

Table of Contents

Board of Trustees	1
District Administration	1
TUSD Mission	2
TUSD Beliefs.....	2
eCademy Mission Statement.....	2
Vision Statement	2
Objectives.....	2
Tactics	2
eCademy Charter.....	2
Welcome	3
Enrollment Process.....	4
Requirements for Enrollment.....	4
Returning to a Traditional School Site	4
Elementary (K-6) Program Overview	4
Secondary (7-12) Program Overview	5
Recommended Program Options for Students.....	5
Rules, Regulations & Services.....	6
Rights of Students	8
Parent Engagement & Monitoring Student Progress.....	9
Grading Policy	10
Junior High School Promtotion Requirements	10
Course Offerings – Grades 7-8	10
High School Graduation Requirements	11
College/University Entrance Requirements	12
Course Offerings – Grades 9-12	13
Additional Programs and Services	14
ESLOs - Expected School Wide Learning Outcomes	145

Additional information on the items listed above can be found under separate cover in the District Parent Notifications interpreter/translation services, enrollment attendance, school attire, student discipline, free and reduced lunch, health/physical examinations, high school curriculum, technology/communications, release of directory information, school information/calendar, school facilities, sex education instruction, student education placement, student records, teacher qualifications/information, career/technical education, college admissions requirements/career technical education-community-wide disaster, bus regulations, programmatic options/interventions, uniform complaint procedures, sexual harassment, district homework guidelines K-6, student conduct codes, open campus, Section 504, civil rights, parent/guardian TUSD contact information, notice of alternative school.

TURLOCK UNIFIED SCHOOL DISTRICT

Each school district in the State of California is governed by a local Board of Trustees, which is elected by the voters who live in that District. The Board of Trustees, within the framework of the California Education Code, establishes the policies for that district and appoints a superintendent to carry out these policies.

Turlock Unified School District is geographically composed of the Chatom and Keyes School Districts, and the Elementary, Junior and High Schools of the Turlock Unified School District. The District operates nine elementary schools, two junior high schools, three high schools, eCademy Charter (grades K-12) and Turlock Adult School. Funds for the district are derived from local property taxes and allotments from the State of California.

Turlock Unified School District Board of Trustees

Barney W. Gordon, President
Bob Weaver, Clerk
Lori Carlson, Member
Ken Malech, Member
Anthony Silva, Member
Frank M. Lima, Member
Mark Walker, Member

District Administration

Dana Salles Trevethan, Superintendent
Mike Trainor, Assistant Superintendent/Business Services
Heidi Lawler, Assistant Superintendent/Educational Services
Julie Eastburn, Assistant Superintendent/Human Resources
Ronna Fraser, Chief Financial Officer

Gil Ogden, Director of Student Services
Jay Brem, Director of Technology and Innovation
Marjorie Bettencourt, Director of Assessment and Accountability
Shellie Santos, Director of Curriculum and Instruction

Fernando Ureno, Director of Human Resources
David Lattig, Director of CTE and Program Equity
Alice Solis, Director of Special Education

Scott Richardson, Director of Maintenance-Operations
Scott Soiseth, Director of Child Nutrition
Michelle Stone, Director of Transportation
Judy Huerta, Director of Early Childhood Education

**TURLOCK UNIFIED SCHOOL DISTRICT
2018-2019**

ECADEMY MISSION STATEMENT

TUSD MISSION STATEMENT

The mission of the Turlock Unified School District, a premier progressive educational system, is to ensure all students graduate as self-motivated, responsible citizens equipped to compete successfully in an ever-changing global society by delivering effective instruction that engages all students to reach their individual potential and highest achievements within a safe and caring student-centered environment in partnership with our families and diverse community.

Our mission at eCademy Charter is to support our students in becoming responsible life-long learners through flexible and individualized programs, viable curriculum instruction and frequent collaboration with all stake holders in order to build a strong academic foundation and graduate students college and career ready.

VISION AND PURPOSE

We will create a unique educational setting that provides individual and flexible program in a safe and welcoming environment, fosters independence, responsibility and leadership; and graduate students college and career ready. To come together and leave with a purpose.

