There are only a few rules, but they need to be followed closely. It is important that this section be read carefully by students and parents.

Illness

A student who is ill is expected to remain at home. If a student is found to have a transmittable disease such as impetigo, pink eye, etc., he/she must be taken from school and not returned until seen by a doctor. Upon returning, the student must have a note from the doctor stating that he/she has been seen, treated, and is ready to return to class.

When it comes to the school's attention that a student may have head lice, someone on the staff will check the child's head. If the child has live lice or nits, the child is excluded from school until he/she is treated with an effective pediculicide and all the nits have been removed from the hair. Once a child has been treated, he/she must have another head check before being allowed to return to the classroom. The school recommends that:

- All family members are to be treated at the same time.
- All sheets, blankets, bedspreads, towels, and affected clothing be washed.
- Everything be vacuumed carefully.
- Car seats, pillows, etc., be treated with a medicated spray in a well-ventilated area.

If a child becomes ill during school hours it is imperative that the child be picked up as soon as possible. The school asks each family to have a backup plan, especially if both parents work. The school is not equipped to convalesce children who are ill. State health laws require that children be sent home when they have a temperature or symptoms of illness.

For health and safety reasons, parents are required to pick up their ill child from the school office within ONE HOUR from the time they are notified of such illness. It is routine policy to require parents to pick up their child when their temperature reaches/exceeds 100 degrees or when the child is vomiting and/or is unable to function normally at school. The child cannot return to school until a 24-hour period has passed without recurrence of a fever, vomiting or diarrhea.

Confidentiality

The school office will not give out telephone numbers or addresses of school families over the telephone. We do ask permission to provide name and phone number (if your phone is listed) for families inquiring to set up carpooling with other families in their zip code.

Emergency Cards

Emergency information for students is submitted and maintained by the office.

As information changes during the school year, parents need to update their school data. This "up-to-date" information is critical in case of an emergency.

After School

If students aren't playing or participating in an after school activity, they are expected to leave campus at the end of the school day. Students are to leave with their parents or an adult

designated by parents. A student leaving school on foot or on a bike is expected to travel directly to his/her home or a parent-designated place where he/she will be supervised.

Absence Policy

A student may miss a total of only 3 days per class per semester, whether excused or unexcused. On the 4th absence the student will fail to receive credit for the class. Absences will be counted for illness, appointments, school events, and any other situations when the student does not participate in class work and activities.

A student may exceed the 3-day limit if he/she has a long-term illness in which a medical doctor has stated in writing that the student may not be returned to school for an extended time. In this case, specific dates need to be indicated so that absences will not be counted against the student. Administration may also make exceptions for students with special circumstances (family emergencies, death in immediate family, funerals, special needs, etc.).

All students must report to the office after their absence from school before going to their first class. The office must receive a verbal or written note from a parent or guardian stating reason for absence.

Make-up Work for Excused Absences

A student will have one school day for every day missed due to illness (to a maximum of five) to complete paperwork.

If a student is unable to participate in a course due to excessive absences, a conference will be required for teachers, parents, and administration to establish an educational plan for the successful completion of coursework.

Students are responsible to secure a list of assignments missed and to turn them in on time rather than have the teacher pursue the student to see that the work is done. The exception is extended hospitalization. Students who have been absent may need to take make-up tests after school to prevent further loss of instructional time.

Partial Day Absence

If a student comes in late, he/she must present a note and sign in at the high school office explaining the reason for the lateness to the school. The office will advise the teachers.

No student can participate in a sports event or any other extracurricular unless he/she is present for half of the day. The only exception is for the student who has an excused medical appointment or has administrative permission.

Students are to sign out prior to leaving campus for any reason. The office must have a parental note or phone call prior to giving an off-campus pass and are to be picked up only by responsible adults. Students that return to campus must report to the office and sign back in.

Tardiness at the Beginning of the Day

Unless there are continuous totally unavoidable circumstances, students who are late to school more than two times per quarter will receive consequences. Students must report to the office first to sign in. Consequences may result in a lowering of the students grade or detention.

Tardiness During the School Day

Students who are not in their seats when the class begins are considered tardy unless they possess a note from the office or teacher. Three tardies per quarter in any class will result in consequences – normally lowering of their grade in that class. Five tardies per quarter equals a suspension.

Unexcused Absences

- Those absences not listed in excused section.
- Those absences requiring prior notice.
- Those absences due to a student being kept home for “family” convenience.”
- Students who leave campus without permission.
- Class cuts – School discipline will be administered in those cases where a student cuts class.

Bicycles

Bicycles should not be ridden on campus. Those bringing bicycles must provide their own means of securing them. The school cannot be held responsible for theft or vandalism.

Boy-Girl Relationships

School is an excellent place to make new friends. Many of the friendships made will last a lifetime. Boy-girl relationships and friendships are important and can be enjoyed without display of physical affection. A public show of affection such as kissing, cuddling, and holding hands is not appropriate on our campus (six-inch rule).

Six-Inch Rule

A public show of affection such as kissing, cuddling, and holding hands is not appropriate on our campus (six-inch rule). The breaking of this rule will result in a consequence.

Change of Address

When a student changes his/her address or telephone number, it is imperative that such changes be reported to the main office as soon as possible.

Closed Campus

All students must be in their assigned classes or on their lunch period in the designated lunch area during the school day. No student will be permitted to leave campus during the school day unless he/she is picked up by a parent, or he/she receives special advance administrative permission.

Concern for Property

Students should consider it a privilege to attend VCA and therefore, do all in their power to keep the building attractive and make the utmost use of all the facilities. Any student known to deface or destroy school property will be assessed the full cost of repairs and be subject to other severe disciplinary action.

Death Within a Family

A note from home explaining the absence must be brought to the office upon returning to school. The absence will be considered unexcused if a note is not received within one day after returning.

Doctor Appointments

Doctor appointments should be made after school hours, if possible. If an appointment is needed during the school day, a note must be turned in to the school, prior to the appointment.

Gum at School

Students are not allowed to chew gum on school premises. It will result in a consequence.

Campus Passes

Students are not permitted outside the classrooms during class periods unless they are accompanied by a teacher or have a pass signed by a teacher or an authorized staff member. Students are responsible for obtaining the written pass. Verbal permission is not acceptable. Violators of this rule may receive detention and/or consequences.

Homeroom

All students are assigned to a regular homeroom class. The purpose of this session is:

- To implement the curriculum for spiritual development.
- To bring to students' attention any class needs or problems and also a sharing time for the class and a time to discuss school issues.

Injuries and Illnesses

A student who is too ill to remain in class is to report to the main office. Office personnel will assist the student and contact the parents.

Library

The library is available to all students to supplement classroom information and textbooks. All students are issued a student body card (\$10 each) which is used to check out library materials. All books on reserve must be used only in the library. All other books can be checked out for a two-week period. Fines will be issued for overdue books.

Lockers

The first week of school each student is issued a locker equipped with a combination lock at a rental fee of \$15.00 each (nonrefundable) annually. These lockers are to be kept locked and the combinations confidential. Lockers are not to be shared or changed without permission from the office. Periodic checks will be made of all lockers to make sure that proper care and use is being maintained. Personal articles of value should not be kept in lockers, and the school will not be

held responsible for the loss of such items. The cost of repairs to lockers, caused by misuse, will be charged to the student.

If students loose or break their lock, an additional \$15.00 will be charged to replace the lock.

Students are responsible for taking all items in their locker home each day during the rainy season to prevent textbooks and other personal items from being damaged by water.

Damaged property in a VCA locker is the responsibility of the student.

Student Property

Valley Christian Academy does not provide insurance coverage for the loss or damage to personal property of students. Students' personal property is brought to school at their own risk. We assume no liability or responsibility for loss of or damage to personal property.

Lost and Found

"Lost and Found" storage is provided. Parents may check this area for lost clothing or other articles. Valuables such as watches, jewelry, etc., will be held at the office and may be claimed by identification of the object. Items not claimed within 60 days may be donated to charitable organizations. Students should not bring valuable items to school unless absolutely necessary.

Makeup for Unexcused Absences

Class work and assignments due on the day(s) of unexcused absences will receive no credit for each day of class missed. Any work not made up within the normal time period allotted for excused absence makeup work will receive a zero grade.

Medication

Parents of students requiring medication during the school day must inform the office. The medication will be stored in the office and distributed by school personnel. A medication card should be on file for all prescription drugs.

Office Procedures

Students must conduct themselves in an orderly fashion in the office area. Patience, politeness, and a soft voice will help our receptionist take care of your business in the best way possible. Students must obtain a pass from their classroom teacher before coming to the office (except in emergencies).

PE Participation

For a student to be excused from PE, a note from the parent is necessary indicating the reason. A doctor's note is required if the student is to be excused for any length of time. Students unable to participate in PE may not participate in other school athletic activities.

Students are required to dress down in a VCA PE uniform each day of scheduled PE. A failure to dress down in the appropriate PE uniform will result in a lower grade for the day.

Reporting Suspected Child Abuse

Any employee of a school is required by law to report any suspicion of child abuse to Child Protective Services.

Restrooms

Students may use the restrooms before and after school, between class periods, and during the lunch periods. Students are expected to keep the restrooms clean. Students are not to loiter in or damage the facilities in any way. If a student is feeling ill, he/she should report to the office, not remain in the restroom.

Students are only authorized to use restrooms that are associated with their gender at birth.

School Functions

Students participating in any activity sponsored by the school shall be under the direct authority of the teacher. Guests from outside the school may be invited to attend school-sponsored or social activities only with the signed "Guest Form" of the principal, and the inviting students are responsible for their guests' actions.

Student Body Cards

The school ID card, with the student's name and picture, needs to be purchased by all students at the beginning of the school year. The card admits students to most school games and gives them discounts to student council-sponsored activities. The funds from these cards are used for student activities. The ID card is required to check out materials from the library. Cost is \$10.00.

Student Handbook Requirement

All students and parents are issued a copy of the VCA High School Handbook and are required to read it and sign it. Each student is responsible for the information in the entire Student Handbook. VCA updates the student handbook annually, and it is the responsibility of the student to check the VCA handbook for any changes.

Teachers' Conference Room

Pupils are not permitted in the teachers' preparation room or restroom without permission.

Parent/Teacher Conferences

Parent/Teacher conferences may be scheduled by parents or the teacher when deemed necessary. Appointments with teachers should be made in advance. It is usually most convenient for teachers to have conferences in the afternoon or Fridays after school. If at all possible, both parents are encouraged to attend all conferences. Student records are available for parents to view with the assistance of an administrator. If a problem develops, please follow the Matthew 18 principle and register necessary concerns with a teacher first, then with an administrator.

Telephones

Students will not be called to the telephone except in the case of an emergency. Students should tell their parents not to call in messages unless it is urgent or can wait until a normal break in the student's schedule. The office phones are not to be used by students for personal calls. Cell phone usage is not allowed in the classroom. Cell phones can be confiscated for any length of time as seen fit by the administration.

If a student needs to be excused for an appointment, a note should be sent in the morning. Calls to the office to excuse a student should only be made in the event of an emergency.

If a student's cell phone is taken away in class more than two times per year, the phone will be turned in to the VCA office and will need to be picked up by a Parent or Guardian.

Policies and Procedures – Textbooks

All textbooks are the property of VCA and are assigned to students for their use. The student is responsible for the care of his/her books will be charged for any which are lost or damaged. Students must use book covers for the texts.

Transporting Students

Field trips and other special events away from the campus may require transportation help from parents and friends if vans are not available. Our greatest concern is for the safety of students. Every possible precaution will be taken to insure safety. The following regulations will be helpful:

- Students will present a signed parental permission sheet for all extracurricular activities.
- Parents will need to give permission for their child to ride with a designated driver(s).
- Parents or others taking cars must be school-authorized drivers. This means they must have on file in the school office a signed statement indicating their willingness to extend transportation courtesy for school purposes, the name of their automobile insurance company, liability coverage of at least \$100,000, and the number of seatbelts in the car.

Use of Electronic Equipment, Rollerblades, and Skateboards

No student is to bring stereo equipment, ipods, tablets, rollerblades, scooters or skateboards to school unless specifically requested by school authorities for authorized use. All such equipment can be confiscated for any length of time as seen fit by the administration. This is to prevent loss, theft, or misuse by students.

Use of Gym/Auditorium

- When going to PE classes, students should enter through the main doors of the gym.
- Noon Use – No student is to be in the gym or auditorium at noon unless supervised by a coach or teacher.
- After School Use – No student is to be in the gym or auditorium after school unless supervised by a coach or teacher.
- Students will never be in the gymnasium or auditorium without a coach or a teacher.

