

Cornerstone Christian Academy of the High Desert

High School Manual



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Introduction

This handbook has been specifically designed to help you, the parent/teacher, home school your high school student through the four year course of study. If done properly, – planning, writing out goals for the student and parent/teacher, choosing the curriculum – success will be the final outcome. Academic advisement is available and strongly recommended. You and your high school student will have greater success if the following suggestions are considered:

1. *Course of Study Graduation Requirements*
2. *Future Vocational Plans*
3. *Future Educational Plans*
4. *Personal Interest and Aptitudes*
5. *Achievement and Ability in Various Subject Areas*
6. *Student's Learning Style, Study Skills, and Academic Levels*
7. *Teaching Style*

Accreditation

Cornerstone Christian Academy is currently a Candidate School of the National Independent School Accreditation Council and is in the process of becoming fully accredited by the fall of 2013. What that means to our parents is that, in addition to a greater accountability than non-accredited schools, parents and students have an advocate when certain public school district challenge credits earned at CCA. It is important to understand that our accreditation may not be recognized by every public school district in the nation.

Home schooled students can successfully graduate from high school without accreditation by using a variety of resources. Group classes, college courses, online instruction, digital curriculum, and tutoring are just a few of the possible means for completing a high school course of study and obtaining a diploma. Any student receiving a diploma from a private school can successfully enroll in any community college in California.

Some Thoughts About Home Schooling

Two of the biggest concerns about home schooling children is, are they getting the needed socialization skills, and can I teach the subject matter (English, Math, Social Studies, Science, etc.) required in high school. In regards to the first concern, studies are showing that home school students are in many ways are better prepared academically and socially than their public school counterparts. As for the second concern, it's important to remember that high school students are more independent then when they were in elementary school. This means that they require less supervision and they can take increasing charge of their own education.

The advantages of home schooling, especially for high school students, are numerous, but a three important benefits are listed below:

1. *a reduction of peer pressure,*
2. *minimizing the influence of the sex and drug culture,*
3. *providing a safer physical environment for your child's education*

While each family's experience is different, the majority of parents are genuinely surprised when they begin to see the successful outcome of their student's academic progress. Parents won't know if home schooling works unless it is tried. Doing so will not create irreversible damage to the student and changing a specific placement can be made at anytime.

The School Year and Hours of Study

Although school years can vary from state to state, CCA requires a minimum of 175 days of school attendance. This approximate 10 month requirement can be arranged to suit a family's particular schedule. For example, a family might find that a traditional school scheduled (September-June) works best. Other schedules such as year-round – two months on, one month off (referred to as 60/20) or nine weeks on and three weeks off (referred to as 45/15) – may be appropriate.

While a student might learn at an accelerated pace and complete the course curriculum in less than a year (then begin the next grade level curriculum) one cannot accrue more than one school day in a 24 hr. period. Student's can complete high school in less than four years, but proper tracking of the process and verification of the progress is important

Once the courses to be studied and curriculum to be used have been determined, families are encouraged to setup a schedule and routine with their student to set a pace for the year. Sometimes college courses or group classes are a part of the week's studies. Some families require the study of each subject per day while others are using what high school call "Block Scheduling." For example, certain subjects are studied on a specific day. For example, a typical scheduled might look like this: Monday – English, Math, Science, and Music; Tuesday – Bible, History, Spanish, and Physical Education. Wednesday would repeat Monday's schedule, Thursday would repeat Tuesday's schedule, and Friday would repeat Monday's and Wednesday's schedule. This type of scheduling allows for longer class periods. Instead of a typical 50-60 min. period, Block Scheduling would allow for approximate 90 min.

When a high school student is home schooled, a minimum of three hours of study per day is required by law, but in most cases (to properly study their academics) students may need four to five hours. Although parent/teachers are given the final say, they need to take into consideration their student as they set a schedule. Some students are early morning people while others need to start mid-morning. If a student, without much supervision, can complete the work given to them each day by a required time, with passing grades in the work, parents may not need to set an hour-by-hour schedule. But for most students, daily supervision helps them keep on track. " No matter how well a student is doing in their studies, parental interaction (grading their work, discussing problems, nurturing study skills, exploring long term goals) is an important ingredient for experiencing a successful home school year.

Daytime Truancy Information

Daytime truancy laws vary from state to state. Home School Legal Defense (HSLDA), in an October 1996 article defined truancy as:

Generally, daytime curfews, whether local ordinances or state-wide laws, make it illegal for a child under 18 years of age to be in any public place during school hours unless he falls under a listed exemption. "Public place" is typically broadly defined to include streets, highways, beaches, parks, playgrounds, shopping malls, other places of business, or any place to which the public has access. Any person who appears to be under age 18, and who is out in public during daytime curfew hours may be stopped and questioned by police.

*CCA discourages parents allowing their minors to routinely be out in public without a specific purpose. Therefore CCA has created a form that may help in defending a student's need to be in a particular public area. The more specific details you can give on the form the better. Each form is valid only for the specific time/date/location. **The Daytime Truancy form can be found on the school's website, under "CCA Virtual Office" then "Forms."** Also, see Appendix A pg. 22.*

While this form was created to reduce the risk of violating a daytime truancy regulation enforced by the local police, it does not and cannot provide legal immunity. This information should not be construed as legal advice.

Required Course of Study

Each semester class gives 5 credits and each full year class gives 10 credits. Classes must be at least 5 hours each week to receive 5 credits. 1 school year = 175 days = 35 weeks. 1 semester = 85-90 days = 17-18 full weeks. 1 semester course = 80-90 hours

SUBJECT/COURSE	General Ed Credits	College Prep Credits	Years
BIBLE: Subjects could include Old/New Testament Survey, Basic Doctrine, Biblical History, Christian Apologetics, Life of Christ, Christian Lifestyle, Major/Minor prophets, Paul and His Letters, Prayer, Witnessing, Missions, Attributes of God, Discipleship	40	40	4/4
ENGLISH/LANGUAGE ARTS: (10 units must include American Lit. and 10 units must include Composition and/or Grammar.) Other subjects could include: Christian Literature, Library Skills, Listening Skills, Poetry, Reading Skills, Library/Research Skills.	40	40	4/4
MATHEMATICS: (10 units must include Algebra with a "C" or better grade.) Other subjects could include: General Mathematics, Algebra, Geometry, Trigonometry, Calculus, Business/Consumer Math, Accounting, Computer Programming, Engineering, Logic or Critical Thinking, Statistics.	20	30	2/3
SCIENCE: (Minimum 10 units biology and 10 units physical science, labs required; also a unit in health is required.) Other science subjects could include: Anatomy, Astronomy, Aviation/Aeronautics, Biology, Botany, Chemistry, Computer Science, Creation Science, Earth Science, Ecology, Genetics, Geology, Horticulture, Marine Biology, Physics, Zoology.	20	20	2/2
SOCIAL SCIENCE: (Must include one year of World History, one year of American History (geography must be included), and ½ year of American Government, and ½ year of Economics) Other subjects could include: Anthropology, Archaeology, Geography, Political Science, Philosophy, Sociology, State History, World View	30	30	3/3
PHYSICAL EDUCATION: Subjects could include: Aerobics, Archery, Ballet, All Sports, Dance, Gymnastics, Handball, Hiking, Martial Arts, Mountain Climbing, Racquetball, Roller Skating, Swimming, Tap Dancing, Weight Training	20	20	2/2
FINE ARTS: Subjects could include: Music (vocal/instrumental), Art, Calligraphy, Ceramics, Dance, Design, Drama, Drawing/Painting, Music Appreciation, Interior Design, Mime, Photography, Stage Arts FOREIGN LANGUAGE: (colleges recommend two years of the same foreign language) Subjects could include: Chinese, French, German, Greek, Hebrew, Latin, Spanish	10	30	1/3
ELECTIVES: Any of the subjects above can be used as an elective if it is not used as a required course. Other subjects could include: Computer Keyboarding, Drivers Education, Health and Safety, Home Economics, Industrial Arts, Sign Language, Typing, Introduction to Law, Auto Mechanics, Leadership Training, etc.	60	30	4/3
TOTAL	240	240	

Students who intend on going to college should include in their course of study: three years of math, two years of the same foreign language and one year of performing arts. These requirements are based on the University of California's standards. Please check with the college of your choice for their course requirements. Each college is different.

Graduation Requirements

In order for a student to graduate from CCA with a diploma – regardless of the program option chosen – the following requirements must be met:

1. CCA has two specific tracks a student can follow. Track I – General Diploma, Track II – College Preparatory. Track I requires a verified transcript totaling a minimum of 240 (180= general education credits and 60 elective credits) with satisfactory grades. Track II requires a verified transcript totaling 220 general education credits and 20 elective credits.
2. Beginning in the fall of 2008, a student must pass either:
 - a. the California High School Proficiency Exam (CHSPE)
 - b. Students outside California must take the Stanford Achievement Test (SAT) and score at or above the 10th grade level in: Reading, Vocabulary and Comprehension, Math, and English.
 - c. Either test should be prepared for and taken by the end of eleventh grade – if not successfully passed – test can be taken again in the twelfth grade.
 - d. Preparation for this exam should begin by the beginning of a student's Junior year.
3. Students must be enrolled in CCA for a minimum of two years in order to be granted a diploma.

