PARENT/STUDENT HANDBOOK
2026-2027

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TABLE OF CONTENTS

PRINCIPAL'S LETTER....5
DISTRICT VISION STATEMENT AND SCHOOL MISSION STATEMENT....6
SCHOOLWIDE LEARNING OUTCOMES....7
STUDENT SUPPORT SERVICES....8
RIGHTS AND RESPONSIBILITIES....9
MODELING APPROPRIATE BEHAVIOR....10
GENERAL INFORMATION....11

- Closed Campus / School Visitations
- Automobiles / Parking Permits
- Student Identification Cards
- Emergency Cards
- Food Service / National School Lunch Program/Cafeteria
- Gym Lockers / Campus Passes
- Insurance Plans for Student Health & Accidents
- Lost and Found
- Medication Procedures
- Messages
- MTSS
- Personal Property
- PE Uniforms
- PTSO
- Release of Diplomas, Transcripts & Textbooks
- Saturday School, School Grounds & Building
- School Supplies & Learning

ATTENDANCE AND TARDY POLICIES....13
STUDENT BEHAVIOR EXPECTATIONS....14

- Disciplinary Procedures
- Duties of Pupils
- Behavior code
- Student Discipline Procedures
- Alternative Means of Correction
- Class Suspension
- Counseling / Parent Conference
- Detention
- Saturday School
- Electronic Device Policy
- Academic Honesty/Cheating Policy

DRESS CODE....20
ACADEMIC EXPECTATIONS AND REQUIREMENTS....20

- Academic Review/Six Year Plans
- Graduation Requirements

STUDENT SCHEDULES AND COURSE PLACEMENT....21

- Master Schedule / Student Schedules
- Student Placement / Honors / AP
- Curriculum & Content Standards
- Class or Schedule Changes

ACADEMIC PROGRESS....22

- Academic Progress
- Repeated Classes & Summer School
- Aeries & Online Grades

- Grades & Homework Policy
- Progress Reports
- Report Cards, Transcripts
- Standardized Testing & Reporting
- English Learner Program

INTERSCHOLASTIC ATHLETICS..... 24

- Philosophy
- Heritage League
- Sports & Seasons
- Off Season Workouts
- Uniforms & Equipment
- Illegal & Performance Enhancing Substances
- Team Transportation
- ASB Activities Card Sticker
- Additional Team Member Costs
- Eligibility Requirements
- CIF Code of Ethics
- Age Requirement
- Insurance
- Conflicts With Other School Events

STUDENT LIFE..... 27

ANNUAL ACTIVITIES AND EVENTS AND RECOGNITIONS..... 27

PRESS RELEASES AND PHOTOGRAPHS..... 30

PARENT/ STUDENT HANDBOOK SIGNATURE PAGE..... 31

Dear Vasquez High School Students and Parents,

It is with great pride and enthusiasm that we welcome you to the 2026–2027 school year at Vasquez High School. This past year brought many new experiences and challenges, and we are deeply grateful for the resilience, adaptability, and strength demonstrated by our students, families, and staff. As we move forward together, we remain committed to making VHS a place where academic excellence, emotional well-being, and personal growth are nurtured and celebrated.

At Vasquez, you'll find a campus full of passionate and dedicated educators, a counseling department ready to support both academic and personal needs, a hardworking classified staff ensuring the smooth operation of our campus, and an office team that prioritizes exceptional service to our students and families.

Beyond the classroom, students have access to a wide variety of opportunities to get involved and grow. From athletics and clubs to student leadership through ASB, and hands-on learning in our outstanding Career Technical Education (CTE) programs, every student is encouraged to explore their interests, develop their talents, and lead with confidence.

We are excited to welcome you into the Vasquez High School community and look forward to a successful, enriching, and inspiring school year ahead.

Welcome to Vasquez High School!

Dr. Reyna Smith, Principal

DISTRICT VISION STATEMENT AND SCHOOL MISSION STATEMENT

We envision a high school where every student graduates with the confidence, character, and skills to thrive in college, career, and life. In a collaborative learning environment, students engage in meaningful academic challenges, build strong connections and develop as critical thinkers, effective communicators, and responsible citizens prepared to lead and learn throughout their lives.

At Vasquez High School, our mission is to deliver a rigorous, inclusive, and supportive educational experience that equips all students for success in a dynamic and evolving world. Through high-quality instruction and a comprehensive school counseling program, we promote equitable access to academic excellence and personal growth. We are committed to fostering critical thinking, effective communication, and personal responsibility, while empowering students with the skills needed for lifelong learning, leadership, and achievement beyond high school.

VASQUEZ HIGH SCHOOL SCHOOLWIDE LEARNING OUTCOMES

All VHS curriculum and campus culture strives to guide students into:

CRITICAL AND CREATIVE THINKERS

- generate questions and employ creative approaches to problem solving
- identify connections in content and integrate knowledge
- analyze and comprehend the complexities of the English language and the symbolic language of mathematics and the sciences
- effectively acquire, assess, and organize information

EFFECTIVE COMMUNICATORS

- practice empathy and cultural awareness
- articulate using academic language and an informed point of view
- employ good listening skills
- evaluate and successfully utilize forms of argument in both oral and written context

EMPOWERED INDIVIDUALS

- take a proactive approach to their current academic pursuits and future goals
- make sound decisions about physical, emotional, and mental health
- act ethically and take personal responsibility for actions
- adapt to an increasingly complex and ever-changing world
- draw inspiration from the diversity of the environment

TECHNOLOGICALLY PROFICIENT CITIZENS

- develop foundational skills for transition to life and career readiness
- demonstrate competency in exchanging and presenting ideas through a wide variety of technologies
- distinguish accurate information and the validity of sources

COMMUNITY PARTICIPANTS

- apply excellence, respect, courage, and integrity in interactions with others
- take part in meaningful service within their communities
- work cooperatively with diverse populations
- use individual voice to advocate for the needs of all
- act with a global consciousness

STUDENT SUPPORT SERVICES

Records Clerk - Our records clerk works with students to clear absences and tardies, and coordinates teachers, administration and parents to secure classwork and homework for students on short term independent study. This clerk also manages all aspects of formal student records, including enrollment, transcripts, and cum files.

School Counselor – Our counselors' primary goal is to help students develop and enhance their academic, social, career, and personal strengths in order to become responsible and productive citizens. Students will meet with the counseling department at least once a year with the purpose of assessing their academic progress to date and plan for the progression of courses for the following school year. Throughout the year the counseling department offers a variety of programs and workshops. Counselors are available to meet with both students and parents if an individual problem or concern arises.

Psychologist - The services of the district psychologist are available to students in need of psychological and educational support services. Students with learning challenges or other psychological concerns can contact the School Counselor or Principal to schedule an appointment to meet with a school psychologist for assistance. The school psychologist also assists the Special Education Department through participation in IEP meetings, assessments and acts as a liaison for district and county assistance programs.

Bilingual Instructional Aide –The ELL Instructional aide works with parents and students whose home language is a language other than English.. The Aide secures instructional resources and community agency information that can assist nonnative English speaking students and their families through the educational process.

ASB Bookkeeper/Assistant to Athletics – Our ASB Bookkeeper/Assistant to Athletics assists students and parents to ensure that all appropriate athletic clearance and school district paperwork is properly prepared and on file before students participate in athletics or student activities.

Communication with the School - When parents have questions or concerns about a student's academic progress—whether prompted by grades viewed on the Aeries Parent Portal, a progress report, or a report card—they are encouraged to contact the teacher directly as the first step. In most cases, collaboration between the parent/guardian and the teacher resolves the issue effectively. If the concern is not resolved through this initial communication, the next step is to contact the School Counselor, who can help facilitate further dialogue. Should the issue remain unresolved, parents may request a meeting with site administration. For matters requiring further attention, parents may contact the District Office and request to speak with the Director of Student Services.

Please be aware that teachers are not available for phone calls during class time, but you may leave a message for a return phone call within 24 hours. Email typically serves as the most expedient and effective means of communication with teachers. Teacher emails are found on the Administration and Staff page of this handbook as well as the school website.

General Communication Guidelines for Parents

Contact the teacher if you have questions about:

- Your child's progress
- Problems with homework
- Classroom instruction
- Classroom discipline
- Volunteering in the classroom

Contact the principal if you have questions about:

- General instructional program
- General operation of the school
- School-wide activities
- School safety issues
- School discipline policies

- Special program placement
- Requests for assessment or special services
- Your child's school records
- Classroom placement information
- Discipline problems at the bus stop or on the way to/from school

Contact the transportation department (269-5999 Ext. 108) if you have questions about:

- Bus stop concerns
- Bus schedule questions
- Bus discipline problems
- Bus passes and fees

UNIFORM COMPLAINT PROCEDURES

The school district has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. You may contact the District Office at 661 269-0750 to obtain a copy of the district's complaint procedures.

RIGHTS AND RESPONSIBILITIES

STUDENTS

Rights

- To remain enrolled in school until removed under due process conditions as specified in the Education Code.
- To have access to school records upon reaching the age of sixteen.
- To be informed of school rules and procedures.

Responsibilities

- To attend class regularly and to be on time.
- To obey school rules and procedures.
- To respect the rights of school personnel and other students.
- To be prepared for class with appropriate materials and work.
- To help maintain a clean and orderly campus.

PARENTS

Rights

- To be informed of district policy and school rules and procedures related to their children.
- To be informed of all facts and school actions related to their children.
- To inspect their child's records with the assistance of a certificated staff member.