Vacations and Special Activities

Students may be excused for a family trip or special activity with two weeks prior notice given to the office. Makeup work will be handled as in any excused absences.

Student Driving Guidelines

Students driving to school are to park in the student parking section. The use of an automobile by students on campus is under the supervision of the administration and may be restricted or forbidden at school. Students and parents are expected to drive safely at all times.

Requirements for student drivers

1. All student drivers must possess a valid California driver's license in order to operate any motor vehicle on church/school grounds. Sufficient insurance coverage as provided by the laws of the State of California is required on all vehicles. Students assume liability for damage of any property.
2. All laws relating to operating a motor vehicle in the State Vehicle Code are to be obeyed.
3. The speed limit on the Tabernacle Baptist church and Valley Christian Academy campus is 10 mile per hour at all times.
4. Students may only park in the area designated as student parking.
5. Noise from car audio is to be confined within the vehicle while on school grounds.
6. Once the students have arrived to school, the parking area is off limits. Students must have permission to enter the parking lot any time during school hours prior to their dismissal.
7. Violations of any parking provisions may result in fines or tow away.
8. Students must provide a copy of their driver's license and proof of insurance to the VCA office.
9. Seniors who drive and who elect to leave campus prior to the end of the school day due to being completed with scheduled classes are expected to proceed to their vehicles and leave campus. The parking lot is not considered a meeting area for students.

Student Parking Violations

- In the red/Yellow Zone
- Outside the parking area or designated parking space
- In the disabled area if not qualified
- Parking in a reserved numbered spot during the school day

Consequences for all Parking Violation

First – Detention (possible tow away at the owner's expense)

Second - \$10 fine (further disciplinary action up to a referral)

Third – Driving privileges revoked for up to three months

Driving Violations

- Speeding
- Recklessness

Consequences for Driving Violations

First – Detention

Second - \$25 fine and detention

Third – Driving privileges revoked for up to three months

General Violations

Loud music at or in vehicle during school

Consequences for all General Violations

First – Detention

Second - Referral

Third – Driving privileges revoked for up to three months

Failure to follow through with consequences: The students driving privileges will be revoked for three months and all consequences must be fulfilled before the students driving privileges will be reinstated. Any other situation not identified will be dealt with by the administration.

Vehicles

Students are responsible for all contents in their vehicle, and VCA takes no responsibility for any loss, damage, or theft that may occur to a vehicle while on campus.

All vehicles need to be properly registered and insured to be allowed to park in the designated parking areas.

Visitation

To protect the learning environment for students and teachers, visitors (including parents) are not allowed in the classroom while class is in session without permission. If you wish to visit your student's classroom, arrangements must be made in advance with the teacher or the principal.

Visitors to our campus should report directly to the office and receive a Visitor's Pass. This is for all visitors and does not exclude individuals who come on campus during the noon hour. Unauthorized visitors will be escorted off campus.

Authorized visitors to our campus are subject to the code of behavior for students. The host is responsible for the visitor's conduct.

School Property – Lockers, Desks, etc.

Student lockers, desks, student vehicles, and other similar property are owned or controlled at all times by VCA. VCA exercises exclusive control over the school-related property and a student should not expect any privacy whatsoever regarding items placed or stored in or on school-related property, because school-related property is subject to search at any time by school officials.

Search and Seizure

To maintain discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student, student use areas, student lockers or student automobiles in the circumstance outlined below and seize any illegal, unauthorized, or contraband materials discovered in the search.

The VCA Administration or other staff person designated by the VCA Administration may request authorization for a search or conduct an emergency search when a threat to staff or students is deemed imminent.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

1. PERSONAL SEARCHES

A Student's person and/or personal effects (purse, backpack, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

A. Students will be escorted to the VCA office and a VCA Administrator and/or VCA staff member will conduct the search.

B. Standard searches consist of:

- * The student removing all outer garments (coats, hats, gloves, vests, belts, shoes, etc.)

- * Staff will inspect outer garment items and will lay out all items for viewing.

- * Students will turn out all pockets and pull up pant legs and place contents of pockets on the table/desk for staff review.

- * If asked, students will lift up each foot, so staff can view bottom of feet/socks.

C. Students wearing multiple layers of clothes, for example two pair of pants, may be asked to remove the outer layer or garment.

2. STUDENT USE AREAS

Instructional rooms and areas of student use are school property and remain at all times under the control of VCA; however students are expected to assume full responsibility for the security and condition of their own work areas. Periodic general inspection of rooms and other areas of the school may be conducted by VCA staff for any reason at any time without notice, without student consent, and without a search warrant.

3. AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. VCA retains authority to routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

4. SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition. Parents will be called to meet with VCA administration, and proper VCA discipline will be issued at that time. Depending on such materials seized in a

search it may be necessary for VCA to contact local authorities, and for local authorities to take further action.

5. RETURN / DISPOSAL OF CONFISCATED ITEMS

Materials confiscated by school personnel, not deemed illegal nor contraband, will be held for parent pick-up in a designated area within a VCA building. VCA Administration and staff reserve the right to dispose of confiscated items at the conclusion of the school year, if retrieval has not been made.

AUXILARY SERVICES AND INFORMATION

School Photographs

Individual pictures are taken by a school photography company early in the school year. Make up pictures will be taken about a month later. Parents are given the opportunity to purchase the pictures but are under no obligation to do so. Seniors are asked to have their senior pictures taken by an outside photography company and submit a 3x5 picture for the yearbook before Christmas break. VCA dress code applies for school pictures.

Athletics

Athletics play an important role in developing healthy bodies, growth in wholesome interpersonal relations, personal maturity in handling pressures, and how to live with success and failure. It is the purpose of the school not only to have competitive teams but to have teams that are a clear testimony for the Lord at the same time. Our athletes have an opportunity to participate in sports of their choice through competition with other schools. VCA provides the following athletic programs for its students:

Boys – Football, Basketball, Baseball

Girls – Volleyball, Basketball, Softball

Coed – Golf

Valley Christian Academy's teams are members of the California Interscholastic Federation (CIF) and play in the SMAL (league). Physicals are required annually to participate in any sport. A sports fee is charged per sport. Sports fees range from \$135 to \$250 per sport.

Athletic Forms Packet

All students wishing to participate in high school athletics will need to complete the athletic forms package prior to the first official practice in their first sport of participation each year. The athletic forms package will cover all sports within one academic year. Students will need to complete a new package each year of athletic participation.

Athletic Eligibility

Students must maintain a 2.0 GPA in the quarter prior to participation in athletics. (The only exception is in the case of summer school classes taken to bring up failing grades, in which case the student may participate in fall sports once grades are improved in those classes.)

- Parent participation is an important part of the athletic program. All parents of VCA athletes are requested to participate in the school's Boosters Club.
- Early Dismissals – An athlete is responsible to have his/her academic work completed or prior arrangements made with the teacher before he/she is dismissed from class.

Lunches

The school does not provide a formal hot lunch program. Students eat lunch by bringing sack lunches from home. Snack items may be purchased on campus.

School Computers

School Computers, files, and other similar educational technology including Internet access and/or records, including but not limited to data, are controlled VCA. VCA exercises exclusive control over the school property, and students should not expect any privacy whatsoever regarding the property, because school property is subject to search at any time by school officials.

Van Rules

Students must remain seated at all times (feet down and out of the aisle).

Carpools

Parents organize carpools to assist in transporting students to and from school. The school office has address lists by zip code to assist parents.

Field Trips and Special Events

Transportation help from parents and friends may be required for off campus trips if a van is not available. On these occasions every possible precaution is taken to insure the safety of children. The following regulations apply:

A student participating in an off campus event must have a note on file signed by a parent, giving permission to ride with the drivers that the teacher has designated.

Parents or others taking cars must be school authorized drivers. These drivers must have a card on file in the school office, a signed statement indicating:

- Their willingness to extend courtesy transportation for school purposes.
- Their understanding that by state law, the school's insurance is secondary to that of the owner of the vehicle.
- The name of their automobile insurance company, including policy number.
- Liability coverage of at least \$100,000.
- Number of seatbelts in the car.
- For maximum alertness, avoid playing the car radio.
- Chaperones should refrain from purchasing special treats for the children they are supervising unless all the children in the class benefit equally.

Parent Orientation

Each September on the Tuesday of the first week of school, parents are invited to school to get acquainted with the school staff and administration. After a brief general meeting, parents are dismissed to classrooms and are given an orientation by their student's teachers.

Student Orientation

Student orientation is held each morning during the first week of school.

Insurance

Claims should be submitted to your primary carrier. All accidents must be immediately reported to the school office. An accident form will be filled out by the person in charge. Please note, the School does not provide student insurance as a secondary carrier to your primary family insurance.

High School Bell Schedule

1st Period	8:15-9:15
2nd Period	9:20-9:50
3rd Period	9:55-10:45
4th Period	10:50-11:40
Lunch	11:40-12:10
5th Period	12:10-1:00
6th Period	1:05-1:55
7th Period	2:00-2:45

Friday Schedule for 1-3-5

Home Room	8:15-8:30
Chapel	8:35-9:05
1st Period	9:10-9:55
3rd Period	10:00-10:45
5th Period	10:50-11:45

Friday Schedule for 4-6-7

Home Room	8:15-8:30
Chapel	8:35-9:05
4th Period	9:10-9:55
6th Period	10:00-10:45
7th Period	10:50-11:45

STUDENT ACTIVITIES

Clubs

All clubs must have the approval of the administration and be led by an approved adult sponsor from the faculty, parents, or friends of the school. They are to be financially self-supporting.

Field Trips

All students are required to have a signed permission card on file from parents or guardian before being permitted to attend field trips.

High School Cheerleading

All students may try out for cheerleading. Cheerleaders serve under the direction of a coach and within guidelines approved by the Administration. Eligibility requirements are the same as for athletics.

High School Class Organization

Students interested in class offices need to apply for Student Leadership positions. Each class will then elect a president, vice president, secretary/treasurer, and a class representative from each grade section based on the applications received.

Ineligibility for Extracurricular Activities

Behavioral – Participation in extracurricular activities is a privilege that may be lost by a student who consistently defies authority and commits a serious act of disobedience as outlined in the High School Handbook.

Academic – A student will be ineligible to participate in extracurricular activities if the student has a GPS lower than 2.0 and/or more than one failing grade at the end of each quarter.

School Publications

Students are encouraged to purchase and make contributions to the student newspaper and yearbook. These publications are produced by the school yearbook and newspaper staff.

Service

Students are encouraged to participate in community service activities. Similar opportunities are available as teacher aides, library aides, and office aides.

Social Events

The Student Council sponsor social events for the students. The school does not sponsor school dances. Events include class parties, school socials, an annual banquet, and Spirit Week activities.

Student Activities Approval

A student must have prior approval of the teacher(s) for each class the student will miss when participating in an extracurricular activity.

Student Leadership

The Student Council will aid the administration and faculty, provide a channel of communication between students and the administration, and help provide a well-balanced social program,

encourage student participation and spirit in school activities, and uphold the spiritual principles upon which the school was founded.

Students interested in Students Leadership must apply for particular position and complete the interview process with Student Leadership faculty advisors. Students must meet the eligibility requirements as listed in student athletics.

COMPUTER, INTERNET, AND CELL PHONE USE

Technology allows for another avenue in which Valley Christian Academy accomplishes academic goals consistent with our school mission statement and learning objectives, VCA offers computers with internet access in the computer lab. All internet activity is monitored and recorded. Supervision and adherence to the USE Policy safeguard but do not guarantee against the possibility that a student may view objectionable material. In addition, while every effort is made to keep the VCA computers and access to the internet in smooth working order, it is possible that computer difficulties or interruptions in service occur due to circumstances beyond our control will occur from time to time.

In order to insure safe and guided use of school computers, strict adherence to the following policies governing their use is required. Any violation may result in loss of computer and internet access privileges.

- Students may use the computers at Valley Christian Academy for homework, class projects, school research, and college/career development only. Students will not visit web sites which contain items not relate to school work, including personal email, Facebook, Instagram, or chat rooms. Students will not visit websites that contain illegal, defamatory, pornographic or offensive material.
- Students agree to keep their password confidential. Students agree to logoff of their account when they are finished using a computer and not allow others to use their account.
- Students will not damage the computer equipment at VCA physically or electronically. This includes the destruction of data, intentional infection with computer viruses, unplugging wires, cables or plugs and changing computer settings. Students will be respectful and responsible with technology resources.
- Students will get permission from the supervising teacher/staff before using any removable media (a disc, USB device, memory stick/thumb drive, CD/DVD) on any VCA school computer.
- Students will avoid plagiarism by observing copyright law and using proper citation for all research.
- Students will follow all computer and internet use guidelines when they are using personally owned computer equipment and cell phones on school premises, Students will keep their cell phone off and stored in their backpack or purse during school hours. Students will not use their cell phone for internet access while at school without specific permission from a classroom teacher or administrator.