TUSD BELIEFS

We believe that

- Every person is unique and has equal worth.
- Every person can be a successful learner.
- People are responsible for their actions.
- The family experience has a profound impact on the development of the individual.
- Honesty and integrity build trust in all relationships.
- Motivation, hard work, and persistence are necessary to achieve full potential.
- High expectations yield greater levels of performance.
- A quality education enriches lives by creating and expanding opportunities.
- The positive actions of role models inspire people to excel.
- Service to others is vital in building a thriving community.

OBJECTIVES

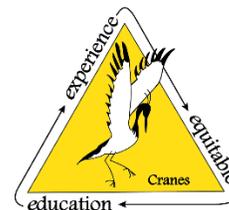
- All students will incorporate technology, individually and collaboratively, to achieve their academic goals.
- Each student will set and achieve personal and academic goals.
- All students will develop and consistently demonstrate character traits necessary to be socially responsible and self-motivated citizens in our community.

TACTICS

1. Provide access to materials and assignments that are technology-infused to better prepare students for post-secondary opportunities.
2. Advise and support students in setting and achieving their personal and academic goals.
3. Maintain a positive and inclusive environment that fosters personal responsibility and encourages positive character traits.
4. Educate the community about opportunities offered by eCademy Charter.

ECADEMY CHARTER

eCademy Charter is a blended-learning, WASC accredited alternative program. It offers traditional independent studies, online learning, and seat-based courses. eCademy Charter is dependent of TUSD and aligns with its educational philosophy and LCAP. eCademy Charter serves students within and outside the district. eCademy Charter's ultimate goal is to educate students and ensure a high school diploma is earned. Courses offered at eCademy follow the same protocols and follow similar curriculum as other TUSD schools. Teachers at eCademy are highly qualified under California State and NCLB Standards in each core subject. We operate a semester system for high school, a quarter system for junior high school and trimester system for elementary school.



Tim Norton
Principal

WELCOME

Dear Families and Students,

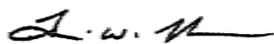
Alternative education is an opportunity for students to continue their education in a setting outside the regular full day schedule. Thus, eCademy Charter offers distinct program options for the elementary and secondary level students to accommodate alternative educational needs. The K-6 program is a Home-School model based at Brown Elementary School while our 7-12 programs offers a variety of choices for students. Options for the secondary students include: seat-based courses, online courses, traditional Independent Study (I.S.) courses and concurrent enrollment classes with comprehensive high school sites.

Our campus provides a smaller school environment with a dedicated and caring staff of 9 certificated, 5 classified, and 1 administrator. Our goal is for students to "**Experience an Equitable Education**" which all students deserve. Our objective is to prepare students to return to comprehensive school sites in good status, if the student chooses to return, or we will continue to instruct students as long as they wish to stay on our campus. We offer many core courses in the seat-based model as this option provides effective teacher instruction, support, and assistance, in order for all students to be successful. Regardless of which course option a student may choose, WE will continue to prepare students to be college and career ready.

WE are confident that every student can learn and be successful. WE look forward to the opportunity to work closely with you to help your student achieve his/her goals. It is important for students and parents to become familiar with the content in this student handbook and use it as a resource throughout the year to inform, guide, and most importantly, assist your student in becoming a successful learner and display strong character.

If there is anything WE can do to assist you in providing the best service possible, feel free to contact our office at any time. I look forward to working with your son or daughter this school year. For further assistance, please visit our website. [https://ec-turlockusd-ca.schoolloop.com /](https://ec-turlockusd-ca.schoolloop.com/)

Sincerely,



Tim W. Norton
Principal

ENROLLMENT PROCESS

To be referred to eCademy Charter (for students in TUSD)

- Home site counselor completes recommendation form
- Student/parent or guardian make appointment to meet with eCademy principal
- Bring recommendation form
- Do not drop from your home school until after meeting with the eCademy principal.

To be referred to eCademy Charter (for students outside TUSD)

- Student and parent/guardian must make an appointment to meet with director of Student Services. The Student Services office phone number is 209-667-0887.
- Student/parent or guardian make appointment to meet eCademy principal
- Bring current records (transcript, current grades, attendance, discipline, etc.)
- Do not drop from your home school until after meeting with the eCademy principal.