Responsibilities

- To visit school periodically and to participate in conferences with teachers, counselors or administrators on the academic and behavioral status of their children.
- To provide supportive action by making sure that children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children.
- To be familiar with and supportive of district policies and school rules and procedures.
- To make certain their students attend school regularly.
- To model for students appropriate behavior, including working positively with school staff.
- To provide the school with accurate emergency information at all times.

TEACHERS

Rights

- To expect students to behave in a manner that will enhance the learning of other students.
- To have parental support related to academic and social progress of students.

- To expect students to put forth effort and participate in class in order to receive a passing grade.

Responsibilities

- To inform parents through report cards, phone calls, emails and conferences about the academic progress, attendance and behavior of their children.
- To conduct a well-planned and effective instructional program consistent with district, school and departmental curriculum standards.
- To initiate and enforce a set of classroom regulations consistent with school and district policies, rules and procedures.

ADMINISTRATORS

Rights

- To hold pupils to strict accountability for any disorderly conduct during the school day, at school-sponsored events or on their way to and from school.
- To take appropriate action in dealing with students guilty of misconduct.
- To recommend suspension, exemption, exclusion or expulsion as the situation demands.

Responsibilities

- To provide leadership that will establish and promote good teaching and effective learning.
- To establish, publicize and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among students.
- To request assistance in matters concerning serious instructional, behavioral, emotional, health or attendance problems.
- To grant access to pupil records by parent/guardian or others with proper authorization.

MODELING APPROPRIATE BEHAVIOR

As a parent or guardian, you play an integral role in shaping your child's behavior, attitude, and approach to school life. It's essential to model positive behavior consistently, as children often look to their parents to understand how to interact with others, including peers, teachers, and other school staff. The way you engage with the school community directly impacts your child's understanding of respect, responsibility, and cooperation.

1. Working Positively with School Staff
    - Respectful Communication: Approach teachers, administrators, and staff members with respect and professionalism. Use positive and open communication, especially in situations that might involve conflict or concerns. Your interactions will demonstrate to your child how to handle difficult conversations calmly and with respect.
    - Supportive Engagement: Support school staff by being engaged in school activities, such as parent-teacher conferences, school events, or volunteer opportunities. This shows your child the importance of community involvement and teamwork.
    - Constructive Feedback: If issues arise regarding school policies or your child's progress, provide constructive feedback in a respectful manner. Demonstrate how to advocate for your child in ways that are both effective and respectful of the school's guidelines and staff roles.
2. Modeling Positive Behavior in Athletics
    - Respect for Coaches and Officials: Just as with teachers, it is important to demonstrate respect for coaches and athletic staff. Encourage your child to follow the direction of coaches and other authority figures, understanding that they are there to help and guide athletes.
    - Sportsmanship and Integrity: Show your child the importance of sportsmanship, whether your team is winning or losing. Praise effort, teamwork, and improvement rather than just victory. This instills values of fairness, humility, and resilience.
    - Encouraging Team Spirit: Support not only your child's athletic efforts but also the entire team. Cheer for the group as a whole, promoting camaraderie and collective success rather than individual achievement. This fosters a positive team dynamic and shows your child the value of working together towards a common goal.
3. Positive Reinforcement of School Values
    - Encourage Respect and Kindness: Reinforce the importance of being respectful, kind, and considerate both inside and outside the classroom. Show empathy for teachers and students alike, demonstrating how respect is

a two-way street.

- Model Responsibility and Accountability: Show your child the importance of taking responsibility for their actions. This includes owning up to mistakes, learning from them, and striving for improvement, both academically and socially.
- Promote Perseverance: In both academic and athletic settings, teach your child the value of perseverance and hard work. Encourage them to stick with tasks, challenge themselves, and face setbacks with resilience.

GENERAL INFORMATION

Closed Campus - The Acton-Agua Dulce School District maintains a closed campus policy. Once students arrive at school, they must enter the campus and not leave until dismissal time or the end of their last scheduled class. The only exception is when a student is signed out through the office for a medical appointment, illness or other absence excused by education code. The student may only be signed out by an adult that is listed on the emergency card and who shows proper identification. Twelfth grade students in good academic and discipline standing who have completed the appropriate paperwork and have been authorized by the principal may gain the privilege of off-campus lunch.

School Visitations - Parents are always welcome to visit their student's classroom during the school day. For the protection of all students, it is mandatory that all visitors register in the school office prior to any campus visitation. Visitors will be given a colored "visitor badge" which must be visible throughout the visit. It is the practice of the school district that visitors who wish to tour or visit the campus must make arrangements with the school principal prior to visiting the campus. Vasquez High School students may not bring or invite visiting school age friends or relatives to campus.

Automobiles, Bus, Parking and Parking Permits- Upon submission of a Parking Permit Application at registration, Vasquez High School students may park in designated student parking areas. At no time may a student park in the faculty parking section. As a precautionary safety measure, all students and faculty will be required to obtain a valid parking permit. Parking permits help administration and security personnel identify vehicles that do not belong to students or staff and aid in the notification of owners in the case of an emergency. Students and parents are expected to adhere to state laws, municipal regulations, school rules and regulations when operating and parking vehicles on school property or at school related events. Any student observed driving recklessly on or in front of school grounds will be reported to the local law enforcement agency. Driving privileges may be suspended and a citation with a fine may be issued. These rules will be enforced both during school hours and extracurricular activities. All school rules apply when using district transportation.

Student Identification Cards - Every student is required to have a Student Identification Card in his/her possession at all times during school hours and at school events. When a student has permission to go off campus, he/she must have a specific sticker on the reverse side of their card indicating permission. These stickers are obtained in the main office during the second week of each semester.

Emergency Cards – Every student must have emergency information updated in AERIES. Only those adults listed in CONTACTS will have permission to release a student from school, and may pick up a student for early dismissal, illness or emergency. Accurate contact information is critical in an emergency situation. New information must be filled out promptly in AERIES when contact information changes.

Food Service, National School Lunch Program, and Wellness Policy - Breakfast, snacks and lunch may be purchased from the cafeteria. ASB Student Store may also be open during break and lunch for students to purchase refreshments. The cafeteria and ASB Student Store are closed during class time.

AADUSD participates in the National School Lunch Program and School Breakfast Program. In accordance with California's Universal Meals Program, all students may receive one nutritionally adequate breakfast and one nutritionally adequate lunch each school day at no charge, regardless of household income or eligibility for federally funded free or reduced-price meals. Families may still be asked to complete income or meal-related forms because this information can be used for federal reimbursement, school funding, and other program purposes. Information provided on these forms is confidential and handled in accordance with applicable law.

A comprehensive wellness policy adopted by our district commits all school sites to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Please visit the

district website at http://www.aadusd.k12.ca.us for details.

Gym Lockers - Gym lockers are provided and available to students enrolled in PE. These gym lockers are for use during class only, each class period may have different students using the same gym locker, and therefore students should not store personal items outside of their assigned class time in the gym locker. AADUSD is not liable for lost or stolen property.

Campus Passes - Students out of class for any reason must have a pass. Any student found out of class without a pass will be escorted back to class and assigned an unexcused tardy. Repeat offenders will receive further disciplinary action. To ensure uninterrupted class time, students are not to loiter in the quad area for any reason. Students, including Teacher Assistants, are expected to be in class on time and to follow the above protocol. Those found loitering around campus may receive detention and/or Saturday School.

Insurance Plans for Student Health and Accidents - AADUSD does not carry medical or dental insurance for students injured on school premises or while under school jurisdiction during school activities. Parents are offered an optional insurance program as mandated by State Education Code. Information may be obtained from the Main Office.

Lost and Found - The Lost and Found is located in the Main Office. Unclaimed items left in the Lost and Found at the end of each semester will be donated to local charities. .

Medication - Students who require medication during the school day must have the appropriate written authorization from a licensed health care provider and parent/guardian, as required by California law and District policy. Medication must be provided to the School Health Office in its original, properly labeled container and administered or stored according to the authorized instructions.

Students may be permitted to carry and self-administer certain prescribed medications, including emergency medications such as epinephrine, when the required medical and parent/guardian authorizations are on file and the student is authorized to do so. Required authorization forms are available through the Main Office or School Health Office and must be updated as required when medication, dosage, or instructions change. For additional information, please contact the School Nurse.

Messages - So that students may learn in a classroom free from interruptions, messages may only be delivered to the classroom with administrator approval and when there is a true emergency. Parents may call or go to the Main Office to send a message to a student.

MTSS - MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI2 processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Personal Property – Students should avoid bringing large amounts of money, expensive jewelry, or other valuables to school. The school and the school district are not responsible for lost, stolen or missing personal property including cell phones, or any other electronic devices. Our best advice is, "do not bring these items to school."

P.E. Uniforms - Physical Education Uniforms may be purchased in the Student Store. Personal garments may be used if they permit a student to fully participate in physical activity in a safe manner and are in compliance with our school dress code.

PTSO - The VHS PTSO actively supports the school program. Parents/Guardians are encouraged to participate in as many PTSO sponsored events as your schedule permits. Everyone is welcome to attend the monthly PTSO meetings.

Release of Diplomas, Transcripts and Textbooks- Students are expected to return all textbooks, library books, athletic equipment, technology, and other school or district property issued to them. Parents/guardians may be held financially responsible for unreturned or willfully damaged school property as permitted by law and District policy. Official transcripts are

provided to currently enrolled students in accordance with District procedures. After graduation, transcript requests and any applicable reproduction or processing fees will be handled in accordance with District policy.