Note: Students who meet course requirements but do not pass either the CHSPE or SAT – at a satisfactory level, will be awarded a Certificate of Completion.

Volunteer Hours

In addition to the above graduation requirements, each high school student is required to volunteer his/her time to produce a well rounded individual. These hours may be from their church, library, local community center, retirement/nursing home, hospital, animal shelter, etc. Each year of high school a student is to volunteer a total of 25 hrs., 12.5 hours each semester. See Volunteer Registration form Appendix A pg. 23.

Course of Study Form

A Course of Study form – a description of a student's classes – must be filled out by the parent (or school staff – a nominal fee will apply) and is due before or at the beginning of each school year. It is used in tracking a student's academic course of study. It is imperative that each course taken by a student is fully defined and identified. Following is a brief explanation of the different type of courses: formal, informal, college class, and group class. For a sample of the form, see Appendix A pg. 24-25.

Type of Course	Description
Formal	A standard publisher's textbook or curriculum is used. A definition of the course is understood based on the curriculum.
Informal	These courses are designed by parents/teachers to be conducted in lieu of a standard publisher's textbook or curriculum, or as an alternative means for teaching a course. Examples of such classes include the following: dance, art, piano, work experience, and home economics.
College	A course may be taken at either a local community college, vocational school or occupational center, or a university. These courses provide the student with credit toward high school course requirements and also count as college credits if it is a college level course.
Group	Group classes are settings where students are instructed with their peers in a group. Courses of this type are provided by organizations Biola's Star Program (www.youth.biola.edu/academics/online), and CCA group classes. Instructors become responsible for the course of study, lesson plans, and grading. Parents are still required to oversee the completion of students' homework.

Additional High School Information

Course Verification Form	<i>To receive credit for your student, this form is required and must be turned in with the semester grades for all group and informal classes taken outside the home and taught by someone other than parent/teacher. You don't need to complete the form for courses such as physical education, work experience, career planning, etc. A sample of the Course Verification form can be found in Appendix A, pg. 26.</i>
Driver's Education	Driver's Education is not, at this time, available to CCA students from this school. Therefore, students must receive this training from an authorize provider. See the Driver's Education section for more information.
Work Experience	<i>Work permits can be obtained from CCA. See Work Experience section (pg. 8-11) for more information.</i>
College Courses	<i>Students may take classes from a local community college and received credit toward graduation. It's possible that a student may also receive college credit. A copy of the college transcript or report card is required for CCA credit. If a college semester course is worth 3 or more units, it is worth 10 credits or 1 full year for high school credit.</i>
Electives	<i>Electives can be academic or non academic courses. If your student has met the required courses for a specific topic (ex. 2 years of science), then a third year would qualify as an elective course (see sample listing of elective courses above pg. xx).</i>
Career Planning	<i>This course can be designed to help a student discover their vocational skills or plan a course of study tailored to a known vocational interest. A student resume, submitted to the school, will be required for this course, in addition to any completed work for the course.</i>

Sample High School Descriptions

*Listed below are typical high school courses along with their descriptions. **Note:** Textbook companies vary in subject matter and what is covered in their specific curriculum. Therefore, for the purpose of clarification, these course titles and descriptions are to serve as guidelines/examples only. There may be times when a school official will want to see the course description to help decide whether that course meets their specific school. These course description may help you in filling out you Course of Study forms.*

Course	Description
Bible: OT Survey	<i>This course helps students understand their personal commitment level to the Lord Jesus Christ by increasing their knowledge and understanding of the God's Creation and redemptive work in the life of the nation of Israel from Abraham through rebuilding of the temple as well as personally practicing Biblical disciplines that are taught, demonstrated and developed within the classroom and publicly making statements through a lifestyle of personal evangelism and service.</i>
Bible: NT Survey	<i>This Bible course will help students understand their personal commitment level to the Lord Jesus Christ by increasing their knowledge and understanding of the Redeemer Jesus Christ and the early church as well as personally practicing Biblical disciplines. that are taught, demonstrated and developed within the classroom and publicly making statements through a lifestyle of personal evangelism and service</i>
Bible Doctrines	<i>This course introduces students to the fundamental tenets of the Christian faith as gleaned from the Bible. These tenets serve as the foundational knowledge upon which all other examinations of the Bible and Christian life are constructed.</i>
The Nature and Person of God	<i>This course takes students through a systematic study of the person and nature of God. It begins with a look at Theology Proper (the study of God in general), and continues with a study of Christology (the study of Jesus Christ), and end the year with a look at Pneumatology (the study of the Holy Spirit).</i>

Sample High School Descriptions (Continued)

Course	Description
English 9	<i>This is a foundational course, designed to teach and practice the basics of grammar, spelling, and writing. Study skills are incorporated throughout the year. A variety of world literature is presented, including an introduction to Shakespeare. This course includes required summer reading of the teacher's choice.</i>
English 10	<i>This course focuses on world literature and is designed to increase students' skills in the various forms of writing. Grammar, vocabulary, and spelling studies are included. This course includes required summer reading of the teacher's choice.</i>
English 11	<i>Students will study American writers from colonial times through the twentieth century. The various literary movements, literary devices of the different genres, composition, vocabulary, grammar, and spelling will be studied. The refinement of the student's thinking, writing, and speaking skills will be at the heart of this course.</i>
English 12	<i>Students will study British writers from the Anglo-Saxon Period through the twentieth century. The various literary movements, literary devices of the different genres, composition, vocabulary, grammar, and spelling will be studied. The refinement of the student's thinking, writing, and speaking skills will be at the heart of this course.</i>
Algebra I	<i>This year-long course includes solving equations and problems, polynomials, factoring, functions, inequalities, and systems of linear equations, graphing equations, ratio, and proportion.</i>
Geometry	<i>This is a complete course in Euclidean plane geometry that emphasizes not only the learning of facts, but also teaches logical thinking and logical approaches to problem solving. Subjects covered include basic postulates and theorems, writing proofs, facts and constructions, relating lines, triangles, polygons, and circles.</i>
World Geography	<i>This course is designed to give students a foundational understanding of the nations, politics, cultures, religion, and geographic features of the modern world from a creationist perspective. Attention is also given to map use, topography, weather, climate, and natural resources.</i>
World History	<i>This is a survey course that covers world history, geography and culture from man's creation to the contemporary world. The course is designed to give students an appreciation of many cultures and varied civilizations that have contributed to the development of the world today according to God's plan.</i>
U.S. History	<i>This is a survey course that offers a multi-disciplinary approach to the study of the history of the United States. Students will study ideological origins, economic, political and social change, civil rights, and domestic and foreign policy. The course is taught from a Christian perspective, which offers a demonstration of God's purpose and plan in human events.</i>
Economics	<i>Economics introduces students to the basic concepts and methods essential to the scientific study of economic systems including the psychological and political elements. A study of the U.S. Government's monetary, fiscal, and regulatory policies as they affect the economy. Emphasis is given to the importance of production, the profit motive, the role of supply and demand and the free enterprise system. This course will be taken the opposite semester to American Government.</i>
American Gov't.	<i>American Government is a one semester course. This course includes a study of the Constitution of the United States with an emphasis on American institutions and ideals. Attention is also given to the principles, operation, structure, purpose, and functions of the federal, state, and local government.</i>

Sample High School Descriptions (Continued)

Course	Description
Biology	<i>A study of the concepts generally applicable to living systems, including topics of cell structure and function, heredity, ecology, and a survey of kingdoms of living. This course is designed to continually show the hand and wisdom of God as seen in His creation.</i>
Physical Science	<i>This course is designed to introduce the student to topics in Earth Science, Chemistry, and Physics. There will be an emphasis on the continuity of all sciences and the close relationship between many scientific laws and theories. Emphasis will also be placed on the importance of scientific study to the Christian as both a means of being a good steward (Genesis 1:28) and of studying the ordered nature of God (Psalm 19:1). The course includes hands on experiments and projects. A science project using the scientific method is mandatory.</i>
Health	<i>The primary objective of Health class is for each student to gain the knowledge necessary to make wise choices concerning their physical, mental, emotional, and spiritual health. The ability to integrate and apply God's truths in all areas of personal development is a vital part of this knowledge.</i>
Physical Education	<i>This program strives to help each student to develop interest in and maintain physical fitness, develop proficiency in a variety of movement skills and sports, have lifelong enjoyment of physical activities both as a participant and as a spectator. Students will also be given the opportunity to develop a responsibility for their behavioral actions, learn positive group interaction, and nurture those objectives throughout their adult life.</i>
Art I	<i>This course is for beginners and those who want to experience different mediums. It will introduce the student to the various ways of producing artistic pieces in the areas of drawing, design, color, painting, and three-dimensional pieces. Evaluation will be based on technique, use of perceptual tools, craftsmanship, and personal involvement.</i>
Art II/Advanced	<i>Advanced Art continues to focus on student's development in various art skills and media while developing the individual artistic expression of each student. Types of skills learned include: drawing, painting, printmaking, sculpture (plaster, clay), collage, and mixed media. Attention will be placed on student understandings of the elements and principles of design, art techniques and art history.</i>
Spanish I	<i>This is an introduction to the Spanish language, which includes grammatical structures and development of all four skills of communication: listening, speaking, reading and writing. In addition to functional language skills, students are provided an introduction to the Spanish culture as well as Christianity in Spanish-speaking countries.</i>
Spanish II	<i>This course enables students to develop intermediate proficiency in the language skills of listening, speaking, reading and writing. Students also develop an increasing awareness of the idiomatic aspects of language and continue to study the culture of Spanish-speaking countries. They will be exposed to material that will contribute to their spiritual growth and possible evangelistic purposes.</i>
Anatomy	<i>This is an elective course that builds on the foundations of biology and chemistry, this course introduces students to the integrated complexity of the human body and its various systems.</i>
Landscaping	<i>This is a hands on elective course instructing in plant and vegetation. Students will learn how to evaluate zones, drainage, drafting, and design of landscapes. Projects are done on campus and in the community. Students will be instructed in the use and maintenance of lawn and garden equipment.</i>
Psychology	<i>This is an elective course and introduces students to the origin and history of psychological thought as well as the theories of several of the discipline's key figures. As with all courses, the study of psychology is approached and critiqued from a biblical perspective.</i>