Enrollment Commitment of “a Semester and a Day” Rule.

REQUIREMENTS FOR ENROLLMENT

Grades K-6

- Immunization Records (State Law), Birth Record and proof of address.

Grades 7-12

- Immunization Records (State Law)
- Birth Certificate
- Transcript (unofficial) and drop slip with current grades from last school attended
- CAASPP Results most recent
- Copy of ELPAC scores (most recent), if applicable, to include date previously tested and name of school where testing took place
- A parent or guardian must accompany student at time of enrollment

RETURNING TO A TRADITIONAL SCHOOL SITE

Students can return to their home school at the start of any semester provided that they are current with their credits and are on track for graduation at the time of transfer.

ELEMENTARY (K-6) PROGRAM OVERVIEW

The K-6 program is a home-school program located at Brown Elementary School in which parents are provided standards-based individual lesson plans, materials, and guidance for their children by a teacher. Students meet with the teacher one hour per week and the parent must attend with their child. The teacher organizes, for the student and family, the curriculum in the same pace as a traditional school, studying the same subjects and content as TUSD public school students. The parent is the primary teacher as they are responsible for delivering the instruction to the student as guided by the home-school teacher. The program is on a trimester grading period to match the TUSD elementary school system. In addition, once per month students are invited on a field trip or to class to hear a guest speaker/presentation. This allows students to have the opportunity to meet and work with other students. It is recommended that students participate in these enrichment activities.

Kindergarten students will not be allowed to start school without immunizations. Students that transfer to TUSD will not start without immunizations. Parents requesting a “wavier” will be required to provide documentation.

SECONDARY (7-12) PROGRAM OVERVIEW

The secondary program is on a semester grading period and offers options of seat-time courses, online courses, traditional independent study courses and the opportunity for concurrent enrollment at student's designated comprehensive site. The seat-based blended learning model requires 2-3 days of instruction on campus based on classes needed.

Grades: 7 - 8

1) Seat-Time Courses Blended Model:

- English Language Arts, Social Studies, Math, Science, Electives
- Monday – Friday 8:00 AM – 11:55 AM (assigned schedule)
- Recommended to attend walk-in lab

2) Online IS Courses: **(Selected Courses also offered for Credit Recovery)**

- English Language Arts, Social Studies, Math, Science, PE, Foreign Language, Electives
- Works independently and at least once per week meets with assigned teacher
- Recommended to attend walk-in lab

3) Traditional IS Courses:

- English Language Arts, Social Studies, Science, PE, Elective and Math (online only)
- Works independently and once per week meets with assigned teacher
- Recommended to attend walk-in lab

Grades: 9 - 12

1) Seat-Time Courses/Blended Model:

- English Language Arts, Math, Geoscience, Biology, CTE Small Business Management (for 11-12)
- Recommended to attend walk-in lab

2) Online IS Courses: **(Selected Courses also offered for Credit Recovery)**

- English Language Arts, Social Studies, Math, Science, PE, Foreign Language, Electives
- Works independently and once per week meets with assigned teacher
- Recommended to attend walk-in lab

3) Traditional IS Courses:

- English Language Arts, Science, PE, Electives
- Works independently and once per week meets with assigned teacher
- Recommended to attend walk-in lab

4) Concurrent Enrollment Courses:

- Electives, PE, based on availability

RECOMMENDED PROGRAM OPTIONS FOR STUDENTS

Seat-based, Blended Model Courses

Students are required to attend their assigned appointment and work at home the required hours to complete the assignments to meet pacing targets each week. Students will independently complete an average of 15-25 hours of coursework at home.

Online Independent Study Courses

Students are required to attend their assigned appointment and work at home the required hours to complete the assignments to meet pacing targets each week. All tests must be taken at school, during the assigned appointment. If a student plagiarizes an assignment or a test, it will be a zero score. Students will independently complete on average of 35 to 55 hours of coursework at home. just as at a comprehensive school site. Students should be at grade level and be able to work independently.

Online Program (Edgenuity)

All students take at least one Edgenuity online class each semester. Students may take one or all of their classes online. Home desktop computer or laptop with internet access is required.