Saturday School – Students may be assigned Saturday School for a variety of reasons resulting from an inability to follow school rules and policies. Students who fail to attend an assigned Saturday School may incur additional disciplinary action. Saturday school runs from 8:00 a.m. to 12:00 p.m.

School Grounds and Building - VHS students demonstrate pride in their school by keeping the grounds and buildings free of litter. Students are expected to clean up their eating areas after break and lunch. Students that are observed littering, throwing food, or defacing school property, etc. will face disciplinary actions by the school administration. This may include, but is not limited to, work details with custodians, as well as detention, Saturday School, pay restitution and if warranted, suspension from school.

School Supplies and Learning - All students are expected to be in class, on time and ready to learn. This consists of having all required learning materials including books, pen/pencil, paper, and assignments. Students who leave after the bell rings to retrieve materials may receive an unexcused tardy. Teaching and learning shall take place for the entire period. Students are to work and remain in class until dismissed by the teacher.

ATTENDANCE AND TARDY POLICIES

School attendance has an impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day. Daily punctual attendance maximizes quality learning time and student success.

Absences - Our district has an automated phone calling system that calls the number listed if your student has been marked absent in any period. Should you receive a call, please take a moment to leave a message with the system.

Day of an Absence - When your student is absent, VHS Student Daily Attendance Form to inform the school of the reason and day of the student's expected return.

Excused Absences - Absences will be excused for reasons permitted under California Education Code § 48205, including, but not limited to, illness (including mental or behavioral health), medical, dental, optometric, or chiropractic appointments; court or jury duty; funeral or bereavement; religious observances; cultural ceremonies or events; certain civic or political events; naturalization ceremonies; military-related family circumstances; and other reasons authorized by law or approved by school administration. Absences that do not qualify as excused under applicable law or District policy will be considered unexcused.

Unexcused Absences - Any student with three or more unexcused absences may be assigned Saturday School. The only way to make up an unexcused absence is by attending a Saturday School or by completing independent study.

Clearing an Absence – Parents/Guardians may call or provide a written note when your student returns to school. Please provide any doctor notes, court documentation, or other relevant paperwork to clear absences; absences must be cleared immediately following the absences. Each day of absence will be marked as an unexcused absence until the Attendance Office receives notification from a parent/guardian of the absence.

Absence Note Information - Notes are to be written and signed by the parent/guardian and must include: student's name, date of absence(s) and reason for the absence.

Leaving Campus During the School Day – Once a student has set foot on school grounds, he/she may not leave without express permission and must be cleared through the Main Office.

Illness During the School Day - Any student who becomes ill during the school day must report to the Health Office/Main Office. A student's parent, guardian or other responsible adult listed on the emergency card must be contacted by the office to pick up the student.

Early Dismissals - All students who must leave campus for an appointment must present a note from a parent/guardian and must be cleared with the Attendance Office at the beginning of the school day. Students will not be dismissed to wait for a parent's/guardian's arrival, rather parents/guardians must sign the student out before the student is called to the office. Students who have a court appearance are also required to bring a note from the court stating the date and time of appearance. Only adults listed on a student's emergency card may pick up a student for early dismissal, illness or emergency.

Extended Absences/Leaves - Families leaving the area that require their student(s) to miss 5 or more school days must provide a written note to the AttendanceOffice with as much notice as possible. The student(s) may be placed on an Independent Study contract when approved by the School Administration and will get class assignments for the days to be missed. When the student returns,his/her teachers will grade the assignments. If all work is completed, the absence will then be excused. Extended leaves taken without advance notice and approval may be considered unexcused absences.

Vacations - School days missed for vacation is considered an unexcused absence. It is very important that vacation time is planned during the summer, winter or spring breaks. Independent Study will not be utilized for vacation time.

Tardy Policies:

- **Late Arrival to School/Tardy** - If a student arrives late to school, a parent or guardian must notify the Main Office by phone, written note, or by signing the student in upon arrival. Per our attendance policy, tardies are only marked as excused for personal illness, medical appointments, court appearances, or a funeral for an immediate family member; written documentation is required in all cases. All other late arrivals are considered unexcused and may result in detention. Students who accumulate tardies are subject to progressive discipline (see below). Please note that arriving more than twenty-nine (29) minutes late to a class period is recorded as an absence with appropriate attendance coding.
- **Class Tardy Policy:** It is a reasonable expectation that in order for a learning environment to thrive, students must be on time to class. A tardy is defined as arriving to class after the bell for any period. Tardies are marked in class by the teacher every day for every period.

  Students who accumulate tardies are subject to progressive discipline:

  - **3–5 tardies per week:** Assigned Lunch Detention
  - **6+ tardies per week:** Assigned After-School Detention

  Failure to Serve Disciplinary Actions: Serving assigned disciplinary consequences is mandatory. If a student fails to complete a disciplinary action without prior notice or an excused reason, consequences will escalate as follows:

  - **Unserved Lunch Detention:** Reassigned to After-School Detention, Saturday School, or loss or privileges.
  - **Unserved After-School Detention:** Reassigned to Saturday School or alternatives per admin discretion
  - **Unserved Saturday School / Continued Non-Compliance:** Subject to further administrative action, including suspension.

  Additionally, failure to serve assigned detentions or Saturday School may result in the loss of student privileges and access to extracurricular activities. This includes, but is not limited to, participation in or attendance at athletic practices, sporting events, school dances, field trips, off-campus lunch privileges, and other extracurricular activities.

Truant - Ed. Code 48260 states, Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than thirty (30) minute period during the school day without a valid excuse on three or more occasions in one school year, or any combination thereof, is truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

STUDENT BEHAVIOR EXPECTATIONS

Standard Disciplinary Procedures - Vasquez High School has developed a code of behavior to help students understand what

is expected of them and the consequences that follow violation of the rules. Students are required to respond positively to staff requests to follow the school's code of behavior, which has been established to guarantee the rights of all students to an education in a safe and orderly environment. A positive school climate derives from an understanding among the total school community that statements and actions which degrade others will not be tolerated. Ed. Code 32051

A standard procedure for dealing with violations of the school's behavior code has been developed to ensure fairness to students. For a serious offense, the school may make an immediate recommendation for expulsion to the Board of Education. These penalties are within the guidelines of the Acton–Agua Dulce Unified School District Regulation 5114.5 and Ca. Ed. Code Sections 48900 and 48915.

Appropriate behavior is expected of all Vasquez students. Minor misconduct most often results in a phone call to the parent or guardian to promote cooperative problem solving or a detention. Serious offenses will most often result in suspension, a report to the Sheriff's Department, followed by a parent conference, and/or referral to an appropriate agency, and possible recommendation for expulsion.

Duties of Pupils - All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the school. Ed. Code 48908

Behavior Code - Good citizenship, respect for one another and adherence to school rules are fundamental to the achievement of excellence at VHS and requires a cooperative effort from students, teachers, and parents. VHS has a behavior code with consequences such as detention, suspension, expulsion, alternative educational placement and arrest. All disciplinary cases involving the disruption of the educational process or actions (such as fighting) which jeopardize the safety of anyone will result in suspension and removal from VHS. Some examples of unacceptable behavior are listed but not limited to the following:

- Fighting / Threatening
- Harassment and /or sexual harassment of students / staff
- Possession of a dangerous object or weapon
- Possession, distribution or use of drugs, alcohol or tobacco
- Use or display of obscenities or vulgarities
- Thefts or damage of property
- Forging or altering school forms, records or documents
- Defiant or disruptive behavior (i.e. non-attendance of assigned Saturday School)
- Truancy
- Inappropriate dress
- Gang-type activity and/or attire
- Use of hand-held electronic games, digital music players or cell phones during class
- Bullying and /or bully behaviors

Eligibility Requirements For Student Activities - In order to emphasize the importance of academic achievement the following constitutes the minimum requirements for all student activities:

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

- Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
- Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

STUDENT DISCIPLINE GUIDELINES: The spectrum of responses to inappropriate conduct ranges between the

minimum of a warning to suspension, to an involuntary transfer to an alternative education program, to Board action regarding expulsion.

To the extent possible, alternatives to formal suspension will be initiated. Suspended students should also participate in appropriate intervention and remediation consequences upon return from suspension. The number of suspension days determined per incident may be reduced by parent/student agreement with school staff in order to allow the student to participate in alternative remediation activities. Alternatives to suspension are also applicable to Special Education students. Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or Superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900, or that the pupil's presence causes a danger to persons.

When appropriate, alternative disciplinary methods may be employed to address and correct specific behaviors. Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management, counseling, and PBIS (Proactive Behavior Intervention & Supports).
(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents.
(4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794{a)).
(5) Enrollment in a program for teaching replacement behavior, or anger management.
(6) A positive behavior support approach with tiered interventions that occur during the school day on campus.
(7) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code 48900.5., 48911.1)

Individual suspensions may range from a one-day school suspension to a maximum of five days to a recommendation for expulsion. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. Students with disabilities are subject to disciplinary procedures consistent with the Individuals with Disabilities Education Act (IDEA), Section 504, California law, and District policy. A student with an IEP may be removed from their current placement for up to 10 consecutive school days for a disciplinary incident, consistent with the discipline imposed on students without disabilities. Additional removals of 10 consecutive school days or fewer may occur for separate incidents when the removals do not constitute a disciplinary change of placement.

A disciplinary change of placement may occur when a removal exceeds 10 consecutive school days or when a series of removals totaling more than 10 school days during the school year constitutes a pattern. When a disciplinary change of placement is proposed, the District will follow applicable procedural safeguards, including manifestation determination and educational-service requirements. For additional guidance, please contact the District's Department of Special Education.