- Students agree to follow all school policies; local, state and federal statutes governing lawful use of computers and the internet, Students understand misuse and violations will result in disciplinary action.

NAME, PHOTO, AND VIDEO RELEASE

During the school year, photographs or videos may occasionally be taken at school or during school sponsored activities that are held on or off campus. Parents have the option to choose whether or not photographs and/or videos of their child(ren) and their name(s) may be included in publications, presentations, or web pages produced by Valley Christian Academy and/or news releases sent to external media sources throughout the school year.

The VCA Student Name /Photo/Video Release must be on file in the VCA office for each student, and is valid for the duration of the student's enrollment at Valley Christian Academy. If the parents desire to change the students release status, a new form must be submitted to the VCA office. This form can be found in the VCA enrollment paperwork,

No payment will be made to a child photographed under terms of this release or to his/her family if and when the photographs are used in publications, presentations, video productions, or Web sites.

ACADEMICS

Academic Standards

The pursuit of academic excellence is a vital part of the VCA program. The school has one of its major goals the attainment of high levels of academic achievement. Students are challenged in the pursuit of such goals. Students are expected to complete all required work, study for, and take all required tests, and hand in all homework assignments.

Academic Integrity Policy

Valley Christian Academy adheres to the following policy regarding cheating and various forms of academic dishonesty. Forms of dishonesty include, but are not limited to the list below:

1. Collaborating with any other person on class work without prior approval from the teacher.
2. Looking at someone else's work product, or copying another students homework, test, or quiz.
3. Using any kind of outside resources prohibited by instructor for homework, test, or quiz.
4. Copying any work assigned to be done independently or letting others copy one's work or homework. (It is the responsibility of the individual teacher to clarify expectations about homework and projects with their classes, preferably in writing on their course syllabi).
5. Having unauthorized access to or using stolen exams, test, or quizzes.
6. Providing or selling exam, test, or quiz information to other students.

7. Using an electronic device (calculator, cell phone, camera, or other gadgets) to give or receive or copy information before, during or after an exam, test or quiz.

Academic Probation

The failure of a student to complete these requirements may lead to the following consequences:

Academic Probation

Continued failure to perform at expected levels will lead to academic probation. The consequences of academic probation are as follows:

- Reduced involvement in any school activities
- No part in any school elected offices or responsibility.
- Not eligible for participation in sports.

Probation will result from either falling below a certain level in overall academic performance or failing more than one class. Once a student is placed on probation, he/she will remain on probation until such time as he appears before the administration for review and removal or extension. This period will be for one quarter. A student on academic probation for more than two semesters and failing to show improvement may be asked to withdraw from school.

Academic Lab

The failure of a student to complete these requirements may lead to the following consequences:

Academic Lab

The student may be required to attend academic lab. This is an extra study and learning lab designed to help a student complete his work. This lab will be held outside regular class time, generally after school.

Students will be informed when they are to attend the lab and are responsible to tell their parents. Generally, the lab will be served the next day so transportation can be arranged.

Grading Scale

Grade Scale

A+- 97 to 100

A – 93-96

A – 90 – 92

B+- 87-89

B – 83-86

B- - 80-82

C+- 77-79

C – 73-76

C- - 70-72

D+ - 67-69

D – 63-66

D- - 60-62

F – 0-59

Achievement

A – Excellent

B – Above Average

C – Average

D – Below Average

F – Failing

I – Incomplete Work

P – Pass

MP – Medical Pass

NG – No Grade

Work Habits and Citizenship

E – Excellent

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

Computation of Grade Point Averages

To compute G.P.A, the following grade values will be used:

A – 4 Points

B – 3 Points

C – 3 Points

D – 1 Point

F – 0 Points

To compute Honors/AP courses, the following grade values will be used for each course:

A- 5 Points

B- 4 Points

C- 3 Points

D- 2 Points

F – 0 Points

PLEASE NOTE: VCA gives 1 additional GPA grade value for a D in an Honors/ AP course, but UC or CSU will not recognize any GPA addition below a C. Any grade below a C in an Honors/ AP course will need to be repeated to bring the grade to a C or higher to receive credit for the course for UC/CSU admissions.

Homework

Most academic classes will require work outside the classroom. Such homework will vary from class to class. Students are expected to complete all assignments within the allotted time, and few excuses will be accepted. Teachers will attempt to coordinate assignments so as not to overload students at a particular time. Special days and activities will be considered in giving assignments.

Classroom work and homework are the responsibility of the student. Failure to complete work as required will lead to academic difficulty.

Incomplete Grades

Incomplete grades will not be recorded for a student due to his/her own negligence in completing his/her work. "INC's" will be given for excused reasons only as determined by the teacher. All incomplete grades not complete within a reasonable time, set by the teacher, will be changed to a grade average of work that has been completed.

Weekly Grade Check

A weekly progress report on each class is emailed to each family on Sunday through the school system which is called RenWeb.

RENWEB – VCA School Database

Renweb is the school management software that VCA uses to keep track of student performance, grades, and attendance. It is the responsibility of each student and parent to create or setup a Renweb account through the VCA office.

All homework assignments, grades, and attendance can be viewed on Renweb.

Report Cards

Report Cards will be mailed one week after the end of each quarter. The first and third quarter grades are evaluations of progress to date. The second and fourth quarter grades are official full semester grades for the records. VCA uses the grading system listed above. A grade is given for achievement as well as an evaluation of work habits and citizenship.

Disputed Grades

Students or parents who have a question regarding a grade should first resolve the issue with the teacher. The request for a grade review must be made within one month of the grade being issued. If the dispute is not resolved, the teacher and/or student/parent may appeal the principal or vice principal for further review. If necessary, the administration may call a meeting of all parties concerned for a final resolution of the disputed grade.

Replacement Grade

When a failed course is retaken and a passing grade is earned, the Grade Point Average (GPA) will be recalculated using only the passing grade; however, both the passing grade and the failing grade will continue to be reflected on the student transcript.

Schedule Changes

Students have two weeks at the beginning of each semester to change their schedules. Schedules may be changed only with permission by the parent and administration. A student may drop a course up to the 9th week of instruction per semester.

English Requirement

Any Freshman, Sophomore, or Junior failing to earn a passing grade (A-D) in English will be required to take summer school through Valley Christian Academy or a VCA equivalent to promoted to the next level of English. Failure to meet this requirement will place the student's enrollment at Valley Christian Academy in jeopardy.

Transcripts

When a student transfers to another school, his/her cumulative record file is sent to the new school upon written request from the new school. Seniors who will be attending college must place a request with the registrar for final transcripts at the end of their senior year. The proper form can be obtained from the VCA office. Transcripts requested during the first year after graduation will have no charge. Transcripts requested after the first year will be sent upon receipt of a nominal fee. All financial obligations must be met with Valley Christian Academy before a final transcript will be released to student or family.

If students need transcripts mailed directly from Valley Christian Academy to any college during their senior year, students will need to submit a college addressed and stamped envelope to the VCA office for mailing.

Transcripts are available through the VCA office.

Plagiarism Policy

Plagiarism will not be tolerated at Valley Christina Academy. Plagiarism is defined as any of the following: 1) Not giving proper documentation to your source(s), 2) not quoting material that has been used word for word, 3) "copying and pasting" information into a document to use as your own work, or 4) blatantly using another's work as yours (ie. Borrowed or purchased papers) Plagiarized work will be given a "zero" in the class and turned in to the Administration (with a written referral from stating plagiarism which remains in the student's permanent record) which may result in a suspension or other discipline.

Standardized Testing

The Stanford Achievement Test is administered to all VCA students in grades K-12 at the end of each school year. Scores provide comparison with both national and Christian school test norms. The test data gives us a look at the overall effectiveness of our school's curriculum as measured by national norms. By carefully tracking scores from year to year, we are able to pinpoint areas in our curriculum that may need enhancement as well as other areas where we are doing an exceptional job. The achievement test gives us data that allows us to evaluate our curriculum direction on an ongoing basis. We know we have an above average group of children due to their home environment and broad level of experiences. Excellent teachers and a solid curriculum also result in strong test scores.

Additional Standardized Exams

VCA also offers the SAT on a school day, AP exams, and PSAT each year.

All high school Freshman, Sophomores, and Juniors are encouraged to take the PSAT each year. Steps for registering for this exam are provided two months before the test administration date in October of each year.

High School juniors and seniors are highly encouraged to take the SAT at least twice if not more if they will be applying to four year universities. The steps to register for the SAT on a school day at Valley Christian Academy or the SAT national testing dates offered off site are promoted throughout the year.

AP exams are optional exams that students may take here on campus. The steps to register for AP exams are provided throughout the year.

AP Exams

With AP®, students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. Performing well on an AP Exam means more than just the successful completion of a course. Most colleges and universities accept successful exam scores for credit, advanced placement, or both. And, research consistently shows that students who are successful in AP typically experience greater academic success in college than those who don't participate in AP. Visit collegeboard.org/apstudents for detailed information about the 38 AP courses and exams, including course and exam descriptions, sample free-response questions and scoring guidelines, study skills, exam tips, and more.

Your AP Exam score is a weighted combination of your scores on the multiple-choice section and the free-response section. AP Exam scores are reported on a 5-point scale that indicates how qualified you are to receive college credit and placement:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

AP Exam scores of 5 are equivalent to grades of A+ and A in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A-, B+, and B in college. AP Exam scores of 3 are equivalent to grades of B-, C+, and C in college.

AP Exams are not mandatory, but are highly encouraged. Steps to register for the AP exam of choice are provided throughout the year.

AWARDS

Valedictorian

Awarded to the graduating senior with the highest GPA for the first seven semesters at Valley Christian Academy

Salutatorian

Awarded to the graduating senior with the second highest GPA for the first seven semesters at Valley Christian Academy

Valedictorian and Salutatorian Policy

The honor of valedictorian is given to the senior having the highest GPA for the first seven semesters at Valley Christian Academy. The honor of salutatorian is given to the senior having the next highest GPA. All classes are counted in the calculation except: outside of school classes taken that are not required for graduation at VCA and any grades that are marked with a “P” (pass or fail option). If there is a tie in the calculation of the GPA’s, or the difference is not readily distinguishable, the administration can declare more than one recipient in either the Valedictorian or Salutatorian category. The weighted GPA grades are used in the calculation. A qualified student may be removed from these considerations if the academic rigor is compromised, or the discipline record of the student is deemed unsatisfactory.

Graduating with Honors

Graduating seniors who have exhibited high academic achievement will be honored at graduation with honor cords. Students with an overall high school GPA of 3.50 or higher will receive an honor cord to wear at graduation.

Athletic Awards

High school students who participate in any athletic sport throughout the year will receive an athletic insert for the sport in which they participate. In addition, a high school athlete will receive their varsity VCA letters in the year in which they participate in their first Varsity sport at VCA.

GRADUATION

College Plans

Prospective college students are encouraged to consult with the VCA office and guidance counselors. Students are encouraged to plan for college early. The choice of classes in high school will establish preparation for college. Several college planning services are available.

Suggestions to follow in preparation for college:

1. Freshman should start working through a college planning workbook.
2. Freshman, sophomores, and juniors will take the PSAT.
3. Sophomores should continue to work through the college planning process through an investigative career search.

4. Juniors will work through a College Search and should begin taking the college entrance exams: SAT, ACT, or Sat Subject.
5. Seniors should use the following information to assist in their college plans.
 - Submit Applications in a timely manner.
 - Research scholarship opportunities at the college of choice or through one of many scholarship websites.
 - Submit the FAFSA as early as October 1 to obtain financial assistance.
 - Complete the required CAL Grant GPA information form and submit it to the VCA office for electronic submission of their CAL grant GPA.
 - Plan a course load that will continue to foster college readiness to finish with a strong Senior year.

Minimum Graduation Requirements

The student must complete 220 units of work with a grade of “D” or better. (Five units per class per semester.)