Driver's Education Program

Currently, CCA does not provide a driver's education course. However, students may, through outside independent agencies, participate in an approved course. For California residents, the following requirements must be completed. Those families outside California should check their local DMV for current requirements.

1. Age Requirement:
 - a. Students must be 15 ½ years old.
 - b. A Driver's Education course is required for all California teens between 15 ½ and 17 ½ years old.
2. Step 1:
 - a. Driver's education must be taught by a public or private high school, or by a state-licensed driver's education school. Parents are not permitted to teach the basic driver's education course to their home-schooled teens.
 - i. 25 hours
 - ii. If you take an Internet-based course, it must be the equivalent of the requirements for classroom instruction.
 - iii. You must receive a passing score.
 - b. Online Driver's Education Courses
 - i. www.teen.idrivesafely.com
 - ii. www.driversed.com
3. Step 2 – After completing the driver's education course and receiving a certificate of completion, Make an appointment at your local DMV office and complete the following steps:
 - a. You will need an original driver's license application form (Form DL 44) signed by your parent or guardian. If he or she won't be accompanying you to your appointment, then you can call (800) 777-0133 to ask the DMV to send you a form your parents can sign in advance.
 - b. On the day of your appointment:
 - i. Provide your Social Security number,
 - ii. Turn in your DL 44,
 - iii. Have your thumb print taken,
 - iv. Have your picture taken,
 - v. Show your original birth certificate or a certified copy of the birth certificate,
 - vi. Have the proper proof-of-completion forms for driver education classes,
 - vii. Pass a vision exam, and
 - viii. Pass the traffic laws and signs test (the written test).
4. Step 4:
 - a. California requires drivers younger than 17 1/2 to complete a DMV-approved driver's training course with a licensed instructor before taking the driving test. This course must offer at least 6 hours of behind-the wheel instruction (no more than two hours at a time).

Work Permit Information

CCA in compliance with state and federal laws, **require and therefore issue** work permits when students are employed either for work experience or for personal experience. The following information is provided to inform and assist both parent and student in complying with state labor laws. This information applies to the state of California. State laws vary so check appropriate agency for your particular state.

1. All minors under age 18 (including minors employed by parents) must have a work permit. Minors with a high school diploma, passed the High School Proficiency Exam (HSPE) or are performing certain types of employment are exempt from this requirement:
 - a. Employment type:
 - i. Private homes doing occasional odd jobs
 - ii. Sale or delivery of newspaper, if self-employed

Work Permit Information (Continued)

- iii. Self-employment
- iv. Agricultural or domestic work on property owned, operated, or controlled by minor's parents

2. Work permits must:
 - a. Be renewed at the start of each new school year and/or when the student obtains a new job.
 - b. Be kept on file at the minor's work site.
3. All minors must be covered by Workers' Compensation Insurance, including minors employed by parents and minors employed by businesses operating from a private residence.
4. Additional Information:
 - a. Minors may not drive a motor vehicle as part of their job duties.
 - b. Student enrolled in Work Experience may work later hours with written approval of the student's parent/guardian and the Work Experience teacher.
 - c. A minor may not work more than 8 hours per day under any circumstances.
 - d. A work permit can be cancelled and taken away at any time by a high school administrator. Additionally, a work permit can be cancelled at a parent's request with good reason, the job does not fit legal requirements for minors, hours scheduled create a truancy or absence problem for the student, or demands of job are causing student to fail classes at school.
 - e. Violators of Labor Laws are subjected to intervention by the Labor Commission and a possible heavy fine.
5. If the student is working for work experience:
 - a. parent/teacher **must submit** a course description in order for the student to receive credit as a course. The type of work being done should be stated and the place of employment listed.
 - b. A minimum of 10 hours must be worked per week to receive 5 credits per semester.
 - c. An evaluation form will need to be filled out by your student's supervisor and sent back to us before credit will be awarded on the transcript. This will help in determining the student's grade for the semester.
6. There are two forms that are required in order for a student to obtain a work permit:
 - a. Form B1-1, "Statement of Intent to Employ Minor and Request for Work Permit" (this form can be obtained from the school's website)
 - b. Form B1-4, "Permit to Employ and Work" (this form must be completed by the school)
7. General Information and Instructions
 - a. Form B1-1 must be filled in completely, including the signatures of parent or legal guardian and employer and the listing of the worker's compensation insurance carrier. Submit completed for to the school's office.
 - b. Form B1-4 will be issued only when Form B1-1 is completed and on file in the school's office.
 - c. Permits to work issued during the school year shall expire five days after the opening of the next succeeding school year.
 - d. Work permits are issued for specific employers and locations.
 - e. If a student works at two jobs, both jobs together may not total more than the legal number of hours specified for each age group and circumstance.
 - f. A day of rest from work is required if the total hours employed per week exceed 30, or if more than 6 hours are worked on any one day during the week.
 - g. If an employer is covered by both state and federal laws, the higher standard-the provision which gives the most protection to employees-applies.

Work Permit Information (Continued)

8. *Hours Minors Are Allowed to Work (Ages 16-17)*
 - a. *When school is in session*
 - i. 4 hours max. per day Mon.-Thurs.
 - ii. 8 hours max. per day Fri.-Sun.
 - iii. 32 total hours per week
 - iv. 5 a.m. to 10 p.m. if the next day is a school day
 - v. 5 a.m. to 12:30 a.m. if no school next day
 - b. *School in Session Student Enrolled in Work Experience Education*
 - i. 8 hours max. per day
 - ii. 48 total hours per week
 - iii. 5 a.m. to 12:30 a.m. any day of the week
 - c. *Summer/Vacation*
 - i. 8 hours max. per day
 - ii. 48 total hours per week
 - iii. 5 a.m. to 12:30 a.m. any day of the week
9. *Hours Minors Are Allowed to Work (Ages 14-15)*
 - a. *When school is in session*
 - i. 3 hours max. per day Mon.-Fri.
 - ii. 8 hours max. per day Sat.-Sun.
 - iii. 18 total hours per week
 - iv. 7 a.m. to 7 p.m.
 - b. *Summer/Vacation*
 - i. 8 hours max. per day
 - ii. 40 total hours per week
 - iii. 7 a.m. to 7 p.m. any day of the week (summer hours 6/1 through Labor Day 7 a.m. to 9 p.m.)
10. *Prohibited Employment*
 - a. *Hazardous Occupations for All Minors - Federal Law – The Federal Government, under the Fair Labor Standard Act (FLSA), has listed Hazardous Occupations in which minors under the age of 18 years are prohibited from working.*
 - i. *Motor vehicle driving on public roads (This does not prohibit a minor from driving on private property e.g. auto dealer lot)*
 - ii. *Power-driven woodworking machines*
 - iii. *Exposure to radioactive substances*
 - iv. *Power-driven hoisting apparatus (Includes automobile hoist, lift truck, fork lift, elevator, crane, derrick, bobcat, etc.)*
 - v. *Power-driven metal-forming, punching, & shearing machines (Includes rolling machines, pressing or punching machines, bending machines, etc.)*
 - vi. *Power-driven bakery machines (Includes dough mixer, batter mixer, bread divider, molding machine, bread slicing and wrapping, cookie or cracker machine.)*
 - vii. *Power-driven paper-products machines (Includes paper bailers, box crushers, etc.)*
 - viii. *Power-driven circular saws, band saws, & guillotine shears*
 - ix. *Roofing operations*
 - x. *Excavation operations*
 - xi. *For a complete list, contact the Federal Wage & Hour Office at (619) 557-5110*
 - b. *Minors Under 18 Years of Age*
 - i. *Selling or serving alcoholic beverages*
 - ii. *Building or construction work of any kind*
 - iii. *Delivering goods from motor vehicles*
 - iv. *In the vicinity of moving machinery*

Work Permit Information (Continued)

- v. *Hazardous occupations*
- vi. *Operating an auto or truck*
- vii. *In the vicinity of explosives*

- c. *Hazardous Occupations for Minors Under 16 Years of Age - California Law*
 - i. *In or about a gasoline service station except as cashiers, clerical workers, or merchandise labelers*
 - ii. *Public messenger service*
 - iii. *In or about dangerous equipment & power driven machinery, aircraft, or vessels*
 - iv. *Selling to passing motorists: newspapers, candy, flowers, or other merchandise or commodities*
 - v. *Selling door-to-door unless the following conditions are met:*
 - (1) *Minors work in pairs as team*
 - (2) *One adult supervisor for ten or fewer minors*
 - (3) *Within sight or sound of supervisor once every 15 minutes*
 - (4) *Returned to home or rendezvous point daily*
 - (5) *Employer has complied with IWC registration requirements*

See Appendix A pg. 27 for a sample of the Student Employee Evaluation form.