MAKE-UP WORK: Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule. The teacher may require a student to complete any assignment and/or test missed during the suspension (Education Code 48913). Staff will allow access to daily homework to suspended students.

ACTS OF VIOLENCE: With regard to acts of violence between students, including physical fights and serious verbal conflicts that could lead to violence, it is expected that parents will be contacted and involved in resolving the conflict in an effort to establish consequences and avoid repeat encounters. Mediations between school staff and families may be held whenever students are suspended and may be a condition of returning to school in a timely manner. Parents who willingly participate in mediations may have the number of suspension days or other disciplinary action initially determined for the incident reduced. Parents who

refuse to participate or cooperate in mediations along with their child may cause the student to serve all suspension days determined by the incident. However, the number of suspension days originally determined may not be increased due to parent failure to participate in mediations.

INTERVENTIONS, REMEDIATIONS, AND CONSEQUENCES:

A. Parent Contact - Verbal or written communication with parent either by telephone, mailing, or in person.
B. Counseling - Individual or group meeting of student(s) with school counselor, psychologist, administrator, or other personnel authorized to assist student in resolving conflicts and/or modifying behavior.
C. Personal Responsibility -Activities in which students participate with staff direction that enable students to acknowledge their responsibility for self-determined behavior modification, including written essays, apologies to offended parties, restitution (including financial), school/community service, participation in conflict resolution and anger management activities, and other appropriate interventions.
D. Detention -A period during a designated time designed to deliver assistance to students in behavior modification strategies.
E. Campus Beautification - Remediation that includes minor work-related and campus support activities, including graffiti removal, cleaning and paper pick-up, furniture moving, office and classroom clerical assistance, and other appropriate activities.
F. Parent Conference - Formal meeting between parent(s) and school personnel to discuss student needs.
G. In-School Suspension -Assignment of student to separate supervised activity during instructional time with the intent to correct inappropriate behavior.

The following will delineate steps that are recommended before a student is suspended. The following consequences and Interventions for inappropriate student conduct are recommended for implementation at various levels and prior to suspension other than those deemed mandatory.

Violations Against Person	Recommended Consequences and Interventions
Assault with Deadly Weapon EC 48900(a)(2) EC 48900(b)	Immediate notification of police Immediate consultation with Child Welfare, Attendance Suspend 5 days Refer for Expulsion
Fighting, Assault, Threat, Mutual Combat EC 48900(a)(1)	1st Offense, Suspend – 1 to 3 days; B,C,F 2nd Offense, Suspend – 2 to 4 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral
Assault and Battery EC 48900(a)(2)	1st Offense, Suspend – 1 to 3 day or more if serious; B,C,F 2nd Offense, Suspend – 2 to 4 days or more if serious; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral
Verbal Abuse, Vulgarity, Profanity EC48900(i)	1st Offense, Suspend – 1 to 2 days; B,C,E,F 2nd Offense, Suspend – 2 to 3 days; B,C,E,F 3rd Offense, Suspend – 3 to 5 days; B,C,F
Sexual Harassment EC 48900.2 (4-12 grade only)	1st Offense, B,C,F Establish behavioral plan; Document as required 2nd Offense, Suspend 1 to 3 days; B,C,F 3rd Offense, Suspend 2 to 5 days; B,F Review behavioral plan
Bullying EC 48900(A)(1)(2)(r) EC 48900.3 EC 48900.4	1st Offense, A,B,C 2nd Offense, Suspend – 1 to 2 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; F Possible police citation
Theft EC 48900 48900(g) Degree of offense must be ascertained	1st Offense, Suspend – 1 day; B,C,F 2nd Offense, Suspend – 2 to 3 days; B,C,F 3rd Offense, Suspend – 3 to 5 days; B,C,F For continued infractions, possible expulsion referral
Burglary EC 48900(f)	1st Offense, Notify police; Suspend 5 days Refer for expulsion
Willful damage of school property or property of staff ED 48900(f) Degree of offense must be ascertained	1st Offense, Suspend – 1 to 2 days; B,C,F 2nd Offense, Suspend – 3 to 4 days; B,C,F 3rd Offense, Suspend – 3 to 5 days For continued infractions, possible expulsion referral

Knowingly received stolen school property or private property ED 48900(I) Degree of offense must be ascertained	1st Offense, Suspend – 1 to 2 days; B,C,F 2nd Offense, Suspend – 2 to 4 days; B,C,F 3rd Offense, Suspend – 5 days; B,C,F For continued infractions, possible expulsion referral

Violations Against Public Health & Safety	Recommended Consequences and Interventions
Drug Paraphernalia EC 48900(j)	1st Offense, A,B,C,E; Confiscate 2nd Offense, B,F; Confiscate; Suspend 1 day; Refer to IMPACT 3rd Offense, A,B Suspend 3 days; Consult with CWAS Department
Tobacco – Possession/Use EC 48900(h)	Refer to Nicotine Section, Substance Abuse Policy; A,B
Alcohol – Possession/Use EC 48900(c)	1st Offense, A,B; Suspend 1 day; Refer to IMPACT 2nd Offense, A,B; Suspend 2 days; 3rd Offense, A,B; Suspend 3 days; Consult with CWA Department

Violations Against School Administration Procedures	Recommended Consequences and Interventions
Truancy (3 full-day unexcused absences) EC 48260	1st Offense (3 unexcused absences) A,D, Letter to parent 2nd Offense (4th day) B,D,E,F 3rd Offense (5th day), SARB Referral
Tardiness EC 48260	1st Offense (3rd day) A 2nd Offense (5th day) A,D,F 3rd Offense (7th day) D,E,F Warning letters re: SARB* 4th Offense (9th day), SARB Referral

*Note: A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. A truant student may be referred to the School Attendance Review Board (SARB). Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided In the "Attendance" section of this handbook.

LIMITATIONS ON IMPOSING SUSPENSION • EC 48900.5 Suspension, including supervised suspension as described In Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, Including an individual with exceptional needs, as defined In Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

Alternative Means of Correction – Alternative means of correction allow students to serve an appropriate consequence for minor violations of the behavior code. All students receive a written copy of any assigned class suspensions, detentions and/or Saturday Schools. This includes date, time, and location. Students will be held responsible for knowing their discipline appointments.

Class Suspension - A teacher may suspend a student from their class for the day of the suspension and the following school day for conduct permitted under California Education Code § 48910. The teacher shall promptly report the suspension to the principal or designee and notify the student's parent/guardian. As soon as possible, the teacher shall request that the parent/guardian attend a conference regarding the suspension. Any class suspension will be administered in accordance with applicable law and District policy.

Counseling /Parent Conference - Student(s) will be counseled after a first offense, depending on the nature of the offense and will be warned of the consequences if the offense is repeated. Parent notification or conference, in addition to a behavior contract, may be necessary.

Detention - Detention is held at lunch regularly. Detention is assigned for tardies and minor infractions. Failure to appear and serve detention may result in additional consequences such as After School Detention, Saturday School or suspended from school extra curricular activities (such as sports).

Saturday School - Saturday School is from 8 a.m. to 12 noon on designated Saturdays as assigned throughout the school year.

Students are expected to report on time. Students should bring homework or appropriate reading materials and dress to work on campus beautification projects as they may be spending some time outside. Saturday School dismissal is at 11:00 a.m. Transportation is the responsibility of the parent/student. If your son/daughter is absent, tardy, asked to leave Saturday School or fails to follow directions and /or adhere to school rules, additional disciplinary means will be implemented .

Electronic Device Policy (California Education Code §§ 48901.7 and 51512) – Pursuant to California Education Code sections 48901.7 and 51512, students are not permitted to use electronic devices or their accessories, such as cell phones, iPods, MP3 players, listening devices, tablets, smart watches, wireless headphones, smart glasses (including AI-enabled or recording-enabled glasses), or video games during instructional time. Use of devices is defined as having the device turned on, out in class, or in use in any manner that prevents participation in class activities. This includes, but is not limited to, vibrating or muted notifications, text messaging, retrieving messages, checking or entering phone numbers, answering phone calls, reaching into backpacks, pockets, or purses for devices, or engaging in any activity that distracts from instructional time. Because smart glasses may record, photograph, communicate, access artificial intelligence, or connect to the internet, students may not wear or use smart glasses on campus at any time. If any other electronic device is brought to campus, it may only be used before and after school, during passing periods, break, and lunch. All devices must be turned off and submitted at the start of each class period. Devices will be returned to students at the end of the period. Students are expected to follow these rules to help maintain a focused and respectful learning environment. Failure to comply with this policy will result in progressive disciplinary actions as follows.

Progressive Discipline Steps for Violation of the VHS Electronic Device Policy:

- 1st offense:
    - Conference with teacher
    - Parent contact made and documented
    - Electronic device held by staff for the remainder of the class
    - Device returned to the student at the end of the class
- 2nd offense:
    - Parent contact made and documented
    - Electronic device collected by staff and sent to the office for the remainder of the school day
    - Student may pick up electronic device in the office at the end of the school day
- 3rd offense:
    - Parent contact made and documented
    - Electronic device collected by staff and sent to the office for the remainder of the school day
    - Parent/ guardian are required to pick up electronic device in the office (device will not be returned to student)
- 4th offense and subsequent violations:
    - Staff, parent & student meeting held and documented
    - Electronic Device Contract (signed by student, parent, and staff members)
        - severe disciplinary actions, including restrictions on carrying electronic devices at school or other interventions deemed appropriate by school personnel could be included

Academic Honesty/Cheating Policy - Vasquez High School expects students to conduct themselves ethically and honestly. It is expected that the grades students earn are based on their own performance. We, therefore, do not accept student work that is not produced honestly and according to the rules set by the teacher.