- 40 units of Bible
- 40 units of English
- 20 units of high school Mathematics (including Algebra I)
- 20 units of Science
 - 10 units of Life Science
 - 10 units of Biological Science
- 5 units of Health
- 5 units of Geography
- 30 units of Social Science, including:
 - 10 units of World History
 - 10 units of U. S. History
 - 10 units of Civics/Economics
- 20 units of Physical Education (Under special circumstances, P. E. may be waived with prior administrative approval.)
- 10 units of Visual or Performing Arts or Foreign Language
- 30 units of Elective courses

Graduation Honors

Valley Christian Academy awards the honor of Valedictorian to the graduating senior with the highest grade point average. The Salutatorian will be awarded to the student with the second highest grade point average. In the event there is more than one Valedictorian due to a tie, no Salutatorian will be awarded.

Graduation Activities

Attendance is required of all graduates at all graduation functions. Standards of dress and conduct will be in effect for all graduation activities. Students will be informed of the details of dress expectation during the school year. Diplomas will be distributed the Monday following the date of graduation. All school accounts (books, lockers, tuition, etc.) must be cleared before a student can receive his/her diploma. Students that are deficient 15 or more graduation credits will not participate in the graduation ceremony. Arrangements may be made with the administration for making up failing grades in summer school. Students may be required to check “outside” options to make up failing grades in the summer. In order to receive their VCA high school diploma, all deficient credits should be completed by the start of the next school year unless prior arrangements have been made with the high school administration.

Graduation Evaluations

VCA has a graduation evaluation form that is used for each student to determine the courses needed each year based on the student's college planning goals, California Department of Education graduation requirements, and VCA graduation requirements. Please see the attached GRADUATION STATUS REPORT FORM LOCATED AT THE END OF THIS HANDBOOK for review.

COLLEGE PLANNING

Setting long range goals and developing an educational plan to meet those goals is one of the most important steps in a student's high school career. The first semester of high school is a critical period for many students and the decision as to which type of program to pursue should not be made without serious consideration of the student's past academic record and his/her future plans.

All students must complete the graduation requirements for Valley Christian Academy. There are also necessary courses to be taken for admission to colleges and universities. The planning process must not be taken lightly. Careful consideration must be given not only to the choice of classes but to grades earned, credit awarded, attendance, citizenship, and college admission exams where required.

This College Planning section of the VCA handbook is intended to be a resource to guide parents and students in charting the four year pathway required for graduation and postsecondary preparation. There are a number of questions that should be discussed and answered between the student and parents prior to using this booklet.

Question # 1: What is your primary educational goal at the conclusion of your senior year?

- a. Meet minimum college admission requirements
- b. Enter the community, state, or university college system prepared to take college credit courses (avoiding remedial math and/or English placement)
- c. Be competitive for admission to an elite university

Question # 2: What area of study do you want to emphasize, if any?

Does your student have natural abilities, interest, or a passion for a particular field?

Question # 3: Is there a career your student is interested in pursuing?

There are two major segments to this section which can guide you in developing an appropriate four year plan.

Section 1: This section provides suggestions for each year of high school. This portion also provides the requirements for both high school graduation and college admission. -

Section 2: This section is dedicated to course descriptions listed by each department. It is important to note that some of the elective courses listed in the guide are not offered every year. Required courses are always offered, but only those elective courses that generate appropriate sign ups and have adequate staffing are taught in a given school year..

Our goal is to provide the best information we can so that parents and students can develop an academic and career preparation plan that best meets our students' post-secondary goals.

Your involvement, knowledge of requirements, and consistent progress monitoring is critical to your student's success.

FRESHMAN YEAR

1. Meet with your VCA counselor. Make an appointment through the VCA office.
2. Now is a good time to start volunteering in the community and become involved in school extracurricular activities. Become part of a VCA athletic, praise and worship, or academic team!!!
3. Start strong with good study habits, an organized planner (Freshmen can purchase these from Amazon, Wal-Mart, or any office supply store) and a study space with no distractions (Facebook, phones and video games are rewards for getting the work done!)Remember: C's or better will get you to college!
4. The transition to high school is a big transition! Some students glide through making friends easily, pass classes and meet their goals. Other students hit bumps in the road. Communication is the key to overcoming these bumps. Meet with a counselor, coordinator or trusted teacher when things are tough.
5. Know your Parent and Student RENWEB /Passwords. RENWEB is our computer Grade and Attendance website. Parents and students should check RENWEB for updates on grades and progress.
6. Start a summer reading list. Independent reading and study will help you prepare academically for college. This is a good way to develop interests, expand knowledge, and improve your vocabulary and reading comprehension skills needed for college and the SAT or ACT.

SOPHOMORE YEAR

1. Continue with the good habits of studying and communication you started in your Freshman year! Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (Check admissions for other colleges).
2. Check in with your counselor and coordinators for guidance with your course plan and goal setting.
3. Keep checking RENWEB for grades and attendance.

4. Register in September to take the Preliminary Scholastic Aptitude Test (PSAT). This test is only given in October. You are the only one to see the scores, so the PSAT is good practice.
5. Continue volunteering in the community; be involved in school extracurricular activities, clubs, and sports.
6. Visit colleges and the work places with a parent or friend of the family. Visit a comprehensive career and college website. Attend a college fair at other high schools or the Christian college fair held each year.

JUNIOR YEAR

1. Continue with the good habits of studying and communication! Grades count in the 10th and 11th grade for your college GPA for most CSU/UC (Check admissions for other colleges)
2. Check in with your counselor and coordinators for guidance with your course plan and goal setting AND testing dates and deadlines!
3. Keep checking RENWEB for grades and attendance.
4. Register in early September to take the PSAT, so you can qualify for the National Merit Scholar Program. (See PSAT on the web for more information on this program).
5. Start narrowing your career & college choices by visiting colleges and the work place with a parent or friend of the family. Visit a comprehensive career and college website. Research technical schools, community colleges & universities for “Fit”. Do your GPA and test scores match? Do you like the environment of the campus? Can you afford it? Does it have the best program for you?
6. Register in early spring to take the SAT Reasoning Test and/or ACT in April, May, or June.
7. Attend a college fair at other high schools or the Christian college fair held each year.
8. Also, meet with a college representative. The VCA office has a wide variety of college representatives who visit the campus throughout the school year.

SENIOR YEAR

1. Continue with the good habits of studying and communication!
2. Meet with your counselor and coordinator to make sure you are on track for graduation and special program requirements.
3. Continue checking RENWEB, Communicating with your teachers & families, exploring websites for career and college ideas and opportunities.
4. **KNOW THE VCA LIONS DEADLINES:** Senior Portraits, Ordering invitations & gowns, testing dates, application deadlines, FAFSA (financial aid).
5. Register in SAT and/or ACT. Most universities require these tests be completed no later than October or December (Check colleges for more information).
6. Submit fall college applications in: SEPTEMBER-OCTOBER for “Early Admission” & “Early Decision”, NOVEMBER for University of California, OCTOBER-NOVEMBER for California State University, WINTER for community colleges, and OCTOBER-FEBRUARY for Private universities (check their websites).
7. Watch for scholarships listed in the VCA office and on scholarship search websites.
8. October 1–Apply online or send the Free Application for Federal Student Aid (FAFSA) form as soon as possible but no later than MARCH 2. Cal Grant applications are due no

later than March 2. VCA will send out a form due no later than October 1 with the information needed for the electronic submission of each students GPA.

- 9. DO NOT FALL VICTIM TO “SENIOR-ITIS”. Enjoy your time as a senior but work hard. You are in the final stretch to meeting your goals.**

VCA LIONS GRADUATION & COLLEGE REQUIREMENTS

I. 220 credits including the following required subjects:

(Five credits earned for successful completion of each course every semester when a student receives a D or better)

- 40 units of Bible
- 40 units of English
- 20 units of high school Mathematics (including Algebra I)
- 20 units of Science
 - 10 units of Life Science
 - 10 units of Biological Science
- 5 units of Health
- 5 units of Geography
- 30 units of Social Science, including:
 - 10 units of World History
 - 10 units of U. S. History
 - 10 units of Civics/Economics
- 20 units of Physical Education (Under special circumstances, P. E. may be waived with prior administrative approval.)
- 10 units of Visual or Performing Arts or Foreign Language
- 30 units of Elective courses



II. LIONS on the Road to College – CSU/UC Requirements

A-G Subject Areas	California State University	University of California
a) History/Social Sciences	2 Years	2 Years (1 Year World history & 1 year of US History or 1 semester of US History and 1 semester of American Gov't or civics)
b) English	4 Years	4 Years
c) Mathematics	3 Years (through Algebra 2)	3 Years (through Algebra 2) (4 years recommended)
d) Lab Sciences	2 Years (1 physical & 1 biological)	2 Years (1 physical & 1 biological) (3 years recommended)
e) World Languages	2 Years of the same language (3 recommended)	2 Years of the same language (3 recommended)
f) Visual and Performing Arts	1 Year	1 Year
g) College Prep Elective	1 Year	1 Year

Students must earn a “C” or better in all the above courses to meet eligibility.

UNIVERSITY OF CALIFORNIA (UC)

The University of California (UC)system includes ten four-year campuses plus one graduates-only campus. The UC campuses offer a variety of BA and BS degrees. To qualify for entrance, students must have a high school diploma or a California Proficiency Certificate. Explore average GPA and test scores for admissions through individual UC websites.

The University of California system includes: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. San Francisco does not accept undergraduates.

Students must follow a university preparatory program and must earn ‘C’ or better grades in the required courses. Students must complete 15 college-prep courses (11 by the junior year). In addition students will take the ACT and/or SAT examination. SAT 2 Subject Tests are no longer required for most UC campuses but some departments recommend the SAT 2 Subject Tests (Look to individual campuses and departments for more information).

Entrance GPA and requirements may vary depending on the major area of study and the campus selected. Consult your counselor for more information.** For specific UC/CSU approved course list of Valley Christian Academy, please visit

<https://hsarticulation.ucop.edu/agcourselist#/list/search/institution>

For general UC information refer to www.ucop.edu or www.CaliforniaColleges.edu .

UNIVERSITY OF CALIFORNIA ADMISSIONS INFORMATION

The information provided below has been taken from the University of California website as a guide to applying to the UC system. For more information on applying to the UC system please visit

<http://admission.universityofcalifornia.edu/> .

UC admission guidelines are designed to ensure you are well-prepared to succeed at UC.

If you're interested in entering the University of California as a freshman, you'll have to satisfy these requirements:

1. Complete a minimum of 15 college-preparatory courses ([a-g courses](#)), with at least 11 finished prior to the beginning of your senior year.

The 15 courses are:

- | | |
|---|----------|
| a. History/social science | 2 years |
| b. English | 4 years |
| c. Mathematics | 3 years |
| d. Laboratory science | 2 years |
| e. Language other than English | 2 years* |
| f. Visual and performing arts | 1 year |
| g. College-preparatory elective | 1 year |

(chosen from the subjects listed above or another course approved by the university)

*or equivalent to the 2nd level of high school instruction

2. Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C.
3. Meet the [examination requirement](#) by taking the ACT Plus Writing or the SAT Reasoning Test by December of your senior year. We don't require SAT Subject Tests, but certain programs on some campuses recommend them, and you can use subject tests to satisfy the "a-g" requirements listed above. _

California students

If you're a state resident who has met the minimum requirements and aren't admitted to any UC campus to which you apply, you'll be offered a spot at another campus if space is available, provided:

- You rank in the top 9 percent of California high school students, according to our [admissions index](#), or
- You rank in the top 9 percent of your graduating class at a participating high school. We refer to this as "Eligible in the Local Context" ([ELC](#)).

CALIFORNIA STATE UNIVERSITY (CSU)

California State University (CSU) includes 23 four-year universities offering a variety of BA and BS degrees. To qualify for entrance, students must have a high school diploma or California Proficiency Certificate.

The California State University System includes: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, and Stanislaus.

Students must follow a university preparation program and must successfully complete the required courses with a 'C' or better. Explore average GPA and test scores for admissions through each CSU schools website. In addition, students will take the ACT and/or SAT examination. CSU planning may be done at the web site at <http://www.calstate.edu/apply> , www.calstate.edu , www.CaliforniaColleges.edu or make an appointment with your counselor for more information.

English Placement Test (EPT) and Entry Level Math (ELM) testing must be done before registering for classes. These may be satisfied by appropriate scores on the SAT or ACT tests, achievement tests, SAT II, AP tests, or successful completion of the appropriate community college courses. Students who score 560+ in math on the SAT and 550+ in English are exempt from taking the EPT and ELM test. Students who don't pass the test must take remedial classes the first year of college.