Record Keeping

The word record-keeping can make a lot of parent/teachers, especially new ones, worry and wonder whether or not they have what it takes to do it correctly. Actually, record-keeping isn't as bad as it sounds, and can be a rather simple process. But, let us not forget, that something which is easy to do, is also something which is easy not to do. With a little organization and understanding of what records need to be kept and submitted along with you partnership with CCA, record keeping will be a pleasurable task. Using the Record Keeping check list below will help you immensely. However, if you have any questions, or concerns, call the school and we will be more than happy to address them, and set you on the right path.

- A **Course Description** of each class is due at the beginning of the school year (see page 24-25). If in doubt about the acceptance of a particular high school course, check with the school's Academic Advisor or school principal to determine if credit will be awarded.*

- Attendance** is to be taken daily. A minimum of 3 hours per day, for 175 days per school year is require by the school and the state of California.*

- Grades** need recorded on a regular basis at home, and **report cards** need to be submitted twice a year – at the end of 1st semester and 2nd semester. Transcripts will be generated by the school and sent by request only. A fee of \$20.00 will be required.*

- Academic Advisement** must be done at the beginning of each school year – preferably July/August of the 8th, 9th, 10th and 11th grades. Make an appointment to meet (in person, by phone, or video conferencing) with a high school advisor or school principal to verify that your high school student is on track to graduate. At that meeting you will be discussing what courses have been taken and what courses still need to be completed in order to meet CCA's graduation requirements.*

Record Keeping (Continued)

- ❑ *Basically, there are two types of **Testing**. Informal/Formal testing which is done in the classroom by the teacher, and standardized achievement tests which is administered by a qualified test administrator. On going classroom testing should be a regular part of a student's academic career and averaged into their grades. Standardized testing on the other hand, is not a private school requirement by the California Dept. of Education (Check your specific state for current testing requirements). **See pg. 14-15 of this manual for CCA's test requirements.***
- ❑ ***My SchoolWorx** is the school's web-based student management system. Take advantage of its school record keeping features such as attendance recording, maintaining a gradebook, generating assignments & tests, writing lesson plans, paying financial obligations and much more.*

Lesson Planning

Although CCA does not require a parent/teacher to write out or submit lesson plans, it is highly recommended and encouraged to make weekly lesson for a more productive school year. Relying on your memory alone to decide what lessons will be completed each day can sometimes lead to burnout or short-changing your child in their education.

Lesson Plans (LP) can be used to determine your child's learning process. New families might over schedule or under schedule work for their student. LP are a help in establishing whether too much or to little work is being expected of your child. If they do not complete the amount of work you planned for them, it is important to find out why. It may be the pace you have set for your student is unreasonable, or they are having difficulty in understanding the directions or material. If they complete the work too quickly, it may be they need more assigned to them or they are not concentrating on the content. Learning how to plan lessons takes time with trial and error. Your child will in no way be hurt by experimenting to find out what works.

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Grading your child's work on a daily basis can help a parent to know if the student understands the material or where they are having problems. Grading is not purely for awarding a mark for completed work, but a means to identify problem areas in the learning process. Grades can be recorded on the LP sheets in a different color to simplify averaging grades for reporting on record keeping forms.

How to Plan Lessons:

1. *First, it's important to know the difference between a formal lesson plan and a weekly lesson plan.*
 - a. *A formal lesson plan is a step by step process for teaching one specific lesson or concept (ex. adding integers). It is primarily used by a teacher in a formal observation and submitted to an evaluator (principal) in order to show their level of competency in teaching students.*

Lesson Planning (Continued)

- b. *A daily or weekly lesson plan is developed by the teacher for the teacher to guide daily class instruction for a particular day or week. They are not difficult to do but they can take some time (a couple of hours depending on how many students you have). They do not have to be detailed but should show page numbers and assignments.*
2. *Once you have received the curriculum, the next step is determining how much work a student should do each day per topic. This may vary per child, but setting high, reasonable expectations are better than setting them to low.*
3. *If your goal is to complete the curriculum during the traditional school year (some families may be on a year round schedule), divide the number of pages in each book by 175 days to establish the approximate number of pages to cover per day. You might add tests, reviews and other materials not printed in the curriculum to the number of pages. This will give you an idea of how much work to plan per topic per day.*
4. *As you begin schooling your child, adjustments might be necessary to slow or increase the work pace. Sometimes you will deviate from the LP to cover basic material the student needs to rehearse in order to understand the current content. A field trip, unexpected circumstances, following a topic beyond the curriculum, and illness may also create adjustments to the LP. These are normal and fine as long as they do not become a permanent diversion from a regular schedule. Children need regularity in establishing study skills and learning habits. We want our children to develop lifelong study habits.*
5. *Initially, a LP might take an hour or so to plan a week's work. Writing a LP on Friday or during the weekend can help you organize your next school week. Eventually, one might be able to write a weekly LP in about an hour.*

See Appendix A pg. 28 for an example of a simple weekly lesson.

Sample Home-school Schedule

Although the following time frames and schedule may not work for your family, but it can serve as an example to encourage you to establish your own. While unexpected circumstances arise and life's details constantly call for attention, staying focused on your child's education and helping them to overcome common distractions is important ingredient for successful home schooling. The schedule below is an example and must be modified depending on the age, ability, and maturity of your child(ren).

DAILY SCHEDULE (Monday - Friday)			
8:00	Get up, get dressed, and complete morning chores	1:30 - 2:30	Local gym for P.E
8:30	Breakfast and devotions	2:35 - 3:15	Finish any incomplete work
9:00	Cleanup	3:20 - 4:25	FREE TIME
9:15 - 10:15	Language Arts (reading, writing, spelling, comp., etc.)	4:30 - 5:30	chores, prepare for dinner
10:15	BREAK	5:30	DINNER
10:30 - 11:15	Math	6:30	Clean up the kitchen
11:20 - 12:00	History	7:00 - 8:00	family time
12:00 - 12:35	LUNCH (prepare, eat and cleanup)	8:00	showers / bedtime (appropriately set per child)
12:40 - 1:30	Science		

Sample Home-school Schedule (Continued)

Schedules can vary depending on the ages (young child many only be able to focus for 5 - 15 minutes on a topic) and the number of children in your home (they may not study the same topic at the same time), the type of curriculum (informal, formal or integrated) or courses (college or group classes) and personal agenda (work schedule, dad teaching certain topics at night, or therapy).

Some families like having longer blocks of time per topic and may schedule Bible, English and math each day, while teaching science on Monday, Wednesday and Fridays, and history on Tuesdays and Thursdays.

A schedule is not a militant agenda to be rigidly followed, but a lamp to light the way. Flexibility is one of the advantages of home schooling, but sometimes families need to "get back on schedule" if they lose focus.

Student Assessment: Testing

1. *Standardized Testing*
 - a. *Cornerstone Christian Academy currently does not require yearly standardized testing for students at any grade-level (See #2 below for exceptions)*
 - b. *We can not stress enough, the importance and benefits of standardized testing and therefore, strongly recommend parent/teachers to require their students to be tested at the end of each year.*
 - c. *Please contact the school if you would like to have your student tested. CCA has a qualified test Administrator on staff.*
2. *In addition to meeting the graduation requirements of 240 credits, all students desiring a high school diploma from CCA must pass the California High School Proficiency Exam. Students must pass the English Language Arts Section (consisting of two subtests: reading and Language) and the Mathematics Section.*
 - a. *To pass the Language Arts Section a student must have the minimum score:*
 - i. *Reading subtest (Scale score of 350 or greater)*
 - ii. *To pass the Language subtest is based on the following criteria:*

If your writing task score is:	Your multiple-choice score must be at least
2 or lower	Failed
2.5	365
3.0	350
3.5	342

- b. *To pass the Mathematics Section, a student must receive a score of 350 or greater.*
3. *High school students outside the state of California, must take and pass the SAT(Stanford test) at or above the 10th grade level or above in English, Reading and Math. If the student achieves these levels in the 11th grade, then they DO NOT need to take the test in the 12th grade. If they did not, then we test the 12th grade students only in the areas they need to reach the 10th grade level.*
4. *Scholastic Assessment Test (SAT)*
 - a. *Most, if not all, 4-year colleges and universities require high school student to take the SAT. These colleges look for high SAT scores and high GPA (grade point average) on high school transcripts for entrance eligibility and scholarships qualification.*

Student Assessment: Testing (Continued)

The SAT I Reasoning Test is divided into two sections: the verbal section tests your ability to read critically, and the mathematics section tests how well you apply concepts and interpret data. The SAT II Subject Tests, shows your strengths in specific academic areas. Although the SAT II is not required, it is helpful.