Traditional Independent Study Courses

Students are required to attend scheduled weekly appointments and work at home the required hours to complete the assignments each week. Students will independently complete an average of 35 to 55 hours of coursework at home.

Math and English Support

Students who are not at grade level and need additional support in course work.

RULES, REGULATIONS, AND SERVICES

All students are expected to follow TUSD campus rules and regulations

Internet Usage

- Student and parent/guardian must sign a Technology Acceptable Use Agreement
- On-site computer lab use is for school work only
- Email and chat room usage, as well as inappropriate websites, are not permitted

Internet User Policies

The computers at eCademy provide access to the Internet and Microsoft Office (Word, Excel, Power Point, Access, etc.). All school rules and regulations are in effect as well as, including, but not limited to, having a signed Internet Usage Form on file.

BE AWARE THAT STUDENTS' COMPUTER ACTIVITY IS MONITORED AT ALL TIMES!

Personal Deliveries to Campus or Class

Deliveries of food, balloons, flowers or other personal items WILL NOT BE ACCEPTED FOR DELIVERY BY THE ADMINISTRATION OFFICE NOR WILL THEY BE ALLOWED DELIVERY.

Materials

Each of our classes complies with Williams Act and Title IX guidelines.

Student ID's

Students must have Student ID Card in possession at all times.

School Books, School Property & Transferring from eCademy

When students check-out a book, they are responsible for that particular bar coded book until it is returned to the textbook room. All textbooks, Netbooks and other school property must be returned before transferring to a new school. If property is lost or damaged, the parent/guardian must reimburse the cost of the property.

Dress Regulations

Students are required to dress in a manner which reflects appropriateness, modesty, and cleanliness. The Administration will not interfere with the right of students and their parents to make decisions regarding appearance except when choices disrupt the educational program. Any apparel that draws undue attention to the wearer detracts from the educational process and is, therefore, inappropriate. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from appropriateness. For reasons of health and safety, shoes must be worn at all times. Students who wear clothing that is bizarre or distracting will be asked to locate appropriate dress and change. Shorts are acceptable on warm days. Articles of clothing that can reasonably be assumed to cause a distraction or a disruption of normal school activity will result in a request to discontinue wearing the particular item(s) of clothing.

Following Direction of Teachers

Students are expected to follow the directions of their teachers in class. The teachers are expected to provide effective instruction, but they cannot do this without the cooperation of their students. If a student has a complaint or concern about how a class is being conducted, he/she should meet with the teacher in private to discuss it. When in class students are expected to obey the instructions of the teacher. Persistent or flagrant misbehavior may result in suspension from school and a recommendation to Student Services for a change of placement. Also, if repeated plagiarism occurs the student may be dropped from the course with an "F" grade.

Academic Counseling

The counselor is available to assist students with personal, social, and academic needs. Students meet with the counselor to develop a college plan, review graduation requirements, and/or receive assistance with any problems they may have.

Littering

Students are expected to assist in keeping the campus clean. Litter cans are placed strategically about the campus to enable everyone to avoid littering with a minimal effort.

Cell Phone Policy

Cell phones must be turned off, or silenced and put away, in a place you will not tamper with it during class time. You may not use a cell phone during class time unless the teacher has granted you permission.

Courteous Treatment of Others

All students will treat each other and all individuals on campus with dignity, courtesy, and respect. Students will not exhibit unruly behavior. Students will not speak rudely or in a derogatory manner. Students will not interfere with the rights of others.

Abusive Students

State laws forbid any act that is likely to injure, degrade, or disgrace any student. Students who violate these laws are subject to suspension and/or a recommendation to Student Services Office for an expulsion. In addition to any conduct of criminal persecution that is punishable by a fine and incarceration.

Discipline Philosophy

The purpose of school discipline is to ensure that our school is a safe environment and to make learning attainable.

Closed Campus

Students must remain on campus and in the respective classroom until their class time or appointment time is complete or released by the teacher. Students are required to be cooperative and show respect when asked by staff for proper identification and a permit to be on campus.