CALIFORNIA STATE UNIVERSITY OF SACRAMENTO

The information provided below has been taken from the California State University Sacramento website as a guide to applying to Sacramento State University. For additional information on applying to Sacramento State please visit www.csus.edu

First-time Freshmen

Admissions and Outreach

Lassen Hall Lobby - Room 1102

The following section outlines the requirements for admission to Sacramento State and other CSU campuses. Prospective applicants should contact a high school or community college counselor or the Admissions and Outreach Office at California State University, Sacramento if they have further questions.

Generally, first-time freshman applicants will qualify for regular admission if they meet the following requirements:

1. Have **graduated** from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination;
2. Have a qualifiable minimum eligibility index (see section on Eligibility Index); and
3. Have completed with grades of "C" or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the "a-g" pattern (see "Subject Requirements").

Test Requirements

All Freshman applicants regardless of grade point average, must submit scores from either the SAT or the ACT. Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit

are strongly encouraged to submit scores, unless exempt from either the ACT or the SAT (see "Eligibility Index"). Students who apply to an impacted program may be required to submit test scores and should take the test no later than November or December during the year prior to application. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Test scores may additionally be used for advising and placement purposes.

Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of "C" or better, a comprehensive pattern of college preparatory study totaling 15 units (a "unit" is one year of study in high school).

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry, and intermediate algebra)
- 2 years of laboratory science (1 biological and 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/theater, or music
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

Note: All admission requirements (i.e., grade point average, test scores, and subjects) must be completed by the end of the spring term for a fall enrollment and the end of summer for a spring enrollment.

PRIVATE COLLEGES

There are many private colleges and universities. Their entrance requirements are similar to those of the University of California or the California State University systems. Consult your counselor and the individual college admissions offices for information. For further information refer to www.petersons.com.

COMMUNITY COLLEGES

The California Community College system offers AA and AS degrees and certificates, two year transfer programs where the classes taken for credit can be transferred to four year systems, and training in many trades and technical fields. Students who are 18 years of age may attend a community college even though they may not have graduated from high school. For further information refer to www.CaliforniaColleges.edu, www.losrios.edu, or <https://www.sierracollege.edu>.

TECHNICAL AND BUSINESS SCHOOLS

These schools offer certificates for training in a variety of vocational occupations. Most require a high school diploma or its equivalent. Some are available here in the Sacramento area.

NCAA ELIGIBILITY

Course Work Requirements for NCAA athletics and NCAA Scholarships

Division I Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete [16 core NCAA approved courses](#):
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible. The sliding scale can be found in the NCAA's Eligibility Center's website (www.eligibilitycenter.org).

Amateurism

- The NCAA promotes amateurism to create a level playing field for all student-athletes. The young men and women who compete in college sports are students first, athletes second. If you want to compete in NCAA sports at a Division I school you must be an amateur athlete.

Division II Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. The requirements are changing for students who enroll full-time at a Division II school after August 1, 2018.

AFTER August 1, 2018

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core NCAA approved courses:
 - Three years of English.
 - Two years of math (Algebra 1 or higher).
 - Two years of natural or physical science (including one year of lab science if your high school offers it).
 - Three additional years of English, math or natural or physical science
 - Two years of social science
 - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible. You can find the Diviosn II sliding scale of GPA to test scores at AFTER August 1, 2018 at http://www.ncaa.org/sites/default/files/2018DIIEC_Requirements_Fact_Sheet_20180117.pdf

COURSE DESCRIPTIONS

These descriptions are provided as a guide to assist parents and students in academic planning. Courses offered are designed to meet VCA high school graduation requirements and college admissions.

All courses receive 5 credits each semester.

History/ Social Science

Course Name:	American Government
Grade Level:	12
Duration:	1 Semester
Prerequisites:	None
Graduation Req:	Meets the American Gov't graduation requirement. Meets UC "a" requirement and CSU "a" requirement. Meets NCAA eligibility

The purpose of this course is to study the general concepts and beliefs, the informal and formal institutions of the government, and the processes of the American political system. Students will understand the fundamental principles and moral values of the American Republic as expressed in the U.S. Constitution and other founding documents. They will have analyzed the roles and responsibilities of the three branches of government. They will understand the powers and procedures of national, state and local governments. They will investigate the scope and limits of rights and obligations as American citizens. Upon completion of this course, students will: -distinguish fact from opinion -identify cause and effect -analyze points of view and frames of reference -recognize bias and propaganda -analyze primary and secondary sources -analyze political cartoons -make inferences -determine relevance -develop and test hypotheses -evaluate source -use electronic media -synthesize information from multiple resources -create a multimedia presentation

Course Name:	AP Government and Politics Comparative
Grade Level:	12
Duration:	1 Semester
Prerequisites:	None
Graduation Req:	Meets the American Gov't graduation requirement. Meets UC "a" requirement and CSU "a" requirement. Meets NCAA eligibility

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the policies countries have effectively initiated to address problems, or, indeed, what they have done to make things worse. We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic wellbeing. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

Course Name: AP Government and Politics United States
Grade Level: 12
Duration: 1 Semester
Prerequisites: None
Graduation Req: Meets the American Gov't graduation requirement.
Meets UC "a" requirement and CSU "a" requirement. Meets NCAA eligibility

The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens.

Course Name: AP Human Geography
Grade Level: 10th, 11th, 12th
Duration: 1 Semester
Prerequisites: None
Graduation Req: Meets the Geography graduation requirement.
Meets UC "a" requirement and CSU "a" requirement. Meets NCAA eligibility

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Course Name: AP United States History
Grade Level: 11
Duration: 2 Semesters
Prerequisites: None
Graduation Req: Meets the US History graduation requirement.
Meets UC "a" requirement and CSU "a" requirement. Meets NCAA eligibility

The AP U.S. History course focuses on the development of disciplinary practices and reasoning skills and an understanding of content organized around seven themes:

1. American and National Identity
2. Politics and Power

3. Work, Exchange, and Technology
4. Culture and Society
5. Migration and Settlement
6. Geography and the Environment
7. America in the World

Course Name: AP World History
Grade Level: 10, 11, 12
Duration: 2 Semesters
Prerequisites: None
Graduation Req: Meets the World History graduation requirement.
Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

Course Name: Geography
Grade Level: 9
Duration: 1 Semester
Prerequisites: None
Graduation Req: Meets the Geography graduation requirement.
Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

The purpose of this class is to provide an introductory framework for a global understanding of the geography of our atmospheric, geological, and biological environments. This is the geography of the world’s natural environments. Readings and discussions will focus on six related themes. The first is developing a spatial understanding of the world’s natural environments. The second is developing an understanding of the places and the regions. The third is developing an understanding of land-forming processes (or physical systems). The fourth is the human system which includes the activities, movement, and settlements of humans. The fifth is an understanding the environment and the society which surrounds us. The sixth is having the knowledge of all of the uses geography and their variation on a worldwide basis. The geography of human impacts on natural environments will be explored throughout the course. Upon completion of this class, students should have a basic understanding of physical geography as a physical science. They should be able to place the key elements of the natural environment in their geographic and scientific contexts. After completing this course: 1. Students should be able to use the methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations. 2. Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues. 3. Students should be able to use the methods of science, in which quantitative, analytical reasoning techniques are used.

Course Name: Honors US History

Grade Level: 11

Duration: 2 Semesters

Prerequisites: None

Graduation Req: Meets the US History graduation requirement.

Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history. The course uses themes and/or topics such as those listed in the Course Description, selected at the teacher's discretion, as broad parameters for structuring the course. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The course teaches students to analyze evidence and interpretations presented in historical scholarship. The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

Course Name: Honors World History

Grade Level: 10

Duration: 2 Semesters

Prerequisites: None

Graduation Req: Meets the World History graduation requirement.

Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

In this course, students will understand and evaluate the major events in modern world history from a global perspective. Students will trace historical events in units of study, beginning with the Enlightenment and ending with modern revolutions. While taking a chronological approach, students will identify, analyze, and evaluate major historical themes from their units of study. Students will be able to critically interpret these major events of world history through the analysis of primary and secondary documents, including speeches, political cartoons, maps, excerpts of historical texts, etc. In addition to analyzing documents, students will be able to craft articulate, well-written responses. Students will be assessed on their mastery through written assessments, essays, and inquiry-based projects. At the conclusion of this course, all Honors students will complete a comprehensive written and multiple-choice exam that covers all content and skills mastered over the course of the year

Course Name: U.S. History

Grade Level: 11

Duration: 2 Semesters

Prerequisites: None

Graduation Req: Meets the US History graduation requirement.

Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

The US History course is designed for college preparatory and general level students. The course covers the age of exploration to the current administration. Students will discover why it is important in today's world to study our country's past. Course content emphasizes significant event, governmental structures, economic development, and social themes.

Course Name: World History

Grade Level: 10

Duration: 2 Semesters

Prerequisites: None

Graduation Req: Meets the World History graduation requirement.

Meets UC “a” requirement and CSU “a” requirement. Meets NCAA eligibility

This course covers the major world civilizations of Africa, the Middle East, Asia, South America and Europe. The contributions of each civilization to world culture will be discussed. Religious battles and major wars, social movements, government and technological advances are also emphasized.

Course Name: Economics

Grade Level: 12

Duration: 1 Semester

Prerequisites: None

Graduation Req: Meets the Economics graduation requirement.

Meets UC/CSU “g” requirement. Meets NCAA eligibility

Economics focuses on the basic economic principles, the American business structure, economic performances, gross national product and fiscal policy, banking and monetary policy. Economic problems in the United States and overseas are also stressed. The course emphasizes the active role of the individual and provides practical strategies for students used in making personal economic decisions.

Course Name: AP Macroeconomics

Grade Level: 12

Duration: 1 Semester

Prerequisites: None

Graduation Req: Meets the Economics graduation requirement.

Meets UC/CSU “g” requirement. Meets NCAA eligibility

A.P. Economics is a college level course designed to provide students with a thorough understanding of the principles of economics. A.P. Economics will emphasize the study of national income, economic performance measures, economic growth and international economics. The aim of A.P. Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introduction level economics course. Students will learn to think like economists – to question, to evaluate marginal costs and marginal benefits, to explore the many ways that one action will cause secondary actions.

ENGLISH

Course Name:	English 9
Grade Level:	9
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets the English graduation requirement. Meets UC/CSU “b” requirement. Meets NCAA eligibility

The purpose of English 9 is to expand the students’ knowledge of literature and expand the world view of students through exposure to a wide variety of writing. English 9 will also build a solid foundation in spelling, vocabulary, writing, and analysis skills. Writing is a primary focus of the class with extensive development of basic writing skills, paragraph development, and essays. The course involves writing of essays, research papers, and speeches.

Course Name:	English 10
Grade Level:	10
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

English 10 is designed to continue the college preparatory process begun in English 9. The course is intensive in nature and covers a wide range of readings in both poetry and prose. Students will read non-fiction and fiction, short stories and novels, drama, and poetry. Students will engage in a wide variety of writing assignments including: compare and contrast, reflective, autobiographical, expository, and creative. Students will also write four research papers which will include a speech and visual presentation to the class. Students will also continue to acquire language and grammar skills through an ongoing study in root words, spelling, vocabulary, and grammar.

Course Name:	Honors English 10
Grade Level:	10
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

English 10 Honors will build upon and extend the analytical reading and writing skills that students learned in their English 9 class. Through readings, written compositions and inquiry-based class discussions, students will explore the themes of identity, culture and power both as reflected in literature and in their own lives. Students will also be able to present sophisticated oral and written arguments and will enhance their research and presentation skills.

Course Name:	English 11
Grade Level:	11
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

English 11 is designed to continue the college preparatory process begun in English 9 and 10. The course is intensive in nature and covers a wide range of readings in both poetry and prose. Students will read non-fiction and fiction, short stories and novels, drama, and poetry. Students will engage in a wide variety of writing assignments including: compare and contrast, reflective, autobiographical, expository, and creative. Students will also write four research papers which will include a speech and visual presentation to the class. Students will also continue to acquire language and grammar skills through an ongoing study in root words, spelling, vocabulary, and grammar.

Course Name:	Honors English 11
Grade Level:	11
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

Honors English 11 is designed to explore curriculum and materials for English 11 while following the structure and rigor of AP English Literature and Composition. The purpose of this class is to prepare students for success in AP English Literature and Composition and to meet the needs of advanced students by holding them to high expectations and providing them with guidance and resources to meet them. Literary selections consist of short stories, essays, plays and novel selections from American Literature. The writing will continue to be shaped with formal writing techniques for analysis, persuasion and reflection. Students will have opportunities to develop: writing techniques, analytical skills, research procedures, literary comprehension and presentation skills. This course will require significantly more reading and writing than English 11.