Academic Dishonesty/Cheating includes, but is not limited to, permitting another student to copy from a test or homework, copying another's work, possession or use of unauthorized notes or materials, plagiarism, unauthorized use of artificial intelligence (AI), or any other attempt to claim work as one's own that was produced by another person or generated through artificial intelligence without teacher authorization.

Artificial Intelligence (AI) – Unless a teacher has provided explicit written or verbal permission for a specific assignment, the use of generative artificial intelligence (AI) tools is prohibited. This includes, but is not limited to, using AI to generate, complete, revise, summarize, solve, translate, or otherwise produce any portion of an assignment, assessment, project, discussion, presentation, computer code, artwork, or other academic work that is intended to demonstrate a student's own knowledge, understanding, or skills.

Examples of AI tools include, but are not limited to, ChatGPT, Google Gemini, Microsoft Copilot, Claude, Grammarly

AI, Snapchat My AI, AI image generators, AI writing assistants, AI problem-solving tools, and any other artificial intelligence applications that generate or substantially modify content.

Unless specifically authorized by the teacher, submitting work created wholly or partially by AI, presenting AI-generated work as one's own, or using AI during quizzes, tests, or other assessments constitutes academic dishonesty and will be subject to the Academic Honesty/Cheating Policy.

When AI use is permitted by a teacher, students must follow the teacher's stated explicit guidelines regarding acceptable use, citation requirements, and the extent to which AI may be used.

Level 1: includes, but is not limited to:

- Copying homework, classwork, warm-ups, etc.
- Plagiarism on minor assignments
- Unauthorized use of notes or other materials during minor assessments.
- Unauthorized collaboration
- Having a phone or other electronic device out during a test or quiz or using it to find answers in a manner not authorized by the teacher.
- Using AI to assist with homework, classwork, drafts, tests or other assignments without teacher authorization.
- Using AI to rewrite or paraphrase work in a manner that represents the work as the student's own.

Consequences of Level 1: at the discretion of teachers, but are not limited to:

- A grade of zero on the assignment or assessment
- Documentation of offense
- Teachers have discretion to allow students to redo the same or similar assignments for all or partial credit
- Parent & administration notification
- After-school and/or lunch detention
- Saturday School

Level 2: includes, but is not limited to:

- Cheating on tests and major projects
- Stealing, copying, receiving, and/or altering tests or other materials from the teacher
- Plagiarism on major papers and/or assignments
- Selling or buying work, test answers, notes, etc.
- Using a phone or other electronic device to get or transmit answers during a test or quiz.
- Using bribery, blackmail, threat, or intimidation to get someone to participate in cheating or to change a grade.
- Using AI to complete or substantially complete tests, quizzes, essays, research papers, projects, presentations, or other major assessments without teacher authorization.
- Using AI during any assessment in which AI or electronic assistance is prohibited.
- Submitting AI-generated work as original student work.
- Using AI to impersonate another student's work or to generate or distribute answers for others.

Note: Use of electronic devices to cut and paste often constitutes plagiarism. Use of electronic devices to send or receive pictures of student work, tests, quizzes, etc. falls under the appropriate level 1 or 2 category. Repeated use of phones or other electronic devices to cheat may result in a prohibition to carry any phone or electronic device at school.

Consequences of Level 2: at the discretion of teachers and administrators include, but are not limited to:

- A grade of zero on the assignment or assessment
- Teachers have discretion to allow students to redo the same or similar assignments for all or partial credit
- Parent - teacher conference
- After-school and/or lunch detention
- Saturday School
- In-school Suspension
- Out-of-school suspension

- Removal from honors and/or Advanced Placement courses
- Activity suspension: includes dances, trips, athletics, performing arts, etc.

Disqualification: includes awards, ASB office, Teacher Assistant, NHS, CFS, honors graduation, etc.

Appeal Panel: An appeal panel, which will include at least one administrator and two teachers (not the teacher reporting the cheating), will review appeals of consequences that include: removal from honors or AP courses, activity suspension, or disqualification. The appeals panel may consider an alternate consequence, a probation period, or other resolution or it may certify the appropriateness of the consequences.

DRESS CODE

Dress Code - Students are expected to come to school dressed in a manner that supports a safe, respectful, and appropriate learning environment. Clothing, accessories, and personal appearance must not create a substantial disruption to the educational environment, interfere with the rights of others, or present a health or safety concern.

Dress code expectations will be applied consistently and in a manner that does not discriminate on the basis of sex, gender, gender identity, gender expression, race, ethnicity, religion, disability, or any other protected characteristic.

When a student's clothing or appearance does not meet school dress code expectations, staff will address the concern in a respectful and appropriate manner. When necessary, the student may be provided an opportunity to change, adjust, or cover the item, and a parent/guardian may be contacted. Repeated violations may result in appropriate interventions or consequences consistent with District policy.

The following apparel are not permitted to be worn at school:

- Any clothing that allows for bare midriff.
- Shirts, tops, and dresses not held up by a strap.
- Undergarments may not be exposed or visible through clothing at any time.
- State law requires that footwear be worn at all times.
- Clothing, jewelry, paraphernalia, or materials that show obscene, sexually explicit, promote violence, reference drug, tobacco, or alcohol use, or depict symbols associated with gangs, racist groups, or other unsanctioned organizations are not permitted on campus.
- Students should not wear clothing or accessories that pose a safety hazard that could cause injury or disrupt the learning environment.

ACADEMIC EXPECTATIONS AND REQUIREMENTS

Vasquez High School strives to provide all students with a wide range of programs that ensure viable options for post-high school experiences: college, business school, vocational-technical school, fine arts participation, full-time employment and the military. Outlined on the following pages are the Acton-Agua Dulce Unified School District graduation requirements and entry requirements for the University of California (UC), the California State University (CSU) and Community College systems. Students will be programmed into qualifying for UC/CSU admission requirements if no other specific academic program preparation is selected.

Academic Reviews/Six Year Plans – Students will develop individualized six year academic programs starting in 6th grade in an effort to support student post-secondary goals. Students will also meet annually with the counseling department to discuss their Academic Review which indicates credit status, progress towards graduation and post-secondary goals.

Vasquez High School Graduation Requirements - In order to graduate with a high school diploma from Vasquez High School, a student must complete 230 semester credits of high school work equivalent to or including:

English/Language Arts

English 9 10 credits 1 Year
English 10 10 credits 1 Year
English 11 10 credits 1 Year

English 12 10 credits 1 Year
Total 40 credits 4 Years

History/Social Science
World History 10 credits 1 Year
United States History 10 credits 1 Year
Government 5 credits 1 Semester Economics 5 credits 1 Semester Total 30 credits 3 Years

Mathematics (must include a completed Algebra 1 course)
Math Selection 10 credits 1 Year
Math Selection 10 credits 1 Year
Math Selection 10 credits 1 Year
Total 30 credits 3 Years

Health 5 credits 1 Semester

Science
Biology (Life Science) 10 credits 1 Year
Chemistry or Earth Science (Physical Science) 10 credits 1 Year
Total 20 credits 2 Years

Physical Education
Physical Education 9 10 credits 1 Year
Physical Education and/or Athletics 10 credits 1 Year
Total 20 credits 2 Years

World Language or Fine Arts 10 credits 1 Year Electives 75 credits

Minimum Graduation Requirements 230 credits

Additional State Graduation Requirements – In addition to the 230-credit graduation requirement listed above, California law requires students graduating in the **2029–2030 school year and thereafter** to complete at least one semester of Ethnic Studies. Beginning with students graduating in the **2030–2031 school year and thereafter**, students must also complete a separate, stand-alone one-semester course in Personal Finance. Graduation requirements are subject to changes in state law and District policy.

STUDENT SCHEDULES AND COURSE PLACEMENT

Master Schedule and Student Schedules - Vasquez High School's master schedule of classes is built each year upon student course requests. Students should consult with the school counselors, their parents, teachers, and use the program of study guide before classes are selected each Spring. In order to properly assign students to courses and plan for the upcoming school year, it is imperative that we finalize all fall student schedule requests in the spring. Students' course requests should match their Six Year Plans.

Student Placement – It is important for students to challenge themselves by taking academically rigorous courses. Choosing the right level course depends on several factors including previous course enrollment and performance, prerequisites, results from State Standards Tests (CAASPP), teacher recommendations, student motivation and future goals. School Counselors will place students in courses after considering all data in an effort to meet student needs and requests.

Honors and Advanced Placement

All honors and Advanced Placement courses at Vasquez High are structured to challenge each student and prepare them for college coursework. Students enrolling in honors or AP courses should expect a significant increase in workload and cognitive demands, bringing discipline and integrity in preparation. .

Advanced Placement is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. Students enrolled in AP courses are encouraged to take the AP Exam (s) that corresponds with the AP course(s) they are taking. Students who receive free or reduced lunch, need financial support or are a

part of a special program in the school, county, or state should contact the School Counselors regarding testing waivers.

Curriculum and Content Standards – The Common Core
The California State Department of Education (CDE) in conjunction with the Smarter Balanced Assessment Consortium has adopted the Common Core Framework as a base for curriculum design, and the CAASPP (California Assessment of Student Performance and Progress) as the formal state assessment. The details of Common Core State Standards can be found online at http://www.cde.ca.gov/re/cc/. Vasquez High School students are expected to meet these standards and to demonstrate proficiency on state assessments and on site benchmark and course final examinations.