- b. *You will need to register for these test at least 6 weeks in advance. The tests are generally taken at a community college or high school in your local area. There are fees for these tests. For fees and locations near you, call The College Board (West) at 408 452-1400 or online at www.collegeboard.org or ask the high school counselor for the booklets called, *Registration Bulletin for the SAT Program, Taking the SAT I: Reasoning Test & Taking the SAT II: Subject Tests.*(these last two are sample test questions and tips.)*
 - c. *The suggested time to have your student take the SAT for college is in the spring of their 11th grade year and fall of the 12th grade year. It can be taken as many times as you want, but typically students take the exam twice, so if the scores need improving, the student will have a chance to submit a second set. The tests are offered 6-7 times each year on specific dates only.*
 - d. *Books can be used for preparing for the tests. The office usually has sample tests from The College Board, libraries carry books on preparing for the SAT, and most books stores sell these test preparation books.*
 - e. *It is recommended that you register online, because mistakes are found immediately, therefore it is more efficient than mail registration where mistakes cause delays and missed deadlines.*
5. *Preliminary Scholastic Assessment Test (PSAT)*
- a. *CCA administers this test in October each year. This test is given to high school 9th through 11th graders one time each year. It is a pre-test for the Scholastic Aptitude Test. The scores come back in December.*
 - b. *This is a helpful study tool to prepare the student for the SAT I. Testing fees will apply.*
6. *American College Test (ACT)*
- a. *The ACT assessment measures high school students' general educational development and their capability to complete college-level work with the multiple choice tests covering four skill areas: English, mathematics, reading, and science.*
 - b. *All four-year colleges and universities in the U.S. accept the ACT. In fact, the majority of colleges do not indicate a preference for the SAT or ACT exams and accept both, but different institutions place different emphases on standardized tests such as the ACT.*
 - c. *The ACT is more widely used in the Midwestern, Rocky Mountain, and Southern United States, while the SAT is more popular on the East and West coasts. Recently, however, the ACT is being used more on the East Coast.*
 - d. *The ACT is offered four to six times a year, depending on the state, in the United States, in September, October, December, February, April and June and is always on a Saturday. The cost of the test is based on whether the optional writing test is taken. The test fees are: ACT (no writing) \$36.50 or \$52.50 ACT plus writing.*
 - e. *For more information about the ACT and how to register, visit their website at, <http://www.actstudent.org>, 319 337-1270, and ACT Registration Department, P.O. box 414, Iowa City, IA 52243-0414. (normal hours M-F, 8AM to 8 PM, central time). ACT Registration sends our school a few booklets for registration and a practice tests called *Preparing for the ACT Assessment.**
7. *General Education Development (GED)*
- a. *The GED is an option in California for students who are seventeen years and ten months old or older. One may obtain information about the GED from a local community college, adult school or the State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.*
 - b. *Most community colleges offer a course designed to help a student pass the GED. The GED is a life-skills test, designed to measure a student's ability to function in the adult world.*

Student Assessment: Testing (Continued)

- c. *The GED is taken over the course of 7 hours and 45 minutes. Depending on which testing center you choose, you may be able to divide the test into parts taken on separate days, rather than sitting for the entire test at once.*
- d. *The GED covers the following sections: reading, writing, mathematics, social studies, & science. The test must be taken at a testing facility and is **not** available online.*

High School Senior Activities

CCA believes that graduating from high school is a major milestone in a young man/woman's life. It is a time to acknowledge and celebrate a person's accomplishments. Additionally, a student's senior year should also be a memorable one. Therefore, CCA will work with parents & seniors in accomplishing that goal. Senior activities can be arranged if there is a desire. Activities could include but are not limited to senior:

- a. *breakfasts/brunches/lunches/dinners*
- b. *picnics*
- c. *field trips*
- d. *caps/gowns, class rings, graduation ceremony*

We encourage parents and their seniors to strongly consider holding a graduation ceremony with all the pomp afforded this accomplishment. Graduation is a wonderful event to invite family and friends. One of the advantage to home-school graduations is the personal special touches that can be included in the ceremony that public and many private high schools can't do. Even though graduations are designed by the parents, there are a few exceptions that need to be observed. For example, one restriction is that graduations tassels must reflect the colors of Cornerstone Christian Academy. We invite you to contact the school so that we can partner with you in coordinating this special event.

College Guidance

While certain courses may be used to meet high school course requirements, your student's specific talents and interests should be the main determiner of which courses to take. Many times this will prepare them for the transfer from high school to a college or a university.

1. *College for the student currently in high school - Community colleges serve various needs for students. Students may take courses (concurrent enrollment), that they are academically eligible for, to fulfill course requirements for a Cornerstone Christian Academy high school diploma. College credit can be earned at the same time in most cases. Each college may have a slightly different application process.*
2. *College after high school graduation - There are different types of colleges - Community Colleges, California State Colleges, Universities of California, Independent Colleges and Universities, Vocational Colleges, Technical Colleges and out of state colleges.*
3. *Each college has their own admission policies. They may require tests or exams, as well as high school course requirements for entrance. Each college should have a catalog and a web site. Please check with the college for their requirements. Below is additional information to assist parents and students in planning for college such as: requirements, websites, and phone numbers.*
 - a. *California State Universities: www.calstate.edu*
 - i. *California State University of Los Angeles: www.calstatela.edu (213) 343-CSLA (2752). This phone number is for Cal State L.A.'s Office of Admissions and University Outreach, Student Affairs 101.*

College Guidance (Continued)

- ii. *First-Time Freshman Applicants Subject Requirements (for high school students)*
- b. *Students desiring to enter as a freshmen in either the UC system (Berkley, Davis, Irvine, Los Angeles, San Diego, 10 campuses in all) or the Cal State system (Los Angeles, Fullerton, San Bernardino, San Francisco, 23 campuses in all), must meet certain college requirements. These requirements are referred to as the A-G Subject Requirements, and are a sequence of high school coursed that students must complete (with a grade of C or better) to be minimally eligible for admission. The following chart summarizes the A-G/College Entrance Requirements:*

	Subject	Years	Details
A	History/Social Science 2 yrs. required	2	Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or ½ year of U.S. history and ½ year of civics or American government.
B	English 4 yrs. required	4	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
C	Mathematics 3 yrs. required, 4 recommended	3	Three years of college preparatory mathematics that includes the topics cover in elementary and advanced algebra, and geometry must be completed by all applicants.
D	Laboratory Science 2 yrs. required, 3 recommended	2	Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as can the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.
E	Language Other than English 2 yrs. required, 3 recommended	2	Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.
F	Visual & performing Arts 1 yr. required	1	A single year long approved arts course from a single V P A discipline: dance, drama/theater, music, or visual art.
G	College Preparatory Elective 1 yr. required	1	One year (two semesters), chosen from additional "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "G" electives.

2. *Association of Independent California Colleges and Universities (www.aiccu.edu)*
 1100 Eleventh St. Suite 315
 Sacramento, CA 95814
 Phone: (916) 446-7626 Fax: 916 446-7948
3. *The two websites below serve as a college matching tool. The first link contains more than 200 public and private universities throughout California. The second link is not California specific but across the nation.*
- a. www.secure.californiacolleges.edu/Select/MatchAsst/default.asp
- b. www.collegedata.com/cs/search/college/college_search_tmpl.jhtml
4. *Universities of California*
- a. *Currently, the UC system is only allowing students that are home-schooled to gain admission by testing, taking their courses at the local junior college, or passing the AP tests for individual classes. To satisfy the minimum requirement by examination alone, you must achieve a composite score of 31 or higher on the ACT or a total score on the SAT I of at least 1400. In addition, you must earn a total score of 1760 or higher on the three SAT II: Subject Tests with a minimum score of 530 on each test. You cannot qualify for admission by examination alone if you have completed 12 or more units of transferable course work at a college or university following high school graduation, or if you have taken college courses in any subject covered by the SAT II: Subject Tests.*

College Guidance (Continued)

5. *Financial Aid*

- a. *There are different ways to fund your college education. Never think that money should stand in the way of encouraging your student to pursue college or university! There is federal aid, state aid, scholarships, grants, loans and work study programs. Grants are need-based financial aid that does not have to be repaid. Loans are borrowed money that must be repaid with interest. Many student loans do not accrue interest or require first payment until nine months after you have exited school. Work study is the school assisting in locating a job related to your studies. Work study can be federal or state aid.*
- b. *Federal Student Aid Information Center(FAFSA): www.fafsa.ed.gov (800) 4-FED-AID (800) 433-3243 or (800) 801-0576*
- c. *EdFund: (Student loans) www.edfund.org (916) 526-7900*
- d. *California Student Aid Commission: www.csac.ca.gov, 916 526-7590 (for questions about Cal Grants and other state programs.)*
- e. *US Department of Education's "The Student Guide": www.ed.gov/prog-info/SFA student guide*
- f. *Financial Aid Information Page: www.finaid.org*
- g. *Employment Trends: www.edd.cahwnet.gov*