Course Name:	English 12
Grade Level:	12
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

English 12 is a college preparatory course designed to prepare students for success in a college setting. Building on the training in previous years students will develop high level writing and literary analysis skills. Students will read, analyze, and write in response to a wide range of literature including: poetry, nonfiction, novels, drama, and short stories. A review of grammar, spelling, and writing skills will enable students to meet college expectations. Speaking and listening skill will be strengthened by a series of oral presentation to the class.

Course Name:	Honors English 12
Grade Level:	12
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

Honors English 12 is a course that focuses on students employing critical analysis at both the oral and written level. Students engage in rich class discussions, write several papers, and emulate the writers styles of the author's to which they have read. This class will focus on helping students become better readers, writers, and thinkers. To meet those objectives, students will read a diverse range of literature fiction, nonfiction, and plays from a variety of geographical regions and time periods. We will work independently and collectively on learning how to effectively read each genre. Students will understand that some skills are universal while others are unique to the genre that is being studied. Students will also write for a variety of purposes in this class. Writing will range in categories of expository, persuasive, narrative, analytical and reflective in nature. Students will study patterns of writing and manipulate those patterns effectively for specific purposes.

Course Name:	AP English Language and Composition
Grade Level:	11
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Meets NCAA eligibility Meets the English graduation requirement.

The AP English Language and Composition course is designed to help you become a skilled reader of a variety of texts as well as becoming a skilled writer. You’ll achieve this through awareness of the interactions among a writer's purposes, audience expectations, and subjects, as well as the ways that writing rules and language use contribute to effective writing.

Course Name:	English Language Development (ELD) 1 or (ELD) 2
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Students may only use one year of an ELD course to fulfill an English course requirement for UC/CSU entrance. Meets the English graduation requirement.

This course develops academic English, grammar and language to provide full access, engage with, and achieve in grade-level academic content, with particular alignment to the knowledge, skills, and abilities for achieving college and career readiness. The incorporation of all critical domains (reading, writing, listening, and speaking) in various literary context guides instruction in both ELD 1 and ELD 2. English learners will develop standards-based knowledge and skills to advance their academic language proficiency.

Course Name:	English Language Development (ELD) 3
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “b” requirement. Students may only use one year of an ELD course to fulfill an English course requirement for UC/CSU entrance. Meets the English graduation requirement.

This course is designed for proficient English Language Learners. English language skills will continue to be enhanced by focusing on academic discourse, critical reading, and writing skills which will prepare them for advanced mainstream English courses.

MATHEMATICS

Course Name:	Algebra 1
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	Pre-Algebra
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Algebra 1 covers topics typically treated in a first-year algebra course: arithmetic and evaluation of expressions involving signed numbers, exponents and roots; solution of equations in one unknown; algebraic word problems; graphs of various functions (linear, quadratic, cubic, square root, absolute value, etc.); solution of quadratic equations by factoring, completing the square and applying the quadratic formula; computation of the surface area and volume of geometric solids; statistics; and more.

Course Name:	Algebra 2
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	Passing Algebra 1 with a C or above
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Topics from elementary algebra are reviewed and extended to include fractional equations and exponents, radicals, logarithms and functional relationships. Graphing of equations related to straight lines and the curves of sections is introduced and explored. Operations with the real number system are extended and the imaginary and complex systems are discovered. Topics from advanced mathematics such as trigonometry and analytical algebra are introduced. Applications to subjects such as physics and chemistry, as well as real-world problems, are also covered. Success in the completion of this course qualifies the student for Advanced Math. Students may use computer-graphing calculators to explore areas of graphing.

Course Name:	Geometry
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	Algebra 1
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Geometry is the study of geometric concepts such as: reasoning and proof, angle relationships, coordinate proof, parallel lines, polygons, triangles, quadrilaterals, right triangles, trigonometry, 2 and 3 dimensional figures, transformations, circles, and geometric probability.

Course Name:	Advanced Math (Pre-Calculus)
Grade Level:	10,11,12
Duration:	2 Semesters
Prerequisites:	Completing Algebra 2 with a C or better
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

This course is designed to teach the student the concepts and skills that are necessary to succeed in calculus or math based subjects such as chemistry or physics. This course emphasizes on problem solving and the development of productive thought patterns. This course introduces new lessons on functions, matrices, statistics, and graphing calculators. This course will teach the students the concepts of trigonometry, logarithms, analytical geometry, and higher level of algebraic concepts. This course provides for long term practice with the fundamental concepts and skills of pre-calculus, and will produce a high increase of success in future calculus, chemistry, and physics classes. The expected outcome of this course is knowledge of identifying a problem and using an analytical approach to solving the problem. Upon completion the student will be prepared for an entry level course in college or advanced mathematical classes.

Topics from algebra, geometry, trigonometry, discrete mathematics and mathematical analysis are interwoven to form a fully integrated text. Word problems are developed throughout the problem sets and become progressively more elaborate. With practice, students will be able to solve challenging problems such as rate problems and work problems involving abstract quantities. The graphing calculator is used to graph functions and perform data analysis. Conceptually oriented problems that prepare students for college entrance exams are included in the problem sets.

Course Name:	Honors Pre-Calculus
Grade Level:	10,11,12
Duration:	2 Semesters
Prerequisites:	Recommended completion of Advanced Math
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

This course combines the algebraic, geometric and trigonometric concepts needed to prepare students for the study of calculus. The main topics of the course are complex numbers, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and their inverses, vectors, parametric and polar curves. These topics provide the platform on which students will develop the habits of investigating, understanding, synthesizing and explaining mathematics..

Course Name:	Calculus
Grade Level:	11,12
Duration:	2 Semesters
Prerequisites:	Advanced Math
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

This course is designed for prospective mathematics majors and students interested in engineering, computer sciences, physics, business, and/or life sciences. This course offers an intensive review of algebra, trigonometry, and analytical geometry topic necessary for calculus. In particular lessons on the following are included: types of series, tests for convergence, approximating functions with series, and term-by-term differentiation and integration of power series. The approximation strand has been improved by the addition of Newton’s method, Euler’s method, and the trapezoidal rule. Other topics include in this course are: slope fields, parametric equations, polar functions, vector functions, logistic growth, arc length, piecewise integration, projectile motion, and volumes of solids defined by cross sections. Students are introduced to several features of a graphing calculator and are shown how to confirm answers by graphical and numerical means. The graphing calculators will only be used on specific lessons so that the students will learn to answer equations without the technology. This course offers two methods called incremental development and continual practice and review. Incremental development is the process of building knowledge in pieces over time while continual practice and review is the process of exercising learned skills again and again throughout the course. Continual practice and review helps students reinforce rather than forget concepts or skills to which they have been introduced. After completion of this course, students will have knowledge in: -real numbers -the graphing calculator -converse and inverse -functions -trigonometric ratios and expressions -sinusoids -Pythagorean identities -absolute value -logarithms -quadratic polynomials -continuity -interval notation -tangents -derivatives -infinity as limits -binomial expansion -area under a curve -graphs of rational functions -derivative of a quotient -the chain rule -related rates problems -concavity and inflection points -maximization and minimization problems -even and odd functions -fluid force -particle motion -mean value theorem -Newton’s method -Euler’s method -binomial series

Course Name:	Honors Calculus
Grade Level:	11,12
Duration:	2 Semesters
Prerequisites:	Advance Math
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Students learn to investigate concepts and ideas analytically, graphically, numerically, and verbally. Topics are taught using teaching methodologies that help develop their mathematical intuition as opposed to a formulaic approach to problem solving. Although computational competence is important, a broader understanding of Calculus applications is emphasized.

The main objective in this Calculus course is to prepare students for future challenges in their college math courses, as well as to give them a thorough understanding of calculus.

Course Name:	Trigonometry
Grade Level:	11,12
Duration:	2 Semesters
Prerequisites:	Algebra 2
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

This course explores the branch of mathematics used to calculate dimensions of right and non-right triangles, as well as other geometric shapes, including circles, conic sections and spheres. This course focuses on trigonometric principles as an extension of algebraic and geometrical concepts. Students will study angles, arcs, the unit circle, right triangle trigonometry, the six trig functions, inverse functions, fundamental trig identities, verifying trig identities, solving trig equations, the law of sines, the law of cosines, vectors, complex numbers, and polar coordinates.

Course Name:	AP Calculus AB
Grade Level:	11,12
Duration:	2 Semesters
Prerequisites:	Calculus
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus AB is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems.

Course Name:	AP Calculus BC
Grade Level:	11,12
Duration:	2 Semesters
Prerequisites:	Calculus
Graduation Req:	Meets UC/CSU “c” requirement. Meets NCAA eligibility Meets the Math graduation requirement

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus BC is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Calculus BC includes all topics covered in Calculus AB plus additional topics, and is designed to qualify you for placement and credit in a course that is one course beyond what’s granted for Calculus AB.

Course Name:	Consumer Math
Grade Level:	9,10,11,12
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “g” requirement. Meets the Math graduation requirement

The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to such everyday life skills as calculating retail discounts, budgeting expenses, making cost comparisons, buying and renting a home, calculating the cost of operating a motor vehicle, and many others related to real-world finances. Basic business matters, including borrowing money, investing, and calculating business profits and losses are also included.

SCIENCES

Course Name:	Physical Science
Grade Level:	9, 10
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

This course teaches description of matter, structure of matter, chemistry of matter, motion of matter, energy of matter, energy of waves and technology

Course Name:	Biology
Grade Level:	9, 10, 11
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

his course centers on the study of life and living things. The structure, function, behavior, relationships, and classification of all living things will be studied. Biology (Prentice & Hall) is aligned with the science content standards as established by the State of California. This text is designed to immerse the student in the living world and its systems. Concepts of Cell Biology, Plant Biology, Genetics, Viral and Bacterial studies, Evolution, Taxonomy and Biological Classification, Ecology, Physiology, Anatomy, Comparative studies, Investigation, Scientific Method and Experimentation will be presented. There is a laboratory component of this class. Laboratory attendance and completion of biology laboratory reports and research papers are requirements. Laboratory activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts.

Course Name:	Honors Biology
Grade Level:	9, 10
Duration:	2 Semesters
Prerequisites:	None
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

This course provides a more rigorous version of our college preparatory course, laboratory-based course. This course will cover all the Next Generation Science Standards for grades 10-12 Life Sciences. Through investigation and activities, students gain firsthand experience with such learning skills and processes as observing, classifying, identifying, measuring, inferring, hypothesizing, interpreting, and predicting. Students will study the basic concepts and principals of biology from a human perspective. Students will develop an understanding of the diversity of life and the interdependence of all organisms. Students learn about the structure and function of human systems, human inheritance and change, and the role of humans in ecological systems. Topics include structures and processes from molecules to organisms, ecosystem interactions, energy and dynamics, heredity (inheritance and variation of traits) biological evolution (unity and diversity), cell biology, human anatomy and physiology. Laboratory activities include dissection, investigation, and experimentation. Students develop problem-solving skills as they design and conduct their own experiments and develop critical-thinking skills through research and discussion about issues related to the health industry. Students will complete biology labs relevant to the topics studied and complete lab reports. The labs are designed to promote technical lab competence, utilize the scientific process of research and reporting, and teach and reinforce scientific concepts. In addition to unit tests and labs, students will be required to take a cumulative final to finish the course.

Course Name:	Chemistry
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	Algebra 2
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

The general purpose for this course is to provide instruction and laboratory experiences while thinking critically and scientifically. This course will prepare the student for college level chemistry courses. Each student should complete this with a knowledge of the fundamentals of chemistry. Upon completion, the student should understand matter and how it is classified, atoms and moles, periodic tables and elements, stoichiometry, covalent and ionic bonds, carbon and organic compounds, nuclear and biological chemistry, as well as chemical compounds and equations.

This course teaches scientific fundamentals, science of matter, measurement of matter, structure of atoms, periodic properties, chemical composition, chemical equations, states of matter, water solutions, thermodynamics and kinetics, chemical equilibrium, acids, bases and salts, oxidation-reduction, organic chemistry, biochemistry and nuclear chemistry.