Class or Schedule Changes:
To request a class or schedule change, the student must complete a Request for Schedule Change form, available in the main office. No request will be considered unless the form is filled out completely with any necessary signatures. After the third week of the semester, all class or schedule changes require administrative approval.

ACADEMIC PROGRESS

Academic Progress - A student shall have earned no fewer than 60 credits per year, in each of the first three academic years of high school, in order to be considered as progressing satisfactorily toward meeting the minimum competency requirements for high school graduation. The following credits are necessary at the start of the school year to be considered "on track" for graduation:

10th Grade: 60
11th Grade: 120
12th Grade: 180

**Students must be making adequate progress towards California's College & Career Readiness Indicator.*

Repeated Classes - Students who earn a "D" grade may repeat a course to raise the grade and the new grade will replace the original; no additional graduation credits will be awarded to students who repeat courses for grade replacement.

Summer School – Students who fail core courses or do not receive the minimum grade necessary to advance to the next level of certain courses are strongly encouraged and may be required to attend summer school. Summer school is only for students who are taking courses for a second time, and summer courses are not UC A-G approved. Failure to attend summer school and makeup lost credits places students in danger of not meeting graduation requirements.

Aeries & Online Grades – All Vasquez High School teachers use Aeries as their online grading system. Aeries can be accessed at https://www.accessmystudent.com/actonaguadulce. The Aeries portal empowers parents and students to access and monitor course grades and to contact teachers directly with any discrepancies. Regular use of Aeries can help keep students focused and on-track to pass their classes and prevent failure. Teachers are expected to maintain accurate and current grades in Aeries throughout the year, ensuring the viability of this communication system.

For parents and students new to our district, step-by-step instructions for creating an Aeries account and viewing course grades are available in the Main Office.

Grades - When grades are given for any course of instruction taught in the school district, the grade given to each pupil shall be the grade determined by the teacher of the course. The determination of the pupil's grade by the teacher, in the absence of clerical or mechanical/technological mistakes, fraud, bad faith, or incompetency, shall be final. All students are expected to take final exams.

Final Exam Schedule
Final exams will occur over three half days. Please note that finals will not be administered early under any circumstances, and requests for Independent Study during these dates will not be approved.

Attendance and Participation
We strongly encourage all students to remain in class for the entire duration of each final exam. Consistent attendance not only helps

students stay focused but also fosters a calm and respectful testing environment for everyone.

Parents and guardians are advised to avoid phone calls to classrooms during testing times, as they can be disruptive. Please wait until breaks or after school for any pick-ups or messages.

Absences During Finals

1. Unexcused Absences: A student who is unexcused from a final exam will receive a zero for that exam, which will negatively impact their final grade.
2. Excused Absences: If a student is absent due to an excusable reason, a No Mark will be recorded for the final exam, and an Incomplete will be temporarily noted on the report card for the class grade. Parents have three school days to submit documentation to excuse the absence.

Make-Up Exams
Students will need to work with their teachers to arrange an alternative version of the exam upon their return. They will have the number of days they were absent plus one additional day to complete the final exam, with a maximum window of five school days after returning to school.

Homework Policy - Homework presents an opportunity for students to prepare for new topics, practice skills, elaborate on introduced material, and show progress toward mastering District and California State Standards. AADUSD encourages the assignment of homework and expects the work to be done by the students and used by the teachers as a part of the evaluation of students' academic progress and wishes parents to be aware of this philosophy along with the following guidelines and procedures.

Homework Responsibilities
Students will:
▪ accurately record homework assignments including instructions
▪ ask questions when necessary to clarify assignments
▪ plan time for completing assignments at intended depth
▪ complete required hours of homework each night (additional time with AP classes)
▪ turn in neat, accurate, and meaningful products on time
▪ request and complete homework assigned while absent

Parents/Guardians will:
▪ provide a suitable place for study: well lit, free from distractions, adequately supplied
▪ actively help cultivate effective academic routines and study habits
▪ teach time management skills, especially for long term assignments

▪ demonstrate a genuine interest in homework content
▪ empower students to seek own solutions to challenging assignments
▪ avoid providing direct answers when possible
▪ support students in obtaining make-up work due to absences
▪ ensure that students have adequate school supplies (pen, pencil, paper, notebook) on a daily basis ▪
contact teachers by letter, phone, or email when they have a concern regarding student assignments

Teachers will:
▪ openly and publicly state homework assignments with clear, concise directions
▪ allow time for students to ask clarifying questions on the nature of assignments
▪ remain sensitive to the availability of materials and provide alternate options when needed
▪ ensure that students know the make-up homework policy when absent
▪ maintain a clear and careful record of all graded homework done by students
▪ give timely and specific feedback on homework
▪ monitor and scaffold long-term assignments to optimize student effort and completion rate

Progress reports – Progress reports are issued approximately 25% and 75% through each semester and reflect a student's course achievement primarily on tests, quizzes, essays and other assessments but also include daily participation in class, homework, reports, projects and other assignments. Progress reports are distributed to students to take home, and parents will receive an all call phone message informing them that progress reports have been distributed.

Report Cards – Report cards are mailed home at the halfway and end points of each semester. Final letter grades represent the degree to which a student has achieved an established set of course objectives, content mastery and performance standards. Semester grades become a part of the student's permanent record and the official calculation of the grade point average (GPA).

Transcripts – Transcripts are the official record of a student's high school course of study and reflect final semester grades. If a class is repeated, both marks remain on the transcript. Students are encouraged to periodically review unofficial transcripts for completeness and accuracy. Official transcripts are free to currently enrolled students. Transcripts may be obtained by completed the Transcript Request Form available in the main office. Students and parents should allow 48 hours to process the request. You may request to pick up transcripts in the main office or to have them sent to a specific institution that you indicate on the form. Students are responsible for providing accurate mailing information when requesting transcripts to be mailed. Students are responsible for picking up requested transcripts from the mail office when indicating pick up on transcript request form.

College Courses – Students are responsible for requesting official college transcripts in order for the courses to be counted in the high school GPA Calculation. Seniors must have their final college course transcripts sent to the records clerk/counseling department by January 30th of their senior year in order for the courses to count in the Class rank/GPA calculations for Senior awards and honors.

CAASPP – The State of California mandates statewide testing for grades 3-8 and 11 for all students attending California public schools. These content standards tests measure and assess the student's progress in mastering state curricular content standards. The goal for students is to score at the "standard met" and "standard exceeded" levels. State assessment scores are one measure Vasquez High School administration and staff use to determine if students have the knowledge and skills required to be successful in Honors and/or Advanced Placement courses.

Content Standard Tests also provide the district with information to improve instructional services to all students. Colleges and universities may use the outcome of these assessments as a gauge to determine the quality of instruction at individual schools. It is important that high school students take these tests seriously. Embedded in these assessments is the Early Assessment Program (EAP) for 11th graders that provide students with infor-mation regarding their readiness for college level English and Mathematics instruction.

English Learner Program - Students whose home language survey indicates a primary language other than English are assessed for English language proficiency using the Initial English Language Proficiency Assessments for California (Initial ELPAC), or the appropriate alternate assessment when applicable. Students identified as English Learners receive English Language Development (ELD) instruction and appropriate instructional supports designed to develop proficiency in listening, speaking, reading, and writing English. English Learners are assessed annually using the Summative ELPAC or Summative Alternate ELPAC to measure progress toward English proficiency.

Instructional Program: Acton-Agua Dulce School District offers a Structured English Immersion (SEI) Program. Structured English Immersion is a language acquisition program for English learners in which all classroom instruction is provided in English, but with a curriculum presented for pupils who are learning English. Students are offered English Language Development (ELD) and access to grade-level academic subject matter content.
All teachers of English Learners address the English Language Development (ELD) Standards through daily integrated and/or designated ELD.

How to Request the Establishment of a New Program at a School:
Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact the Education Services Office at (661) 269-5999 to ask about the process.

Career Technical Education (CTE)
Vasquez High School is committed to offering students opportunities to explore their college and career interests through the creation of CTE pathways. The goal is for all students to be able to demonstrate they are prepared to enter the college and/or career field with the experience they take from the classroom. CTE curriculum offers students multimodal ways of learning through career connections, hands-on learning, PLTW's project based learning, and helps make connections between learning the classroom and real life applications. A Career Technical Education (CTE) program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students who earn grade of C or higher in the required pathway courses will be recognized for their successful completion of a CTE pathway with graduation regalia

INTERSCHOLASTIC ATHLETICS

Interscholastic athletics is a voluntary program. Students are not obligated to participate and participation is not required for graduation. Thus, competition in high school athletics is a privilege and not a right. Accompanying this privilege is the responsibility to conform to standards established for the high school athletic program. This privilege may be revoked if the athlete fails or refuses to comply with the rules.

Philosophy – We believe at Vasquez High School that being involved in athletics provides our students with opportunities to learn skills, good sportsmanship, develop leadership skills and learn the ideals of fair play and ethical behavior that are necessary for competition and cooperation in our society. It should also provide our students with unique opportunities for self-discipline, self-sacrifice, and loyalty to the community, the school and the team. We encourage all students to participate in athletics by offering a well-rounded program of interscholastic athletics for young men and women.

Heritage League - VHS competes in the Southern Section of the California Interscholastic Federation (CIF). Vasquez is a member of the Heritage League for most sports.

Sports and Seasons – VHS fields boys and girls teams each season. CIF teams and other team groups at Vasquez High School are listed below.