6. *Scholarships*

- a. *There are many scholarships available from educational institutions, corporations, government programs, and private organizations. The focus of a scholarship may vary from sports, academics, talents and skills, to leadership and community involvement. Scholarships can be based on need, merit, contest, or by the decision of a governing body.*
- b. *Many major corporations, local community organizations, and educational funds offer scholarships. Finding and applying for these scholarship can be time consuming, but rewarding. Libraries contain books listing corporations offering scholarships. Web searches can also yield leads. CCA will be developing a list of such scholarships ASAP. Many scholarships are offered annually, while others appear throughout the year.*
- c. *Some companies offer a service for a fee to apply for scholarships, grants and other forms of funding, for your student. (We suggest you do some verification before paying any individual or service. In the recent past, there has been an increase of scam artists in this field).*
- d. *Once a home schooled, high school student begins to take a community college course, they may use the services of the college to discover any available scholarships and the qualifications for applying for the scholarships.*

Life After High School: Alternative Options For a Successful Life

As unique individuals, we usually have very different ideas about what it means to be successful in our lives. CCA is here to help parents succeed at home-schooling their children and preparing them to live a successful life of serving God and imitating Jesus Christ. There are different ways students can achieve success. For students to succeed in school and in life does not necessarily mean they must be an academically advanced student. While there are many resources to help academic students, it is important to encourage all students to succeed in whatever way or manner they can. For some it will be in an academic field with college or university in mind. But that does not represent the path for all students. We want to encourage those who are called to the ministry, have giftedness, or who will do well in a trade, marketing, or hands-on type of vocation. In order for CCA to support all of our students, we endeavor to provide information that will help families find ways for their students to succeed without feeling that they are failing because they are not academically gifted.

Life After High School: Alternative Options For a Successful Life (Continued)

1. *Evaluation tools: Some ways a student might decide which career would be best suited to their talents/gifts would be:*
 - a. *An assessment test*
 - b. *Consultation with career or college counselor*
 - c. *Career test given at local college*

2. *Trade/Technical Schools*

- a. *There are approximately 100 careers you can learn in two years or less. Hundreds of private vocational schools in California with varying tuition are accredited. Financial aid is often available, based on need.*
- b. *Examples of Available Trade/Technical Careers:*

Actor, Air Conditioning Technician, Appliance Repairer, Auto Mechanic, Barber/Hairstylist, Blueprint, Reader, Broadcast Technician, Broadcaster, Computer Service Technician, Court Reporting, Data Processing, Dental Assistant, Dental Laboratory Technician, Diesel Mechanic, Draftsman, Electronics, Fashion Designer, Merchandising, Interior Designer, Gemologist, Heating, Inhalation Therapy Technician, Legal Assistant/Paralegal, Makeup Artist, Machinist, Medical Assistant, Medical/Dental Receptionist, Medical Office Manager/Assistant, Motion Pictures/Television Production, Optometric Assistant, Plumber, Tool and Die Designer, Travel Personnel, Vocational Nurse, Welder, Word Processor

- c. *Make sure the school's state license is current. It must be renewed each year and programs are subject to reevaluation every three years. Ask the school about its placement rate, the number of graduates who find employment as a result of their training, and how much money graduates earn. Tour and examine the school's classrooms, equipment and textbooks. Get information on financial aid programs and the school's refund policies if a student does not complete the program. Make sure entrance exams seem designed to measure aptitude in the subjects taught. Many schools are criticized for enrolling students who clearly cannot do the work. A school that does not seem concerned with student aptitude may not offer a serious and challenging program. Check your local phone book for locations of technical schools near you or go to www.rwm.org for information online.*

3. *Apprenticeships*

- a. *Apprenticeship is a system of learning while earning and learning while doing. It combines training on the job, usually a skilled craft, with supplemental instruction at school. Young people work on the job with skilled journeymen to gain skills and knowledge. At the same time they are learning, they are earning and are part of a trade or industry.*
- b. *Apprenticeship training is offered in the samples of following vocational areas:*

Automotive, Barber/Cosmetologist, Boilermaker, Bricklayer, Carpenter, Carpet & Linoleum, Cement, Mason, Drywall Finisher (Taper), Drywall Lather, Electrician, Glazier, Heat & Frost Insulator & Asbestos, Worker, Heavy Duty Coach, Mechanic, Ironworker (Field), Landscape & Irrigation Fitter, Lithographer/Bookbinder, Meatcutter, Mill Cabinet, Millwright, Molder/Coremaker, Operating Engineer, Heavy Duty Repairperson, Painter, Pile Driver, Plasterer, Plumber/Pipefitter, Refrigeration Mechanic, Roofer, Sheet Metal Worker, Sprinkler Fitter, Stationary Engineer, Steamfitter, Surveyor, Tile Layer, Tile Finisher, Utility Pipeline Installer

- c. *Each program operates under apprenticeship training standards agreed to by labor and management in accordance with state and federal laws. In those crafts in which management and labor organizations exist, each selects an equal number of members of the joint apprenticeship committee. The joint apprenticeship committee determines the standards for training of the craft and supervises the training of apprentices.*

Life After High School: Alternative Options For a Successful Life (Continued)

- d. *In many cases, the local joint apprenticeship committees have guidelines in the form of national and or statewide standards recommended by the parent organizations. These are minimums, however, and the local groups usually have complete autonomy in developing and administering their own programs.*
4. *Qualifications For Apprenticeship*
 - a. *In practically every skilled trade, more than a fundamental knowledge of arithmetic is essential. The ability to read, write, and speak well is more important in some than in others. Some trades prefer students who have taken shop courses and have some knowledge of mechanical drawing, blueprint reading, drafting, higher mathematics, chemistry, electricity, and/or welding. Physical fitness, a good sense of balance, eye -hand coordination, color sense, strength, agility, ability to work at heights, and mechanical aptitude are desirable qualifications in many trades and essential in others. The minimum age for apprenticeship is 18. High school graduation or the General Educational Development (GED) test is required for many apprenticeship programs.*
 - b. *Steps an apprentice applicant should take:*
 - i. *Select a trade for which you have an aptitude, previous experience, and physical ability.*
 - ii. *Find out if you meet the minimum qualifications for that trade.*
 - iii. *Decide whether you can work under the job conditions of that trade, some of which may be hazardous, dirty, uncomfortable, or otherwise unpleasant.*
 - iv. *Apply for an apprenticeship either directly to an employer in the trade, the Joint Apprenticeship Committee (JAC), the appropriate union, or the Employment Development Department (EDD). In areas where an apprenticeship information center is functioning, you can get the recommended procedure for submitting an application in your area.*
 - v. *Take aptitude or other tests if required.*
 - vi. *If the JAC has a waiting list of applicants, decide whether you are interested enough in the trade to wait for an opening. In some trades, the JAC encourages applicants to find their own employers and will add to their approved list any firm which is qualified to give the training and which is willing to hire the apprentice.*
 - vii. *You also may enter an apprenticeship after experience in the military or in industry.*
5. *Ministry*
 - a. *While all Christians are called to be ministers of God, some are called to full time ministry such as pastor, missionary, or minister of music. Education for these challenging vocations can best be determined by talking with your pastor and a counselor at a Christian college such as: The Master's College, Life Bible College, or Dallas Theological Seminary.*
6. *Military Service Opportunities*
 - a. *The advantages of military service include the following:*
 - i. *Immediate Benefits:*
 - (1) *Educational and career training (technical and professional)*
 - (a) *College degrees - associate, bachelor's, graduate*
 - (b) *Vocational or technical certificates*
 - (c) *Certificates of completion of civilian apprenticeship programs*
 - (2) *Opportunity to become a commissioned officer through ROTC or military academies*
 - (3) *Travel*
 - (4) *Specific guaranteed training*
 - (5) *Free medical and dental care*
 - (6) *Lower cost commissary and postal exchange services*
 - (7) *Guaranteed pay*
 - (8) *Promotion opportunities*
 - (9) *A cadre of trained consultants and counselors, wide resources and references*

Life After High School: Alternative Options For a Successful Life (Continued)