Violation of Conduct Code

Progressive Discipline Matrix: Grades 7-12

Step	Consequence
1	Warning
2	1 - Detention
3	2 - Detentions
4	1 – Work Detail
5	Suspension and referred to Student Services for Involuntary Transfer

Violations of Non-Attendance and Non-Work Completed – Grades 7-12

Tardiness: A student is considered tardy if not sitting in seat at the start bell (i.e. 8:00 AM for period 1).

# of Tardies	Consequence Step	Notification
3	Warning	Call Home
6	1 - Detention	Parent Letter and Call Home
9	2 - Detentions	Parent Letter and Call Home
12	1 - Work Detail	Parent Letter and Call Home
15	2 – Work Details	Parent Letter and Call Home
18	Suspension	Referred to Student Services for Involuntary Transfer

Attendance:

eCademy is an independent studies/hybrid program, in which school guidelines and policies are enforced by the school and TUSD to assure the student is present for agreed upon schedule.

Level	Absences	Consequence
Truant	3 Unexcused	Truancy notice mailed home
Attention	3 consecutive days absent due to medical reason	Requires a doctor’s note provided to school office
Continuing Truant	5 Unexcused	SART Meeting with School Site
Attention	Depending on SART	Referral to next step
Chronic Truant	7 Unexcused	DART Meeting with Student Services/Referred for Involuntary Transfer

Note: Excessive parent excused absences may lead to the above process.

RIGHTS OF STUDENTS

Fair Hearing Before Discipline

Students have a right to a fair hearing before any disciplinary action can be taken. This means that, before a student can be suspended (except in an emergency); he/she is entitled to at least an informal meeting with an administrator to hear the evidence against the student and to have a chance to explain his/her side of the story. The student can also appeal the decision of the administrator as will be explained in the following section.

Dignity and Respect

Students are entitled to be treated with dignity, courtesy and respect at school. Students should expect such treatment from both members of the staff and their fellow students.

Complaints and Appeals

Students and their parents are entitled to make complaints against any member of the school staff and to appeal the decisions made by members of the staff. Complaints can also be made against administrators or other district employees.

The appropriate procedure, if a student feels the need to make a complaint, is to first request to meet with that person in private. Most complaints are the result of a misunderstanding and can usually be resolved by the two persons meeting in private to discuss the problem. If such a meeting fails to resolve the problem, the student may wish to bring it to the attention of the principal in a written letter detailing the reasons behind the filing of the complaint. If the student is dissatisfied with the administrator's response, he/she may request a meeting with the Superintendent or designee and eventually the Board of Education.

In cases of discipline, such as suspensions or involuntary transfers to continuation school, the students and his/her parents may appeal directly to the Director of Student Services. Students who are suspended or transferred involuntarily are always informed in writing of how to make such appeals. Students or parents can appeal a grade for a class, but no one can order a teacher to change a grade unless it is proven that either incompetence or miscalculation caused an error.

When making complaints it is also recommended that the student wait until he/she actually meets with the teacher or administrator in private rather than sounding off in front of others about his/her intention to make a complaint. It can be embarrassing to announce in public that a student had been wronged and then later realize that the student was mistaken. If a student has a complaint, he/she should request to meet in private with that teacher or administrator to discuss it. He/she may also consult with the counselor before meeting with the teacher or administrator. The student's counselor will participate with the student in the meeting if so wished.

Whatever the complaint, however, the student should make it only through the appropriate channels as described above. The student and their parents could be sued for libel or slander if they wrongfully accuse school district employees outside of these channels.

PARENT ENGAGEMENT AND MONITORING STUDENT PROGRESS

Students and parents/guardians must have a clear understanding of what it takes for students to succeed in an independent study/home school program. Parents/guardians and student must develop shared understanding and commitment.

Student success in completing required homework assignments on time is the responsibility of the student and the parent. Students are responsible for completing the assignments at home in addition to studying sufficiently to pass each of the course assessments (quizzes/tests). Completed work will be reviewed at the Weekly Instruction Session/appointment or class time.