Fall Sports: August – November
Football, Flag Football, Girls Volleyball, Tennis, Co-Ed Cross-country, Cheer (non CIF)
Winter Sports: November – February
Boys & Girls Basketball, Boys & Girls Soccer, Cheer (non CIF)
Spring Sports: February – May
Baseball, Boys Volleyball, Co-Ed Swim, Co-Ed Track, Softball

Off-Season Workouts - Off-season workouts are voluntary for the student athletes. Coaches may explain the benefits of pre season workouts and suggest conditioning regimens. The choice of attendance is up to the student athlete.

Uniforms and Equipment – When student athletes are issued uniforms and equipment belonging to Vasquez High School, all equipment and uniforms must be returned to the head coach or athletic director within seven (7) days of the last game. A student will be charged for the replacement cost of uniforms.

Illegal and Performance Enhancing Substances - Any athlete found to be in possession of or involved in the use of alcohol, tobacco, smokeless tobacco or narcotics during the season, while attending school or at any VHS sponsored activity, will be suspended from athletics for a period of time determined by the VHS Administration. Performance enhancing substances are strictly prohibited. The Board recognizes that the use of androgenic/anabolic steroids ("steroids") and other performance

enhancing supplements presents a serious health and safety hazard. As part of the District's drug prevention and intervention efforts, the Superintendent or designee and staff shall make every effort to ensure that students do not begin or continue the use of steroids or other performance-enhancing supplements. Students in grades 7-12 shall receive a lesson on the effects of steroids as part of their health, physical education or drug education program.

Students participating in interscholastic athletics are prohibited from using steroids or any other performance-enhancing supplements. Coaches shall educate students about the District's prohibition and the dangers of using these substances. Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign an agreement that the student athlete shall not use steroids, unless the student has a written prescription from a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition. A student athletic who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, board policies and administrative regulations.

Team Transportation – All team members and student managers are required to ride with the team to all athletic contests. At this time buses or school vans are arranged for all Vasquez teams competing in authorized competitions. For emergencies only and with prior written approval from the school administration, parents may drive athletes using their own cars. All appropriate District required paperwork, must be provided to the Athletic Director/Principal no less than three (3) days before the scheduled athletic events. Additionally, all Vasquez student athletes are expected to come home with their team and coaches following athletic competitions using district supplied transportation. Only in unusual and unique circumstances may athletes request permission to be released from using the required transportation provided to the team by the school and district. In such unique cases, parents must complete all appropriate District required paperwork and have the approval of the principal no less than three days before the scheduled athletic events.

Additional Team Member Costs - Students may choose to purchase optional personal items related to participation in athletics. Any equipment, materials, uniforms, or other items required for participation will be provided in accordance with California law and District policy. Fundraising and donations that support individual teams and athletic programs are voluntary, and no student will be denied participation or treated differently because they or their family do not participate in fundraising or make a donation.

Eligibility Requirements - All participating athletes are required to abide by the CIF eligibility requirements as well as the VHS Athletic Code. Students may obtain a copy from the Athletics/Activities Office. A mandatory physical is required each year along with proper athletic forms.

In order to emphasize the importance of academic achievement the following constitutes the minimum requirements for student participation in athletics and student activities:

Eligibility Requirements - To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

- Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
- Maintenance of minimum progress toward meeting high school graduation requirements

In the event that a student-athlete receives a quarter grade below 2.0, they will be required to complete a **Grade Reporting Form** for each of their teachers. These forms must be filled out by the respective teachers to confirm the student's current academic standing. The completed **Grade Reporting Forms** must be submitted to the **Athletics Department** no later than the end of the school day on Friday. These forms must provide proof that the student currently has a 2.0 GPA or higher. This will ensure that the student-athlete is eligible for participation in the following week's athletic events. **Important:** If the completed forms are not submitted by the Friday deadline, the student-athlete will not be eligible to participate in the next week's games.

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.
The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

All transfer students outside the district must also meet eligibility requirements as well as CIF requirements in order to participate.

It is the responsibility of the student to see the Athletic Director at the beginning of the fall semester if he/she feels that their summer grades have affected their eligibility. The school through administration or head coaches will notify students of their eligibility.

The Athletic Director/ Administrator will clear all students involved in athletics after meeting the eligibility requirements. NOTE: Summer school grades may not necessarily improve eligibility. The following factors are to be considered:

- A summer class can replace a failed spring semester class only when the class is an exact duplicate. • A summer class will be added to spring semester classes if it is not a duplicate. This will affect the GPA because you would divide the points by seven instead of six.
- Summer school proficiency classes do not count toward the GPA.

CIF Code of Ethics – Students must sign the CIF Code of Ethics. Athletics is an integral part of the school's total educational program. All school activities, curricular and extracurricular, in the classroom and on the playing field, must be congruent with the school's stated goals and objectives established for the intellectual, physical, social and moral development of its students. It is within this context that the following Code of Ethics is presented.

As an athlete, I understand that it is my responsibility to:

1. Place academic achievement as the highest priority.
2. Show respect for teammates, opponents, officials and coaches.
3. Respect the integrity and judgment of game officials.
4. Exhibit fair play, sportsmanship and proper conduct on and off the playing field.
5. Maintain a high level of safety awareness.
6. Refrain from the use of profanity, vulgarity and other offensive language and gestures.
7. Adhere to the established rules and standards of the game to be played.
8. Respect all equipment and use it safely and appropriately.
9. Refrain from the use of alcohol, tobacco, illegal and non-prescriptive drugs, anabolic steroids or any substance to increase physical development or performance that is not approved by the United States Food and Drug Administration, Surgeon General of the United States or American Medical Association.
10. Know and follow all state, section and school athletic rules and regulations as they pertain to eligibility and sports participation.
11. Win with character, lose with dignity.

Age Requirement – No student, whose 19th birthday is attained prior to June 15, shall participate or practice on any team in the following school year. A student, whose 19th birthday is on or before June 14, is ineligible. A student may not compete on a freshman team after he or she has reached his or her 16th birthday on or before June 15 preceding the start of the academic year. A student may not compete on a sophomore or frosh-soph team after he or she has reached his or her 17th birthday on or before June 15 preceding the start of the academic year. Students attending high school for more than eight semesters are ineligible for interscholastic athletics.

Insurance - A prospective athlete must have parental consent, a physical examination, and specific insurance coverage in order to participate in tryouts. All student athletes must be cleared before being allowed to try out.

California law prescribes that students participating in interscholastic sports must carry a minimum of $1,500 accident/health insurance. Supplying and verifying coverage is a parental responsibility, not a school responsibility. Before you may participate in a VHS sport activity, your parents will need to examine (or have your insurance agent examine with you) your insurance policies and certify on the Parental Consent and Athletic Eligibility Card the type of policy, the company's registered number of the policy, if any, and the limits of coverage. This certification process should be started well in advance of the first day of tryouts.

If you do not already have the necessary coverage under your parent's insurance, voluntary minimum insurance may be purchased

through a variety of vendors. The school provides information in the Main Office regarding student insurance policies at no profit to the school. This policy covers approximately 80% of medical expenses. The state no longer requires a student to have life insurance before participating in school athletics. Student insurance will offer an optional life insurance policy for those who wish to purchase life insurance. The Parental Consent and Athletic Eligibility Card is available in the Main Office. With parent signature, the card indicates certification of the required insurance coverage and approval of a student's participation. It must be filed in the Athletic Office before students begin tryouts or practice.

Conflicts With Other School Events - Athletes may request to miss a practice or game in order to participate in another academic or extra-curricular school activity such as college nights, various school activities or performances. Athletes must recognize that missed practices or games may result in reduced playing time in future contests.

STUDENT LIFE

Clubs and Organizations - To make high school more meaningful and beneficial, students are encouraged to participate in some type of school activity. In addition to the athletic program, there are many clubs and organizations that welcome participation. ASB can provide further information on the following activities:

ASB – Associated Student Body (ASB) coordinates all student activities, clubs, organizations, rallies and dances as well as monitors all club and organizational funds. Student Body Officers lead ASB and conduct the business meetings of the school.

California Scholarship Federation – Students have the opportunity to receive recognition for academic success. Students can qualify each semester in grades 10, 11, 12. See School Counselors for more information.

Cheer – Cheerleaders rally students and raise school spirit while supporting all athletic teams. Cheerleaders also perform at school rallies, football games, basketball games, and other school events.

National Honor Society –. The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. VHS chapter of NHS was established to create enthusiasm for scholarship, promote leadership and develop character

Service Club – Places service to others and school above one self. Members support Vasquez High School and students in a variety of events and activities through voluntary service.

E-Sports- Esports team members compete in organized, multiplayer video game competitions that promote teamwork, strategy, and communication skills. Students represent the school in regional and national tournaments while fostering sportsmanship, critical thinking, and a strong sense of community.

ANNUAL ACTIVITIES, EVENTS AND RECOGNITIONS

EVENTS - These are some of the more popular activities hosted by VHS clubs, organizations and classes. Get involved and make school fun and exciting for yourself and others!

Please Note: At VHS, attending an after-school activity is considered a privilege. If any event requires payment and a student becomes ineligible to attend due to academic or disciplinary reasons, the ticket cost may not be refunded, and the student may not be allowed to attend.

- **Art Festival –** District-wide in spring.
- **ASB and Class Elections -** Students from each grade may run for class office. Sophomores, Juniors, and Seniors can run for ASB positions in the spring of each year to serve in office the following year.
- **Athletic Banquets -** Seasonal banquets held at the close of each sport for awards and special recognitions.
- **Back to School Night –** A fall event that gives parents an opportunity to meet the teachers and understand expectations.