- ii. *Long-term Benefits*
 - (1) *G.I. Bill*
 - (2) *Scholarships and fellowships*
 - (3) *Pay bonuses*
 - (4) *30-day paid vacation every year*
 - (5) *Development of leisure time skills*
 - (6) *Certain housing, medical and educational services for families*
 - (7) *Low cost life insurance*
 - (8) *FHA In-Service Insured Loan for buying a home*
 - (9) *Lifetime retirement benefits after 20 years of service*
 - (10) *In career civil service, the veteran has absolute job retention rights over all non-veteran Federal workers*
- b. *Scholarships and Student Aid Programs*
 - i. *If you are willing to serve for a period of time in the U.S. Army, Navy, Air Force, Marine Corps, or U.S. Coast Guard, you will find that some very generous scholarships and student aid programs are available to you. In some cases, you can receive an education first and serve an equivalent amount of time in the military after you graduate. There are also programs that permit you to enter the service first and accumulate money for an education while you complete your enlistment period.*
 - ii. *The college scholarships pay up to full tuition costs for up to four years of undergraduate study. Some scholarships also pay instructional fees, including the costs of textbooks. Students also receive a monthly living allowance for a period up to 40 months and pay for summer training and travel. After college graduation you would be required to serve four years on active duty in the regular service as a commissioned officer.*
 - iii. *All of the services may pay up to 90 percent of tuition costs (depending on the rank and length of service) when qualified servicemen/women take approved college courses. This includes academic, vocational, technical, and independent study.*
- c. *For more information, contact your local recruiting office*
 - i. *U.S. Army 1-800-USA-ARMY (562) 699-2042*
 - ii. *U.S. Navy 1-800-USA-NAVY (562) 925-2545*
 - iii. *U.S. Air Force 1-800-423-USAF (562) 867-2265*
 - iv. *U.S. Marine Corp. 1-800-Marines (562) 925-8737*
 - v. *U.S. Coast Guard 1-800-424-8883*

Cornerstone Christian Academy

22603 El Centro Rd. Apple Valley, CA 92307

Building Lives on the Lord Jesus Christ

Daytime Truancy

Today's Date: _____

To Whom It May Concern:

_____, has permission to commute to and from, and be at the following location during these designated times.

Location: (Cross Streets) _____

Purpose: _____

Time: _____ a.m./p.m. to _____ a.m./p.m.

If you have any questions please contact the school office at (760) 240-4408, or the parent/teacher at: (_____) _____ – _____

If emergency medical attention is needed, I give permission for my child(ren) to receive whatever medical or dental care is deemed necessary by any duly licensed physician/practitioner. I understand that any/all resulting expenses will be my responsibility.

Parent/Teacher Signature: _____

Cornerstone Christian Academy

22603 El Centro Rd. Apple Valley, CA 92307

Building Lives on the Lord Jesus Christ

Daytime Truancy

Today's Date: _____

To Whom It May Concern:

_____, has permission to commute to and from, and be at the following location during these designated times.

Location: (Cross Streets) _____

Purpose: _____

Time: _____ a.m./p.m. to _____ a.m./p.m.

If you have any questions please contact the school office at (760) 240-4408, or the parent/teacher at: (_____) _____ – _____

If emergency medical attention is needed, I give permission for my child(ren) to receive whatever medical or dental care is deemed necessary by any duly licensed physician/practitioner. I understand that any/all resulting expenses will be my responsibility.

Parent/Teacher Signature: _____

Volunteer Registration & Evaluation

Cornerstone Christian Academy believes volunteering helps produce a well-rounded educated individual. CCA requires 25 hours of volunteer work per year. This form is to be turned in at the end of the semester.

Dear Owner/Supervisor,

Thank you for allowing our student to volunteer his/her time with your organization/business/company. Please take a moment to fill in and return this form to the student/parent. The information will help us to track the student's volunteer hours. This volunteer work will help fulfill his/her graduation requirement. The bottom portion of this form is to be completed at the end of the semester.

Student's Name: _____ Grade: _____ Age: _____

Name of Organization/Business: _____

Address: _____ City: _____ Zip: _____ Phone: _____

Description of Student Work: _____

This student will be volunteering his time _____ days a week and _____ hours a day.

 Owner's/Supervisor's Name Owner's/Supervisor's Signature Date

The evaluation portion below is to be completed at the end of the semester

This evaluation should be completed by the person directly responsible for the supervisor of the student's volunteer work. Please base your rating on your observation of the student and/or the performance expectations you had conveyed to the student. Use the rating scale below. Thank you for your time and the support of our students.

Total Volunteered Hours: _____

1 = unsatisfactory 3 = satisfactory 5 = excellent
 2 = needs to improve 4 = above average N/A = not applicable

1.	Student's attention to promptness	1	2	3	4	5	N/A
2.	Student's general appearance	1	2	3	4	5	N/A
3.	Student's general work habits	1	2	3	4	5	N/A
4.	Student's interaction with co-workers	1	2	3	4	5	N/A
5.	Student's interaction with customers	1	2	3	4	5	N/A
6.	Student's attitude toward supervisor	1	2	3	4	5	N/A
7.	Student's attention to detail	1	2	3	4	5	N/A
8.	Student's overall performance	1	2	3	4	5	N/A

Additional Comments: _____

Supervisor's Signature: _____

Date: _____

Cornerstone Christian Academy (Course of Study/Description)

Student's Name _____ Grade Level: _____ Age: _____

Address: _____ City: _____ State: _____ Zip: _____

Teacher's Name: _____ Starting Date: _____ Ending Date: _____

(Follow the outline below to write a course description for each course being taken this year.)

- a. List the title of the course (English 9, World History, Physical Science, Pre-Algebra, etc.).
- b. Indicate whether the class is formal, informal, college, or group class (see high school manual for definition).
- c. List the title and publisher of the curriculum to be used (textbook, workbook, etc.).
- d. Indicate the length of the course (1 year = 180 hrs. 1st semester/2nd semester = 90 hrs.).
- e. List the number of credits per course (1 year = 10 credits, 1 semester = 5, ½ semester = 2.5 credits).
- f. Use another Course of Study/Description form if needed.

Course of Study/Description			
Course Title: _____ Bible _____	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title: _____ Bible Doctrine for Today _____	Publisher: _____ Abeka _____		
Course Description: <u>Covers the major doctrines: the Bible, God, Christ, the Holy Spirit, Man, Salvation, the Church, and Last Things.</u>			
<input type="checkbox"/> Elective Course	Length of Course: <input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
			Number of Credits: <u>10</u>

Course of Study/Description			
Course Title: _____ English 10 _____	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title: _____ Grammar and Composition IV _____	Publisher: _____ Abeka _____		
Course Description: <u>Emphasizes the fundamentals of grammar and develops students' ability to think analytically & to write clearly</u>			
<input type="checkbox"/> Elective Course	Length of Course: <input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
			Number of Credits: <u>10</u>

Course of Study/Description			
Course Title: _____ Algebra 1 _____	<input type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input checked="" type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title: _____ Algebra 1 _____	Publisher: _____ Saxon _____		
Course Description: <u>This class will be taught by Mrs. Smith at Calvary Chapel. I will be assisting.</u>			
<input type="checkbox"/> Elective Course	Length of Course: <input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
			Number of Credits: <u>10</u>

Course of Study/Description				
Course Title:	World History	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title:	History of the World	Publisher:	Abeka	
Course Description:	The text builds a solid foundation of ancient history, tracing man's history back to the Garden of Eden.			
<input type="checkbox"/> Elective Course	Length of Course:	<input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
				Number of Credits: 10

Course of Study/Description				
Course Title:	Keyboarding	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title:	Keyboarding and Document Processing	Publisher:	Abeka	
Course Description:	An intro to typing that integrates Biblical passages and character building passages into the typing content.			
<input checked="" type="checkbox"/> Elective Course	Length of Course:	<input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
				Number of Credits: 10

Course of Study/Description				
Course Title:	Health	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title:	A Healthier You and Let's Be Healthy	Publisher:	Abeka	
Course Description:	Student will also take the Red Cross CPR class offered in October.			
<input type="checkbox"/> Elective Course	Length of Course:	<input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input checked="" type="checkbox"/> 2 nd sem
				Number of Credits: 5

Course of Study/Description				
Course Title:	Biology	<input checked="" type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title:	Biology: God's Living Creation	Publisher:	Bob Jones	
Course Description:	Lays firm foundation for future studies in chemistry, physics, and other fields & teaching Christian principles			
<input type="checkbox"/> Elective Course	Length of Course:	<input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
				Number of Credits: 10

Course of Study/Description				
Course Title:		<input type="checkbox"/> Formal	<input type="checkbox"/> Informal	<input type="checkbox"/> Group Class <input type="checkbox"/> College
Curriculum Title:		Publisher:		
Course Description:				
<input type="checkbox"/> Elective Course	Length of Course:	<input type="checkbox"/> 1 year	<input type="checkbox"/> 1 st sem	<input type="checkbox"/> 2 nd sem
				Number of Credits: _____

Cornerstone Christian Academy

22603 El Centro Rd. Apple Valley, CA 92307

Building Lives on the Lord Jesus Christ

Student Employee Evaluation

Dear Owner/Supervisor,

In order to receive work experience credit, a student must be given an evaluation of his/her on-the-job performance once every semester. Please put an "x" in one of the five numbered choices below which most accurately describes the student employee's performance. Your cooperation is greatly needed and appreciated.

Employee's Name: _____	Name of Business: _____
Supervisor's Name: _____	Address: _____
Employee Position: _____	Contact Phone Number: _____
Starting Date: _____	Date of Evaluation: _____

Rating Definition.