Parent Expectations

- Ensure student attends all instructional sessions, completes schoolwork at acceptable levels, and completes all required tests
- Provide transportation or walking permission for students to and from school
- Monitor students' grades with Aeries Family Link
- Notify the office if you change your mailing address, home or work telephone numbers
- Contact school staff for clarifications and additional information

GRADING POLICY

Progress Reports & “In Danger of Failing” due to the 90% Completion Rule

The student must prove they have completed the minimum required schoolwork (90%) and has achieved a passing grade. Until that time, the student will be considered to be “failing” the respective course(s).

Class grades are determined by the individual teacher and their respective Professional Learning Community (PLC) grading criteria. Teachers explain these criteria to students at the beginning of the course. Students’ in-class participation contributes to their overall grade.

Letter grades will reflect the following:

A	Excellent
B	Above Average
C	Satisfactory
D	Passing, but not satisfactory
F	Failure. No credit awarded
P *	Passing (P grades are not computed into G.P.A.)
INC	Incomplete - To be replaced by final mark later
WF	Withdrawal - Failure

Report cards are mailed to parents after the close of each grading period. For high school students, the only grades recorded on a permanent transcript are those awarded at the end of both semesters.

Junior high school is on a quarter based system. At the end of each quarter the grades and credits are posted on transcript.

Elementary is on a trimester system which end in November, February and May.

Students and parents are entitled to be notified whenever it becomes evident that the student may fail. Normally, the student and parents are notified by the midpoint of a grading period, except in those situations where there is a sudden decline in a student’s performance later than that midpoint.

JUNIOR HIGH PROMOTION REQUIREMENTS

Credits

Students must earn 250 credits during the seventh and eighth grades combined to be promoted to the ninth grade. It is the responsibility of the student and parents to keep a cumulative account of the number of credits earned. The counselor will notify the parents of those students who are deficient in credits and under consideration for retention. Each quarter, a student with a passing grade earns credit toward promotion.

English (Required each quarter)

Math (Required each quarter)

Science

Life Science 7 (Required 4 quarters)

Physical Science 8 (Required 4 quarters)

Social Science

World History 7 (Required 4 quarters)

US History 8 (Required 4 quarters)

Physical Education (Required each quarter)

General Electives (Required each quarter)

COURSE OFFERINGS GRADES 7-8

The course directory is available for review on the school website. *Course offerings are subject to change.*

HIGH SCHOOL GRADUATION REQUIREMENTS

<u>Required Subjects</u>	<u>Required Credits</u>		
	ECAD	THS/PHS	RHS
ENGLISH	40	40	40
SCIENCE			
Physical Science	10	10	10
Life Science	10	10	10
MATH	20	20	20
A minimum of one year of Integrated Math and 10 more acceptable Math Credits			
SOCIAL SCIENCE			
World History & Geography (Grade 10)	10	10	10
United States History (Grade 11)	10	10	10
American Government (Grade 12)	5	5	5
Economics (Grade 12)	5	5	5
FINE/VISUAL PERFORMING ARTS/FOREIGN LANGUAGE/CTE	10	10	10
Visual Performing Arts/Foreign Language or Electives (Art, Drama, Music, Business, Home Economics, Foreign Language, additional classes as listed and/or other credits earned at other schools			
PHYSICAL EDUCATION	20	20	20
ELECTIVES	60	90	60
Not more than 40 credits of elective courses may be satisfied by Work Experience, Teacher Aide, Office Aide, or Community Service			
TOTAL CREDITS FOR GRADUATION	200	230	200
Courses cannot be used to meet requirements in more than one area			

***Community Service Learning Requirement: "GRADUATION REQUIREMENTS"**

Community Service Learning requirement promoting responsible citizenship through active participation in a thoughtfully organized service experience as follows:

10th Grade: 5 hours of community service completed by the end of the 2nd semester.

- Student/Parent Guardian Verification form Service Learning Log
- Service Learning Completion Form
- This represents 5% of the history 2nd semester grade

11th Grade: 5 hours of community service completed by the end of the 2nd semester.

- Student/Parent Guardian Verification form Service Learning Log
- Service Learning Completion Form
- This represents 5% of the history 2nd semester grade

12th Grade: 10 hours of community service/ community service reflection

- Student/Parent Guardian Verification form
- Service Learning Log
- Service Learning Completion Form Community Service Reflection
- This represents 10% of the American Government semester grade

Graduation Requirements

Students successfully completing all the graduation requirements will receive an eCademy Charter high school diploma.