- **Blood Drives** - Three blood drives sponsored by ASB are hosted on campus each year; students, parents, and community members are encouraged to donate.
- **College Application and Awareness Nights** - Informational events held throughout the year for students and families to learn about various colleges and universities, military branches and the requirements needed to enter these institutions.
- **Every 15 Minutes** – A bi-annual alcohol awareness and prevention program sponsored by the Los Angeles County Sheriff Department. A simulated alcohol-related accident using students and staff helps this dramatization drive home an important message.
- **Graduation** – The commencement ceremony held in June honoring students who have met all state and local requirements to complete high school and receive a diploma.
- **Homecoming Dance** –The student body nominates candidates for the Homecoming Court. Winners are crowned at the football game followed the next day by a semi-formal gala.
- **Homecoming Parade –** A Half-time parade in Jorgensen Stadium showcasing the floats designed and built by each class as part of a competition that will take place during halftime.
- **Junior/Senior Prom -** Formal school dance for students in grades 11 and 12 held each spring.
- **Pep Rallies -** School assemblies organized throughout the year to increase school spirit, encourage involvement, support athletic teams and celebrate various school wide accomplishments
- **Spirit Weeks -** A fun- filled week of themed days with lunchtime activities. Festivities are enjoyed throughout the school year.
- **Night of the Stars** – A special evening in the spring, to honor student recipients of scholarships and awards.

STUDENT RECOGNITIONS - The following awards are presented to students at our Night of the Stars event in May. These honors may include medals, scholarships, certificates, stoles, cords, and other special recognitions that may also be acknowledged at graduation.

- **Scholarships-** various district & community groups present scholarships for continued learning
- **Congressional Awards**
- **Junior Honor Scholar Medal** - 3.75 GPA + through first 5 semesters of High School work
- **Inspirational Youth Award**- 1 student that embodies resilience and great character
- **Senior Honor Roll** 3.0-3.49 (White Cord)
- **Senior Honor Roll** 3.5- 3.75 (Purple Cord)
- **Senior Distinguished Honor Scholars** 3.75+ Academic Weighted GPA (Purple/White Braided Cord)
- **Principal's Award**- Honors a student who has contributed the most to campus culture over the school year and best represents our core values as a school and district
- **National Honor Society** (Seniors only- blue and gold braided cord) - The National Honor Society (NHS) is one of the nation's premier organizations established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character.
- **Science National Honor Society** (purple, green, and gold braided cord) The Science National Honor Society is a prominent scientific organization to produce a new group of young thinkers who will be the future of industry, research, and scientific exploration for America. Our SNHS chapter members promote academic excellence, a sense of community, enhances science education, and positively impacts students by providing recognition, networking opportunities, skill development, and avenues for community service.
- **SBAC Recipients** (**Meeting or Exceeding Goals on ELA or Math Test**- certificate)- Students in this category have Met or Exceeded either Math or English SBAC test.
- **SBAC Recipients (Meeting or Exceeding Goals on ELA & Math Tests**- blue & green cords)- Students that have Met or Exceeded standards in both the Math & English SBAC test. Students will be receiving a blue & green cord to wear at graduation.
- **CAST Recipients (Meeting or Exceeding Goals on the CAST Test**- certificate)- Students in this category have Met or Exceeded the CAST test.
- **California Scholarship Federation Member** (gold cord)- The California Scholarship Federation (CSF) emphasizes high standards of scholarship and community service for California high school students.
- **California Scholarship Federation Life Members** (Gold Stole, CSF Certificates, Stamp on Transcript/Diploma & Gold Pin)- a California Scholarship Federation Life Member, or Seal Bearer, is a student that has achieved membership for at least four semesters, including senior year.

- **English Achievement Award** (9th, 10th, 11th,)- Recognizes a student in each grade level and their exceptional work ethic, dedication and achievement in English.
- **English Distinction Award** (12th Grade)- Recognizes a student's strong work ethic, dedication, and discipline, while demonstrating outstanding achievement and advanced understanding in English.
- **Math Achievement Award** (9th, 10th, and 11th)- Recognizes a student in each grade level and their exceptional work ethic, dedication and achievement in Mathematics.
- **Math Distinction Award** (12th Grade)- Recognizes a student's strong work ethic, dedication, and discipline, while demonstrating outstanding achievement and advanced understanding in mathematics.
- **Science Achievement Award for Biology or Chemistry or Physics-** Recognizes a student for each subject matter and their dedication, discipline, and strong work ethic, while demonstrating outstanding achievement and exceptional understanding in the subject matter.
- **Science Distinction Award**- Recognizes their dedication, discipline, and strong work ethic, while demonstrating outstanding achievement and exceptional understanding across the sciences.
- **Social Studies Achievement Award** (10th & 11th)- Recognizes a student's exceptional work ethic and dedication in demonstrating outstanding achievement in social studies.
- **Social Studies Distinction Award** (12th Grade)- Recognizes a 12th-grade student's strong work ethic, dedication, and discipline, while demonstrating outstanding achievement and advanced understanding in social studies.
- **Seal of Biliteracy -** Marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.
- **Education Distinction Award** (12th Grade) Recognizes a student for their outstanding perseverance, work ethic, and progress in specific academic areas through their academic career.
- **Music Excellence Award**- Recognizes a student for their dedication and strong work ethic, while demonstrating outstanding achievement and exceptional understanding in Music.
- **Presidential Physical Fitness Award -** Recognizes a student for outstanding physical fitness, effort, and commitment to a healthy lifestyle.
- **Career Technical Education (CTE)**- Awards are recognized for students who successfully complete CTE Pathways with a B or higher in each of the required courses.
- **Virtual Learning Distinction Award** (12th Grade)- Recognizes a student for their dedication and strong work ethic, while demonstrating outstanding achievement and exceptional understanding in Virtual Learning
- **Governing Board Student** (Red & Silver Braided Cords)- To become a student representative to the governing board means that you are responsible for being the voice of all district students, K12, in a public forum throughout the school year. Our representative receives a red and silver graduation cord in honor of their service to their peers, our schools, and this district
- **Salutatorian**- The student who ranks second highest academically in a graduating class and typically delivers a speech at the graduation ceremony. Calculated using Cumulative Academic Weighted GPA for the first seven semesters, ending after fall semester senior year.
- **Valedictorian**- The student with the highest academic achievement in a graduating class, often delivering a speech at the graduation ceremony. Calculated using Cumulative Academic Weighted GPA for the first seven semesters, ending after fall semester senior year.
- **Male Scholar Athlete of the Year**- Awarded to one standout athlete playing multiple sports and maintaining high academic ranking
- **Female Scholar Athlete of the Year**-Awarded to one standout athlete playing multiple sports and maintaining high academic ranking
- **Male Scholar Sport Team of the Year**- Recognizes one sport team for their true spirit of unity and what it means to be scholar-athletes: leaders who pursue victory with integrity and a championship mindset that applies to academics
- **Female Scholar Sport Team of the Year**- Recognizes one sport team for their true spirit of unity and what it means to be scholar-athletes: leaders who pursue victory with integrity and a championship mindset that applies to academics
- **VHS Mustang Senior Varsity Male Athlete of the Year**- A standout athlete participating in leadership positions in multiple sports
- **VHS Mustang Senior Varsity Female Athlete of the Year**- A standout athlete participating in leadership positions in multiple sports
- **VHS Male Sport Team of the Year**- Awarded to a sport team for milestones, league title accomplishments and overall team performance

- **VHS Female Sport Team of the Year**- Awarded to a sport team for milestones, league title accomplishments and overall team performance

PRESS RELEASES AND PHOTOGRAPHS

Press Releases and Photographs - From time to time, students are photographed or videotaped for classroom and campus activities, such as yearbook, the website, or Press Releases.

Student's photographs will also appear in community publications and possibly on the Acton-Agua Dulce Unified School District, Vasquez High School or Vasquez High School PTSO website, especially when students are being recognized for excellence and various awards or scholarships.

If you do not wish to have your student's photograph and name published as part of a press release or as part of the general reporting of school events and activities, please put your request in writing annually to the school administrative office.

PARENT/ STUDENT HANDBOOK SIGNATURE PAGE

Directions: Student and parent/guardian please read the following statements along with the Vasquez High School Parent/Student Handbook for **2026-2027**. The handbook is available online and in hard copy format. Hard copies of the handbook are available in the main office at Vasquez High School upon request. Students and parents both need to read the handbook, then sign and date this Signature Page and return it to the main office during the first week of school.

STUDENT AGREEMENT:

- I have read and I understand the contents of the Vasquez High School 2026-2027 Parent/Student handbook.
- I understand my responsibilities as a student enrolled and attending Vasquez High School. I accept the responsibility to conduct myself in an appropriate, educationally productive and studious manner.
- I understand that if I have any questions concerning the contents of the handbook, or anything else associated with my education, I will ask a school official for clarification.
- I have presented or shown this handbook to my parent/guardian for review.

PRINT STUDENT NAME: _____ DATE: _____

STUDENT SIGNATURE: _____

PARENT/GUARDIAN AGREEMENT:

I have read the Vasquez High School Parent/ Student Handbook for 2026-2027 and I understand the contents.

I understand that my student(s) attending Vasquez High School is responsible for complying with the policies, procedures, rules and responsibilities stated in the Vasquez High School Student/Parent Handbook for 2026-2027.

PRINT PARENT/GUARDIAN NAME: _____ DATE:_____

PARENT/GUARDIAN SIGNATURE: _____