2. Unsatisfactory Performance - Unacceptable performance: immediate improvement needed
3. Fair - Marginally acceptable performance: performance weakness needs to be corrected - below average
4. Satisfactory - Meets the requirements of the job
5. Good - Above average
6. Excellent - Surpasses performance standards and expectations - Outstanding

Area of Evaluation	Description	1	2	3	4	5
Job Knowledge	<i>Understands all phases of assigned duties. Knowledge applied to respect to the total job. Demonstrates willingness to learn new skills and follow directions.</i>					
Quality of Work	<i>Thoroughness, neatness, accuracy, and assumes responsibility relative to the position.</i>					
Dependability	<i>Reliable in following through with assigned duties. Ability to follow instructions and complete tasks in a timely manner.</i>					
Attendance/Punctuality	<i>Arrive and departs on time, acceptable length of breaks/lunch, Notifies supervisor and/or appropriate coworker in the event of illness.</i>					
Teamwork	<i>Ability and willingness to work with supervisor, co-workers, customers and other employees.</i>					
Communication	<i>Clear and courteous communication skills. Ability to listen and ask questions. Respects confidentiality. Makes an effort to resolve conflicts.</i>					
Time Management/Productivity	<i>Effective use of work time. Ability to complete assignments in allotted time. Keeps supervisor informed of the status of assigned work.</i>					
Safety	<i>Based on training received, completes work in accordance with federal, state, safety rules. Reports work hazards and/or unsafe conditions to supervisor.</i>					
Overall Rating	<i>This rating provides an overall impression of job performance that is supported by the job factor ratings, not necessarily an average of those ratings.</i>					

Form: CCA/SEE-1

Evaluator's Signature

Date

Employee's Signature

Date

Sample of a Weekly Lesson Plan					
Student's Name: _____		Grade-Level: _____		Week of: (month/day) (year)	
	Monday	Tuesday	Wednesday	Thursday	Friday
NT Survey	<ul style="list-style-type: none"> - Chpt. 1 : Why Study the New Testament? - Read pgs. 20-25 - Key Person: Clemet of Rome- Research and write facts about 	<ul style="list-style-type: none"> - Chpt. 1 : Why Study the New Testament? - Read pgs. 26-30 - Choose 5-key terms and define 	<ul style="list-style-type: none"> - Chpt. 1 : Why Study the New Testament? - Read pgs. 30-35 - Do Review Questions pg. 34 1-10 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Finish Review Questions pg. 34 (1-10) - Study Question pg. 35 (1-7)
Algebra	<ul style="list-style-type: none"> - Adding numbers with common factors - Do pg. 15-16 (Odd problems) 	<ul style="list-style-type: none"> - Correct pg. 15-16 - Subtracting numbers with common factors - Do pg. 17-18 (odd prob) 	<ul style="list-style-type: none"> - Correct pg. 17-18 - Multiplication with several factors - Do pg. 19-20 (odd prob) 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Correct pg. 19-20 - Quiz: Chpt. 1/Lessons 1- 3 - Multi. of the sum or difference of two numbers - Do pg. 21-22 (odd prob).
Physical Science	<ul style="list-style-type: none"> - Chpt. 1/Lesson 1 What is Science? - Objects and Prop - Read pg. 1-8 - Do questions at the end of the lesson 	<ul style="list-style-type: none"> - Chpt. 1/Lesson 2 What is Science? - Quantifying Properties - Read pg. 9-14 - Science Journal: Summarize Lesson 	<ul style="list-style-type: none"> - Chpt. 1/Lesson 3 What is Science? - Measurement Process - Read pg. 15-20 - Lab: Measuring using metric units and convert 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Chpt. 1/Lesson 3 What is Science? - Study Notes on Lessons 1-3 - Quiz on Monday
World His	<ul style="list-style-type: none"> - Chpt. 1: What is Hist - Vocabulary: Define do Fri. - Lesson 1: Read pgs. 3-10 - Lesson Review 1 - 6 	<ul style="list-style-type: none"> - Chpt. 1: What is Hist - Vocabulary: Define do Fri. - Lesson 2: Read pgs. 11-17 - Lesson Review 1 - 7 	<ul style="list-style-type: none"> - Chpt. 1: What is Hist - Vocabulary: Define do Fri. - Lesson 3: Read pgs. 3-10 - Study Notes Lesson 3 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Finish Wed. Study Notes - Vocabulary: Turn in - World Map: Identify countries in Africa
Spanish	<ul style="list-style-type: none"> - Rosetta Stone - Student will progress through the program at his/her pace 	<ul style="list-style-type: none"> - Rosetta Stone - Student will progress through the program at his/her pace 	<ul style="list-style-type: none"> - Rosetta Stone - Student will progress through the program at his/her pace 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Rosetta Stone - Student will progress through the program at his/her pace
Physical Ed	<ul style="list-style-type: none"> - Gold's Gym - Weight Training (12, 10, 8, 6 reps) Upper body Chest biceps Shoulders 	<ul style="list-style-type: none"> - Cardio Vascular (30-40 min) Stationary bike Tread mill 	<ul style="list-style-type: none"> - Gold's Gym - Weight Training (12, 10, 8, 6 reps) Lower body Legs press Leg extension Leg curls 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Cardio Vascular (30-40 min) Stationary bike Tread mill
Key Boarding	<ul style="list-style-type: none"> - Typing Master - Student will progress through the program at his/her own pace. 	<ul style="list-style-type: none"> - Typing Master - Student will progress through the program at his/her own pace. 	<ul style="list-style-type: none"> - Typing Master - Student will progress through the program at his/her own pace. 	Field Trip: Reagan Lib.	<ul style="list-style-type: none"> - Typing Master - Student will progress through the program at his/her own pace.

References & Resources

Cornerstone Christian Academy would like to thank Mr. Terry Neven, Executive Director, National Independent Study Accreditation Council (NISAC) for his support and permission in using Sunland Christian School's High School Manual for the purpose of developing our high school manual's.

Resources

- *It can't be overstress how important it is to plan ahead. Knowing where your student is headed will make a difference in your high school course planning. Contact the colleges you are considering and ask for a list of highschool requirements. Talk with other parents who have been through the process of college admission as well as the school's academic advisor. It's not necessary to "reinvent the wheel". You can benefit from the experience of others and make the process much smoother and more successful. Call and speak to Home School Legal Defense (HSLDA) High School Coordinator:*

Home School Legal Defense Association

One Patrick Henry Circle

Purcellville, VA. 20132

540-338-5600

Dianne Kummer, high school consultant also available via e-mail through:

<http://hslda.org>

1. Aiming Higher Consultants

- a. *Provides consulting services for home schoolers who are interested in applying to highly selective colleges. Covers all phases of the college application process including interviews, recommendation letters, essays, and marketing strategies.*

Jeannette Webb, Director

580-593-2993

aiminghigherconsultants@gmail.com

2. Bears' Guide to Finding Money for College, by John and Mariah Bear.

3. Christian, Private, and Out-Of-State Schools

- a. *Students meeting the University of California entrance requirements generally will meet requirements of Christian (Master's, Bob Jones University, others), private, and out-of-state schools. In addition to academic requirements, most colleges require:*
 - i. *Evidence of good moral character*
 - ii. *Evidence that the applicant has been born again by faith in Jesus*
 - iii. *Willingness to abide by the doctrinal position and standards of conduct of the college*

4. California Community Colleges

- a. *Any student who has earned a high school diploma or has reached the 18th birthday is eligible to enroll at a California community college. The community college awards Associate of Arts degrees, Occupational Certificates, and transfer units to students who wish to continue their education at a four-year college or university. Los Rios Community College District requires students to take placement tests prior to registration.*

Resources (Continued)

5. Curriculum Companies/Publishers

- a. *A Beka Publishing*
5409 Rawson Lane,
Pensacola, FL 32503
1-800 874-BEKA
<http://www.abeka.com>
- b. *Accelerated Christian Education, Inc.*
School of Tomorrow
P.O. Box 299000
Lewisville, TX 75067-1438
1-800-470-8991
<http://www.aceministries.com>
- c. *Alpha Omega Publications*
804 N. 2nd Ave. E.
Rock Rapids, IA 51246
1-800-622-3070
<http://www.aop.com>
- d. *Bob Jones University Press Inc.*
Greenville, SC 29614
1-800-845-5731
<http://www.bjupress.com/page/Home>
- e. *Christian Liberty Press*
502 West Euclid Ave.
Arlington Heights, IL 60004
847-259-4444
<http://www.shopchristianliberty.com>
- f. *KONOS*
P.O. Box 250,
Anna, TX 75409
972-942-2712
<http://www.konos.com/www>
- g. *Rod & Staff Publishers*
159 Washburn St.
Brownsville, OR 97327
1-800-761-0234
<http://www.milestonebooks.com>
- h. *Saxon Math*
Harcourt Achieve
Cust Serv 5th FL.
6277 Sea Harbor Dr.
Orlando, FL 32887
1-800-284-7019
<http://www.christianbook.com/saxon>
- i. *Sonlight Curriculum*
8042 South Grant Way
Littleton, CO 80122-2701
303-730-6292
<http://www.sonlight.com>
- j. *Weaver Curriculum*
804 N. 2nd Ave. E.
Rock Rapids, IA 51246
1-800-622-3070
**[http://www.aophomeschooling.com/
weaver_overview](http://www.aophomeschooling.com/weaver_overview)**