



Compton Unified School District



**Parent /Student Handbook
2022-2023**

Superintendent's Message

On behalf of the Compton Unified School District and Governing Board, we welcome you. Our goal is to provide all students with a quality education that prepares them to take advantage of opportunities in our local, national, and global economy.

The Compton Unified School District currently serves approximately 18,000 students. Schools within our District have achieved tremendous success, inclusive of National Blue-Ribbon School status, California Distinguished Schools status, and top-performing schools within LA County status. We also have an Early College High School which is recognized as a top-performing high school both within the state of California and nationally.

Our elementary schools have a robust offering of Science, Technology, Engineering, Arts, and Math (STEAM) courses comprised of Robotics, Coding, Meet the Masters, and Project Lead the Way offerings. All but one of our middle schools within our District are Verizon Wireless Middle Schools and the other one is an Apple Connect Ed School. They all offer Project Lead the Way, and project-based learning opportunities to students in STEM. Robotics, Coding, and computational thinking are an integral component of each school.

We are one of a few school districts in Los Angeles County offering an Early College Program for high school students. Our Early College program is an opportunity for students to concurrently complete their high school diploma, and their Associate Arts Degree upon graduation from high school.

We are firmly committed to eliminating the opportunity gap for students in the area of technology. We begin by offering coding to students in kindergarten. We challenge you to find another school district offering opportunities for all students in technology. We welcome you to a world of exposure in Technology by offering Coding, Robotics, Computational Thinking, App Design, Challenge-based Learning, Drones, Robotics, and Artificial Intelligence (AI) learning.

We are committed to providing a quality education to all students with a focus on preparing them for success beyond their educational journey within Compton Unified School District.

I encourage you to become actively involved in the educational journey of your child. We look forward to your involvement as a partner in the education of your son/daughter/child/children.

On behalf of the Governing Board and all employees within the Compton Unified School District, we wish you a productive and meaningful experience in Compton Unified School District.

Darin Brawley,

Superintendent

COMPTON UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

501 S. Santa Fe Avenue, Compton, CA 90221 (310) 639-4321, ext. 55125



Charles Davis
President

chdavis@compton.k12.ca.us



Sandra Moss
Vice President

smoss@compton.k12.ca.us



Dr. Ayanna Davis
Clerk

ayanadavis@compton.k12.ca.us



Denzell Jordan-Perry
Legislative Representative

dperry@compton.k12.ca.us



Alma Pleasant
Member

ataylorpleasant@compton.k12.ca.us



Micah Ali
Member

mali@compton.k12.ca.us

Twitter: @mrmicahali



Satra Zurita
Member

szurita@compton.k12.ca.us

Twitter: [@satrazurita](https://twitter.com/satrazurita)

EXECUTIVE CABINET

Darin Brawley, Ed.D.

Superintendent

Shannon Soto, Ed.D.

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Business & Administrative Services

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Chief of School Police

School Police

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Chief Academic Officer

Educational Services

Michele Dawson

Senior Director

Instructional Technology

Kimberly Tresvant, Ed.D.

Executive Director

Human Resources Department

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Senior Director

College & Career Readiness

Mayra Helguera,

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Special Needs/SELPA

Nathaniel Holt

Chief Facilities Officer & Director – FMOT

Facilities - Bond Program

Tony Burrus

Senior Chief Technology Officer,

Information Technology

Jennifer Garziano, Ed.D.

Senior Director

Ed Services, EL

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MISSION STATEMENT

We will ensure that every student has an equitable, high quality elementary and secondary education in a safe environment.

CORE BELIEFS

- We believe all students will learn at higher levels.
- We believe schools have an enormous impact on students' lives.
- We believe that all students shall be educated in a safe and orderly environment.
- We believe all students will reach their learning potential and the achievement gap can be eliminated.
- We believe the Compton Unified School District will become a high performing educational institution.