Course Name:	Honors Chemistry
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	Algebra 2
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

Honors Chemistry is an enriched and accelerated chemistry curriculum not only covering the Next Generation Physical Science Standards, but also including gravimetric and volumetric analysis, chemical reactions including reduction/oxidation, intermolecular forces, gases, spectroscopy, equilibrium, electrochemistry, and organic and biochemistry. Strong emphasis is placed on solving a variety of challenging problems and there is an emphasis on analysis in the laboratory. Some of the laboratory activities will include inquiry labs, which will ask students to address a challenge, solve a problem, test a hypothesis, explain a phenomenon, or answer a question in the same manner that a scientist approaches a research question. The goal of an inquiry-based lab is for students of all backgrounds to learn chemistry by experiencing the process of science and the thrill of first-hand discovery. Students are taught strategies to solve both numeric (quantitative) and conceptual (qualitative) problems. Students are encouraged to make decisions regarding the best approach to solve a problem. This course will be a good foundation for students before taking AP Chemistry

Course Name:	Physics
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	Algebra 2
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

The ultimate goal in this science courses is to establish a better sense of reasoning and pursuit of knowledge in the world, whether it is on a purely scientific basis, or a social, political, historical, or economic basis. Students will walk away with an enhanced understanding of the physical world, equipped with science and engineering skills that include generating questions, collecting data, analyzing a problem, designing experiments and solutions, and formulating a scientific argument using strong evidence.

Course Name:	AP Chemistry
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	Algebra 2
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The goal is that students will take the AP Exam to receive college credit or placement at the student’s college of choice. Students may be able to undertake second-year work in the chemistry sequence at their institution or take courses for which general chemistry is a prerequisite. For other students, this course fulfills the laboratory science requirement and frees time for other courses.

Students who take the AP Chemistry course, designed with this curriculum framework as its foundation will develop a deep understanding of the concepts within the big ideas through the application of the science practices in the required laboratory component of the course. Students must complete a minimum of 16, hands-on lab investigations

to support the learning objectives in the curriculum framework. At least six of the lab investigations must be guided inquiry-based labs. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course.

Course Name:	AP Biology
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	Biology Recommended
Graduation Req:	Meets UC/CSU “d” requirement. Meets NCAA eligibility Meets the Science graduation requirement

AP Biology is an introductory college-level biology course. Students cultivate their understanding of **biology** through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

Course Name:	Health
Grade Level:	9
Duration:	1 Semester
Prerequisites:	NONE
Graduation Req:	Meets UC/CSU “g” requirement. Meets the Health graduation requirement

Students will develop an understanding of a healthy lifestyle, including the potential for assuming greater responsibility for their health and the health of others. This course will focus on the development of proper nutrition and exercise habits, understanding diseases, achieving emotional, mental and social well-being, responding in emergency situations, and embracing life’s daily events. Student will understand the basic elements of the body systems and how to make them function safely and efficiently.

FOREIGN LANGUAGE

Course Name:	Spanish 1
Grade Level:	9, 10, 11, 12
Duration:	2 Semesters
Prerequisites:	NONE
Graduation Req:	Meets UC/CSU “e” requirement. Meets NCAA eligibility Meets the Foreign Language graduation requirement

This course is designed for students with no previous knowledge of Spanish. Students will learn basic grammar in an oral context in each class. Students of Spanish 1 are expected to develop the four language skills of speaking, listening, basic reading and writing as well as an appreciation of Latino culture. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. This course prepares the student for the next level of Spanish.

Course Name: Spanish 2
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: Spanish 1
Graduation Req: Meets UC/CSU “e” requirement. Meets NCAA eligibility
Meets the Foreign Language graduation requirement

In this course, students will acquire the skills and knowledge that will enable them to speak, read, write, and comprehend sentences and strings of sentences in Spanish. They will gain the knowledge that will allow them to exchange and communicate information on familiar topics using sentences and phrases. Students will read about and investigate culture and diversity so that they will better understand, connect with, and engage with the global community in which they live. This will be accomplished by focusing on the content and structure of the language, as well as the communication, cultures, and social settings of the Spanish-speaking world.

Course Name: Spanish 3
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: Spanish 2
Graduation Req: Meets UC/CSU “e” requirement. Meets NCAA eligibility
Meets the Foreign Language graduation requirement

This course will continue the development of skills introduced in Spanish 2. Cultural awareness and an expanded world view will be developed through the development of higher proficiency in vocabulary, spelling, reading, and writing.

Course Name: Spanish 4
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: Spanish 3
Graduation Req: Meets UC/CSU “e” requirement. Meets NCAA eligibility
Meets the Foreign Language graduation requirement

The Spanish 4 course is an extensive Spanish class that reinforces the different skills/contents and linguistic tools learned in Spanish 2 and Spanish 3 including Spanish language and Latino communities using the four modes of expression: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate extensively in Spanish.

VISUAL & PERFORMING ARTS

Course Name: Art History
Grade Level: 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “f” requirement.
Meets the Visual and Performing Arts graduation requirement

This is a two semester course and will introduce art from prehistoric to modern time. Students will create artwork using various techniques and materials. Students will gain an understanding of the importance of art in different time periods and how to express themselves creatively. Students will keep a portfolio throughout the school year and will have opportunity to showcase their work for fellow students and parents.

Course Name: Art History 2
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “f” requirement.
Meets the Visual and Performing Arts graduation requirement

This is a two semester course that will introduce Art of the Americas before 1300 to modern time. Students will gain an understanding of the importance of art in different time periods and how to express themselves creatively. Students will keep a portfolio throughout the school year and will have an opportunity to showcase their work for fellow students and parents.

Course Name: Art of Film
Grade Level: 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “f” requirement.
Meets the Visual and Performing Arts graduation requirement

This course is designed to enable students to understand film, television and media from both theoretical and production perspective, as well as from the view as to how it relates to culture and the world. By studying and analyzing films and the processes behind their creation, students in the course gain insight into the power and aesthetics of mass media, and they develop both appreciation and basic skills.

Course Name:	Music Ensemble 1
Grade Level:	9, 10, 11, 12
Duration:	2 Semesters
Prerequisites:	NONE
Graduation Req:	Meets UC/CSU “P” requirement. Meets the Visual and Performing Arts graduation requirement

This course provides the entry point for new students to the high school to work in choral and instrumental music ensembles. Within this context they learn how to rehearse and perform in a chorus that sings a repertoire from a variety of cultures and musical periods, generally *a cappella* in three to five parts, performing at a minimum of fifteen school events throughout the year. Similarly, in the instrumental ensemble new students meet in a variety of formations – generally in sectionals and full ensemble, and sometimes in sub-sections of mixed instrumentation. Both ensembles’ repertoire ranges from Renaissance to contemporary, including music arranged and composed by the instructors specifically for the ensemble and performs at on average fifteen events during the school year.

Course Name:	Music Ensemble 2
Grade Level:	9, 10, 11, 12
Duration:	2 Semesters
Prerequisites:	NONE
Graduation Req:	Meets UC/CSU “P” requirement. Meets the Visual and Performing Arts graduation requirement

This course supports second year students in the high school to participate in the high school chorus and instrumental music ensembles work a higher level of performance and musicianship. As such they perform a repertoire from a variety of cultures and musical periods, generally *a cappella* in three to five parts, performing at a minimum of fifteen school events throughout the year. In the instrumental ensemble they now do more advanced work in their sectional and full ensemble, and sub-sections of mixed instrumentation. Both ensembles’ repertoire ranges from Renaissance to contemporary including music arranged and composed by the instructor specifically for the ensemble and perform at a minimum of fifteen events during the school year.

Course Name:	Music Ensemble 3
Grade Level:	11, 12
Duration:	2 Semesters
Prerequisites:	NONE
Graduation Req:	Meets UC/CSU “P” requirement. Meets the Visual and Performing Arts graduation requirement

This course supports third year students in the high school to participate in the high school chorus and instrumental music ensembles work a higher level of performance and musicianship. As such they perform a repertoire from a variety of cultures and musical periods, generally *a cappella* in three to five parts, performing at a minimum of fifteen school events throughout the year. In the instrumental ensemble they now do more advanced work in their sectional and full ensemble, and sub-sections of mixed instrumentation. Both ensembles’ repertoire ranges from Renaissance to contemporary including music arranged and composed by the instructor specifically for the ensemble and perform at a minimum of fifteen events during the school year.

Course Name: Music Ensemble 4
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “P” requirement.
Meets the Visual and Performing Arts graduation requirement

This course supports fourth year students in the high school to participate in the high school chorus and instrumental music ensembles work a higher level of performance and musicianship. As such they perform a repertoire from a variety of cultures and musical periods, generally *a cappella* in three to five parts, performing at a minimum of fifteen school events throughout the year. In the instrumental ensemble they now do more advanced work in their sectional and full ensemble, and sub-sections of mixed instrumentation. Both ensembles’ repertoire ranges from Renaissance to contemporary including music arranged and composed by the instructor specifically for the ensemble and perform at a minimum of fifteen events during the school year.

Course Name: Music Theory
Grade Level: 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “P” requirement.
Meets the Visual and Performing Arts graduation requirement

Music Theory will teach basic principles of musical notation and composition. By learning how to analyze the principles of rhythm, key signatures, melodic lines, harmony and musical form, along with developing an understanding and practical application of ear training and basic keyboard ability, students will know and build upon the skills necessary for musical expression and communication.

Course Name: Music Appreciation
Grade Level: 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “P” requirement.
Meets the Visual and Performing Arts graduation requirement

Music Appreciation offers students (with or without prior music experience) a fundamental knowledge of music history and theory from the Ancient, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century, and Contemporary eras. Students learn to value music in a variety of genres, styles, eras, languages, and cultures.

Course Name: Art 1
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “P” requirement.
Meets the Visual and Performing Arts graduation requirement

Art 1 introduces students to major periods in the history of art, the elements of art, the principles of design, and basic art vocabulary through projects and assignments using a variety of media and a sequenced approach to instruction. Observation of forms in the natural and human environments and artwork using these forms will be the basis for understanding design and composition. Using both verbal and written forms of expression, students will view, describe, interpret and analyze work of the cultures, artists and art movements whose ideas have most shaped the visual arts today. Students will also learn to describe, analyze and evaluate their own artwork and the artwork of other students. Students will do some research into careers in fine and commercial art.

Course Name: Art 2
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “f” requirement.
Meets the Visual and Performing Arts graduation requirement

In this course, the students will receive more advanced technical experience with different types of artistic mediums, such as digital imaging programs, oil paints, colored pencils, charcoal, pen and ink, watercolors, acrylics, pastels, and graphite.

BIBLE STUDIES

Course Name: New Testament
Grade Level: 9, 10
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective and bible graduation requirement

This course is designed to provide students with a general introduction to the historical, sociological, and religious worlds in which the New Testament was produced. Students will understand the importance of the New Testament in Christian teachings and the cultural context of modern history and literature.

Course Name: Old Testament
Grade Level: 9, 10
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective and bible graduation requirement

This course is designed to provide students with a general introduction to the historical, sociological, and religious worlds in which the Old Testament was produced. Students will understand the importance of the Old Testament in Judeo-Christian teachings and in the cultural context of modern history and literature.

Course Name: Comparative Religion and Worldview
Grade Level: 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective and bible graduation requirement

Understanding the Times is a two semester class that brings a host of Christian worldview and apologetic experts into the classroom. This class will help students clearly understand the tenets of the Christian worldview and how it compares with the tenets of other leading worldviews of our day: Islam, Secular Humanism, Marxism, New Age, and Postmodernism.

Some of the issues covered include: abortion, apologetics, the arts, biotechnology, critical thinking, cults, euthanasia, leadership, radical environmentalism, radical feminism, the problem of evil, religious pluralism, scriptural reliability, and more.

Course Name: Apologetics
Grade Level: 11
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective and bible graduation requirement

Understanding the Faith is a two semester class that brings a host of Christian worldview and apologetic experts into the classroom. This class will help students clearly understand the tenets of the Christian worldview and how to argue for your faith.

ELECTIVES

Course Name: Journalism
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective graduation requirement

This course introduces students to Journalism. Students will develop skills in researching, brainstorming, writing, editing formatting and delivering the news. Students will learn about journalism ethics, the different mediums (television, radio, magazines, Internet, etc.) and the effectiveness of each medium. Students will work together in small groups, as well as with staff and parents, use teamwork and conduct interviews. Students will also construct the Valley Christian Academy yearbook.

Course Name: Yearbook 1-2
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective graduation requirement

This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoints others hold. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

Course Name: Life Skills
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets UC/CSU “g” requirement.
Meets the elective graduation requirement

This is a comprehensive course, which includes units in basic areas of Home Economics. Personal Development, Careers, Child Development, Food Safety, Nutrition and basic culinary skills: cooking demonstrations and labs for a variety of different foods. Sewing: Beginning sewing techniques. Interior Design explores housing and design decisions. Financial Literacy with a focus on the importance of credit scores, how to use a bank account, using credit and making good financial decisions.