Graduation Commencement Ceremony

eCademy has a traditional commencement ceremony and students wear caps and gowns. To participate in the commencement ceremony, seniors must:

- Complete and pass all courses required for graduation by the senior due date.
- Return all books, materials, and complete Daily Course Logs. Pay all outstanding fines at eCademy Charter and/or from other schools. Attend commencement practice.

Other Graduation Options

Information is available for students who wish to study for the G.E.D. (General Educational Development) or C.H.S.P.E. (California High School Proficiency Examination). These tests are considered to be equivalent to a high school diploma. Older students may wish to transfer credits earned to Turlock Adult School. Students can meet with the Counselor for more information if interested.

California High School Proficiency Examination (C.H.S.P.E.). All California high school students who are either 16 years of age or second semester sophomores are eligible to take this examination usually given 3 times each year. Students who are under the age of 18 years, with the written consent of their parents, may leave school to attend college or pursue employment after passing this test.

General Educational Development (G.E.D.). The G.E.D. test is available to students 60 days before their 18th birthday or older as an alternative to a regular high school diploma. The GED test is accepted as an equivalent to a high school diploma by most government agencies, and many employers.

COLLEGE/UNIVERSITY REQUIREMENTS

The admission requirements for colleges and universities vary from school to school. Also the requirements for any given college or university will vary depending upon the major the student intends to pursue. Students should meet with their counselor to develop a plan for college/university enrollment. Students who plan to enroll in college should also arrange to take the Pre-Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and/or the American College Test (ACT). Students must consult their counselor regarding these tests. eCademy offers most of the college prep courses online, required for admission to a 4 year college.

Below are the general admission requirements for the following schools have been provided.

Community/Junior College: Any high school graduate, any person who has passed the California High School Proficiency Examination or any person 18 years of age or older who is capable of profiting from instruction is eligible to enroll in a Community/Junior College.

*California State University (CSU): The exact grade point average for admission to California State Colleges and Universities is dependent upon the exact score received on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The minimum required GPA is 2.00 for CSU. For more information: www.csumentor.edu

*University of California (UC): The exact grades required are dependent upon the exact score received on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The minimum required GPA is at least a 3.00 for UC. For more information: www.ucop.edu

Freshmen College Admissions Subject Requirements

Class	CSU *	UC *
English	4 years	4 years
Mathematics	3 years	3 years (4 recommended)
U.S. History/Government	1 year	1 year
World History	1 year	1 year
Lab Science (Physical & Life)	2 years	2 years (3 recommended)
Foreign Language	2 years	2 years (3 recommended)
CP Elective	1 year	1 year
Visual and Performing Art	1 year	1 year

All courses listed above must be College Prep and earn “C” or better *Must take the SAT or ACT

COURSE OFFERINGS GRADES 9-12

The course directory is available for review on our school website to determine the type of course (Seat-based, online, traditional IS, concurrent) being offered. *Course offerings are subject to change.*

English

English 9
English 10
English 11
English 12

Mathematics

Integrated Math I
Integrated Math II

Science

Biology – IS
Biology and the Living Earth – Seat-based
Geoscience – IS
Physics in the Universe – Seat-based

Social Studies

World History
U.S. History
U.S. Government
Economics

Fine Arts/Visual Performing Arts

Fine Arts

Physical Education

PE for I.S.

Concurrent Enrollment Courses *

CTE/PE and Specific Elective Courses

** Offered only concurrently at THS & PHS.*

Attendance is on a daily basis. Refer to THS & PHS Course Directories for courses offered. Prior approval required.