Course Name: Teacher’s Aide
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets the elective graduation requirement

Students provide assistance to either a teacher or office personnel. The purpose of this course is to teach students job readiness skills, to develop an appreciation for employer expectation, and career exploration.

Course Name: Peer Tutor/Helper
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets the elective graduation requirement

Peer Helping/Tutor is designed to teach the process of helping and tutoring another person. Students will enter a one-to-one helping relationship with a student struggling with a particular subject (math) in high school supervised by a teacher in that specific subject (math).

Course Name: Speech
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets the elective graduation requirement

Students learn to communicate effectively and analyze, interpret and evaluate literature with speech. This course covers such areas as vocal production, speech building, public speaking, debate, parliamentary procedures, solo performance, drama, or radio announcing.

Course Name: Home Economics
Grade Level: 9, 10, 11, 12
Duration: 1 Semester
Prerequisites: NONE
Graduation Req: Meets the elective graduation requirement

This one-semester food preparation course teaches students about nutrition management and cooking and servicing and practices skills with a variety of projects, culminating in a formal dinner.

Course Name: Computer
Grade Level: 9, 10, 11, 12
Duration: 2 Semesters
Prerequisites: NONE
Graduation Req: Meets the elective graduation requirement

One-year course to provide increased understanding of the computer, how it works, how it processes data to be used as a tool at home, school and workplace.

PHYSICAL EDUCATION

Course Name: PE 9

Grade Level: 9, 10, 11, 12

Duration: 2 Semesters

Prerequisites: NONE

Graduation Req: Meets the PE graduation requirement

An introduction to various physical activities and sports. Instruction includes basic skills, rules, safety and sportsmanship

Course Name: PE 10

Grade Level: 9, 10, 11, 12

Duration: 2 Semesters

Prerequisites: NONE

Graduation Req: Meets the PE graduation requirement

A continuing experience with skills and knowledge gained in PE 9 as well as experience with additional physical education and testing not previously taught.

CURRICULUM

Valley Christian Academy has established curriculum based on the school's philosophy and educational goals using the State of California frameworks as guides. Textbooks and instructional materials are selected by the principals in consultation with teachers to implement the curriculum. The teacher is the important element in the interpretation of all materials being presented in the classroom teaching-learning process.

The curriculum at Valley Christian Academy emphasizes the preparation of students for life in a complex and rapidly changing world and concentrates on educating the students in the basics with advanced preparatory courses as options for college and university bound students.

Valley Christian Academy uses an array of textbooks that meet the requirements of the UC A-G list, College Board AP curriculum framework, and California State standards. VCA tries to use as many Christian based textbooks as possible each year that meet the standards of VCA and the above mentioned course approval organizations.

VALLEY CHRISTIAN ACADEMY DRESS CODE

Valley Christian Academy does not have uniforms; instead, we have a dress code allowing students to still make individual choices in dress in a modest way.

GIRLS

GIRLS: Monday – Thursday:

Acceptable:

MODEST:

1. Loose-fitting, plain-colored, Docker-type (cotton/twill) or corduroy-type pants ONLY, Capri-length, and/or walking shorts permitted all year (sweat suits are not acceptable).
2. No white pants, capris, walking shorts, dresses or skirts
3. Top of pants must be at waist level; no below-waist pants allowed
4. Loose-fitting skirts (must be at or below the knee)
5. Loose-fitting blouse and tops WITH SLEEVES
6. Blouses and tops must be at least 3 inches below the top of the pants, AND WHEN RAISING arm to a 90-degree angle; must not be able to see skin
7. Shorts should be no more than one-inch above the knee
8. White tops must be double-layered so that you cannot see through
9. Tights or leggings may be worn under skirts or dresses, but can't count as length from the skirt to the knee.

Hair:

1. Hair must be a natural color.
2. Highlights need to be a natural color.
3. No bright or unnatural hair colors allowed.

Not acceptable:

1. **NO jeans or denim pants**
2. No sweats
3. No skin-tight pants
4. No low-cut or tight-fitting tops
5. No sleeveless blouses or tops
6. No bare midriff tops
7. No high slits in skirts (slit must be at or below knee)
8. No see-through white tops (bra must not be able to be seen through tops)
9. No Tattoos
10. No Body piercings other than the ear.
11. Athletic shorts or shorts made of athletic material.
12. No Pajamas
13. **NO white pants, capris, walking shorts, dresses or skirts**



WHEN IT COMES TO SKIRT OR DRESS LENGTH, IF YOU HAVE TO QUESTION IT, IT'S TOO SHORT

Fridays:

1. Dress or skirt/blouse (at or below the knee). Above rules apply

PE:

Students must dress down in VCA PE clothes everyday unless otherwise directed by the PE teacher. Students may wear plain black sweat pants instead of VCA PE shorts on cold days.

Please note: No satanic, skulls, or occult jewelry is permitted at any time.

IN ALL MATTERS OF DRESS THE JUDGEMENT OF THE PASTOR AND STAFF WILL BE FINAL.

PARENTS & STUDENTS: IF THE ABOVE AND BELOW DRESS CODE IS NOT ADHERED TO, PARENTS WILL BE CALLED TO COME PICK THEIR STUDENT UP AND WILL NOT BE ALLOWED TO RETURN UNTIL IN PROPER DRESS.

VALLEY CHRISTIAN ACADEMY DRESS CODE

BOYS

BOYS: Monday – Thursday:

Acceptable:

1. Plain-colored (except no white), Docker-type (cotton/twill) or corduroy-type pants ONLY and walking shorts are permitted all year (no sweats)
2. Collared shirts only (i.e., Polo or dress shirts (no Hawaiian print)
3. Belts are required

Hair

1. Haircuts must be modest.
2. Hair must be off the collar.
3. Hair needs to be out of the eyes.
4. Hair needs to be off the ears.
5. Hair must be neatly trimmed and tapered in the back.
6. Boys must be clean shaven.



Not acceptable:

1. **NO jeans or denim pants**
2. No white pants
2. No sagging pants
3. No underwear or boxers showing
4. No wide leg
5. No t-shirts
6. No earrings (Band-Aids may not cover earrings)
7. No facial hair
8. No long hair
9. No athletic clothes (sweats or shirts)
10. No Tattoos
11. No Athletic shorts or pants
12. No Pajamas

Fridays:

1. Long pants only (above rules apply)
2. White button-down dress shirt (long or short sleeves)
3. Tie (may have cartoons or sports on it) and belt

For PE:

Students must dress down in VCA PE clothes everyday unless otherwise directed by the PE teacher. Students may wear plain black sweat pants instead of VCA PE shorts on cold days.



Please note: No satanic, skulls, or occult jewelry is permitted at any time.

IN ALL MATTERS OF DRESS THE JUDGEMENT OF THE PASTOR AND STAFF WILL BE FINAL.

PARENTS & STUDENTS: IF THE ABOVE AND BELOW DRESS CODE IS NOT ADHERED TO, PARENTS WILL BE CALLED TO COME PICK THEIR STUDENT UP AND WILL NOT BE ALLOWED TO RETURN UNTIL IN PROPER DRESS.

Valley Christian Academy
Graduation Status Report

<u>General Ed./Jr. College</u>	<u>CSU</u>	<u>UC</u>	<u>NCAA DIVISION 1& 2</u>	<u>Cores</u>
1 ST Cent. Hist: 40 credits	1 ST Cent. Hist: 40 credits	1 ST Cent. Hist: 40 credits	1 ST Cent. Hist: 40 credits	
9 TH _____	9 TH _____	9 TH _____	9 TH _____	
10 TH _____	10 TH _____	10 TH _____	10 TH _____	
11 TH _____	11 TH _____	11 TH _____	11 TH _____	
12 TH _____	12 TH _____	12 TH _____	12 TH _____	
English: 40 credits	English: 40 credits	English: 40 credits	English: 40 credits	
9 TH _____	9 TH _____	9 TH _____	9 TH _____	(1)
10 TH _____	10 TH _____	10 TH _____	10 TH _____	(2)
11 TH _____	11 TH _____	11 TH _____	11 TH _____	(3)
12 TH _____	12 TH _____	12 TH _____	12 TH _____	(4)
Math: 20 credits	Math: 30 credits	Math: 40 credits	Math: 40 credits	
Algebra 1 _____	Algebra 1 _____	Algebra 1 _____	Algebra 1 _____	(5)
_____	Geometry _____	Geometry _____	Geometry _____	(6)
	Algebra 2 _____	Algebra 2 _____	Algebra 2 _____	(7)
	Adv. Math _____	Adv. Math _____	Adv. Math _____	(8)
		or Pre-Cal or Calculus or Trig	or Pre-Cal or Calculus or Trig	
History: 35 credits	History: 35 credits	History: 35 credits	History: 35 credits	
Geography _____	Geography _____	Geography _____	Geography _____	
World Hist _____	World Hist _____	World Hist _____	World Hist _____	(9)
US History _____	US History _____	US History _____	US History _____	(10)
Gov't/Econ _____	Gov't/Econ _____	Gov't/Econ _____	Gov't/Econ _____	(11)
			(Wld Studies _____)**	
Science: 25 credits	Science: 35 credits	Science: 45 credits	Science: 35 credits	
Physical Sci _____	Physical Sci _____	Physical Sci _____	Physical Sci _____	(12)
Biology _____	Biology _____	Biology _____	Biology _____	(13)
Health _____	Health _____	Health _____	Health _____	
	Chemistry _____	Chemistry _____	Chemistry _____	(14)
		Physics _____		
Physical Ed: 20 credits	Physical Ed: 20 credits	Physical Ed: 20 credits	Physical Ed: 20 credits	
9 TH _____	9 TH _____	9 TH _____	9 TH _____	
10 TH _____	10 TH _____	10 TH _____	10 TH _____	
Foreign Language or Arts: 10 credits _____	Foreign Language: 20 credits _____	Foreign Language: 30 credits _____	Foreign Language: 20 credits _____	(15)
	_____	_____	_____	(16)
			(_____)**	
Electives: 40 credits	Art: 10 credits _____	Art: 10 credits _____	Art: 10 credits _____	
_____	_____	_____	_____	
_____	Electives: 20 credits _____	Electives: 10 credits _____	Electives: 10 credits _____	
_____	_____	_____	_____	

Total credits: 220	Total credits: 250	Total credits: 260 or 270	Total credits: 250 to 270	

Statement of Agreement

Valley Christian Academy is committed to excellence in academic achievement and quality of instruction. It recognizes Christian education as the expression of an idea which can only be realized in the integration of the total person under the Lordship of Jesus Christ. This involves meeting the student's spiritual, moral, emotional, academic, physical, and social needs, and is best accomplished through the complimentary efforts of the school, home, and church.

The highest pattern for Christian conduct is found in conforming to the image of Jesus Christ (Romans 8:29). The purpose of Christian education is to teach all students with all possible wisdom, seeking to bring each one into God's presence and daily relationship as a mature individual, conformed to Christ's image, and in union with Him (Colossians 1:28).

Individual commitment to Jesus Christ is voluntary in nature; therefore, the school does not force students to subscribe to a particular belief. The student is confronted with the person of Jesus Christ and is invited to become acquainted with Biblical principles basic to the formulation of a Christian lifestyle. Students are encouraged to make a personal commitment to Jesus Christ, to learn the meaning of that commitment, and to demonstrate discipleship in serving God and man. The school is designed to assist the student to grow morally and academically.

Teachers and staff will actively promote a high standard of personal conduct in our students in areas of dress, grooming, and personal behavior. Virtues to be stressed include honesty, clean speech, a respect for God, for persons, and for property. Specific standards of behavior are stated in the Student/Parent Handbook. These standards will be instituted by classroom teachers to create the finest possible environment for learning and development.

Valley Christian Academy will hold each student responsible for these standards while attending any campus of the school and all school-sponsored activities. A family joining as a member of the school registers understanding of the school's standards and pledges support of these regulations even in areas where they may have no personal convictions. A student unwilling to abide by these regulations or who gives evidence of being out of harmony with the goals, beliefs, and objectives of the school may be subject to disciplinary action, and may be asked to withdraw.

Each family of Valley Christian Academy is asked to sign the above statement, which will then be placed on file.

By signing the above statement, I indicate that I have also read the VCA handbook. I also understand The VCA Board and Administration reserves the right to change any policy or procedure at any time as is deemed necessary and to be in the best interest of Valley Christian Academy.

Parent's Signature

Date

Student's Signature

Date