General Electives *

Career Opportunities
Child Development
CTE Small Business & Career Exploration
Foods
Myths
Personal Finance
Photography
Student Leadership
World Geography

**Pending if space allows*

Edgenuity Courses

English Language Arts 9
English Language Arts 10
English Language Arts 11
English Language Arts 12
Common Core Mathematics I
Common Core Mathematics II
Common Core Mathematics III
Algebra I
Geometry
Algebra II
Physical Science
Biology
Modern World History
U.S. History
U.S. Government
Economics
Psychology
Strategies for Academic Success
Career Planning and Development

ADDITIONAL PROGRAMS AND SERVICES

Concurrent Enrollment

Students who choose to take classes that are not offered at eCademy Charter may be eligible to take these classes at Turlock High School or Pitman High School. The respective high school site administrators, counselor, and/or teacher will assess and approve the student's enrollment based upon space availability and other factors.

Adult School

Students in 11th and 12th grade who need to make up credits or need extra help in certain academic areas may concurrently enroll in Turlock Adult School. Students wishing to attend Turlock Adult School should set up an appointment with the eCademy Charter counselor and their parent. Classes are on a first-come, first-served basis, with seniors receiving priority. Students may only enroll during the first two weeks of each semester. All students must abide by the rules and regulations set forth by Turlock Adult School. Students will be dropped for missing 3 or more days.

Summer School

eCademy Charter students may make-up credits by attending summer school offered by the Turlock Unified School District or possibly at John B. Allard Educational Center. Students may also earn credits through other programs available during the summer such as CTE.

CTE

The Career Technical Education (CTE) program is available for eCademy Charter students. CTE offers a wide variety of programs in which students can earn additional credits, employment opportunities and career experiences. To be considered for the program, a student must first apply through the eCademy Charter counselor. Students must receive prior approval of the CTE site school to enroll or continue in the CTE program, and/or there must be space available in the class. Enrollment deadlines must be met (during the first 2 weeks of each semester or as continuing students).

Work Permits

Work permits are required for students under the age of 18 to work. Students behind in credits (more than 10 credits) may not be eligible for a Work Permit. Students who are failing in school, who are truant, who are not attending, or not completing minimum schoolwork will have their work permits revoked.

Nutrition Services

Child Nutrition has a computerized system that allows students to prepay his/her account at school or online payment system called MySchoolbucks.com. This allows the student to make a purchase at any of our food venues without the use of cash allowing parents to monitor the student's purchases. There is no refund to the student without parental consent. Our students show a strong awareness on the importance of nutrition, but they often struggle to make the appropriate choices. The Real Fresh brand offers a greater range of fresh choices that balance great taste and good health, while also helping students build a healthy lifestyle.

Students participating in the National School Lunch Program (NSLP) will be able to receive a free or reduced lunch for 30 days into the new school year or until a new application is completed, whichever is first. Applications are available upon enrollment and in the school office. Families currently on NLSLP must submit a new application within 30 days of the first day of school to remain on the lunch program for the new school year. Applications are accepted throughout the school year. TUSD is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating. TUSD adopted a "Wellness Policy" that supports healthy choices for all students. Food served to students, must be made and labeled by a certified retailer. TUSD encourages healthy choices for celebrations and class parties. For further information please visit the Child Nutrition website at <http://cnd.turlock.k12.ca.us>.

ESLOs – EXPECTED SCHOOL WIDE LEARNING OUTCOMES

Commitment by:

- Attending school regularly
- Completing school work as assigned

Respect by:

- Caring for and listening well to others
- Following school regulations

Achievement by:

- Communicating effectively orally and in writing
- Ability to access and analyze information
- Developing critical thinking skills

Networking by:

- Being involved in the community
- Using a variety of resources
- Being a proficient user of 21st century technology

Expectation by:

- Demonstrating citizenship, discipline, and civility
- Ability to work independently and collaboratively

Success

- Becoming a positive productive citizen
- Developing and sustaining a strong work ethic
- Acquiring the skills to pursue preferred college and career options

Section 5 of Article IX of the State of California Constitution guarantees students a “free and public education.” The State Supreme Court concluded in 1984 case of *Hartzell v. Connell* (35 Cal.3d.899(1984)), “that all educational activities carried out by public school districts, extra-curricular as well as curricular, must be without cost to the students who participate in such activities.” This same ruling found that “mandatory fees for participating in such extra-curricular activities such as drama, music, and athletic competition were illegal under the State Constitution.” Furthermore, they also rejected the argument that “fees could be charged so long as the district waived fees for students who were financially unable to pay.”