OUR LCAP GOALS:

- All students will receive high-quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science, as evidenced by state and local assessments and course grades.
- All stakeholders will collaborate to ensure that students have access to a safe and well-maintained learning environment, fully credentialed teachers, and all the necessary instructional materials and equipment.
- High School Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.
- Improve school climate and increase parent participation and pupil engagement by providing a safe and supportive environment with strong adult relationships, which will promote a sense of belonging, especially for low-income students, foster-youth, English Learners, students with disabilities, and those students who are experiencing homelessness.
- English Learners and Standard English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.

FOREWORD & ACKNOWLEDGMENT

Dear Parents/Guardians, Students and District Staff:

Welcome to the **2022-2023** school year! The purpose of the **CUSD Student and Parent/Guardian Handbook** is to provide a common reference guide that is applicable to all students. The handbook will support and ensure the success of all students as they progress through the school year.

This handbook encompasses the most recent changes in education laws and district board policies. It contains helpful information, Parental Notifications, Education Codes, and District Administrative Regulations that will allow everyone to navigate our school system. Nonetheless, it does not prevent our schools from maintaining their own individual uniqueness in servicing their respective community of learners. In addition, you will receive information from your child's school regarding programs, services, and other rules and regulations that are specific to the school site. For our students to benefit from this handbook, we strongly encourage adherence to its contents.

This handbook is updated every year as new laws and board policies change. In addition, it is a composite of the diverse perspectives of our stakeholders in the district. A team reviews, updates, and finalizes its scope and contents. Suggestions on how we can further improve the handbook may be forwarded to the **Executive Director of the Pupil Services Department at 2300 W. Caldwell Street, Compton, California 90220.**

Please review all sections of this handbook, and then **acknowledge** the receipt of the handbook and other Annual ***Parent Notification Information*** as required by EC 48982. Please return the signed copy of 'Use of Technology' and 'Media Release' back to your child's school. All other **annual notifications will be signed for and acknowledged electronically.**

Parents may access the paperwork by logging into the Aeries Parent Portal
<https://eaglenet.compton.k12.ca.us/ParentPortal/LoginParent>

- Parents must have an email address registered at their child's school in order to be able to sign in to the Aeries Parent Portal.

You will have access to this handbook on our website <https://www.compton.k12.ca.us/district/parents>, at your school site and through Parent Square.

On behalf of all the contributing members, I wish everyone a very successful year!

Abimbola Williams-Ajala, Ed.D.
Executive Director
Pupil Services

Contributing Members:

Greg Ogomaka
JaMaiia Bond
Mario Marcos
Jennifer Kang-Moon

Jennifer Garziano
Maria G. Zendejas
Angie Hawkins

Virginia Ward -Roberts
Carmen Ochoa
Jorge Torres
Rosa Delgadillo

2022 – 2023 SCHOOL CALENDAR (Elementary, Middle and High)

TK – 8th (Elementary and Middle Schools)

| School Days | Starts | Ends |
|----------------------------|-------------------|-------------------|
| First Trimester (60 Days) | August 18, 2022 | November 10, 2022 |
| Second Trimester (61 Days) | November 14, 2022 | March 3, 2023 |
| Third Trimester (62 Days) | March 6, 2023 | June 9, 2023 |

(9th-12th) (Centennial, Compton, Dominguez, and Cesar Chavez High Schools)

| School Days | Starts | Ends |
|--------------------------|------------------|-------------------|
| First Quarter (41 Days) | August 18, 2022 | October 14, 2022 |
| Second Quarter (43 Days) | October 17, 2022 | December 22, 2022 |
| Third Quarter (43 Days) | January 6, 2023 | March 13, 2023 |
| Fourth Quarter (56 Days) | March 14, 2023 | June 9, 2023 |

Legal Holidays:

Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Christmas Day
New Year's Day
Martin L. King, Jr. Day
Lincoln Day
Presidents' Day
Memorial Day

[EC § 37220]

July 4th
September 5th
November 11th
November 24th
December 25th
January 1st
January 16th
February 13th
February 20th
May 29th

Observed on:

July 4th (Monday)
September 5th (Monday)
November 11th (Friday)
4th Thursday in November
December 26th (Monday)
January 2nd (Monday)
January 16th (3rd Monday in January)
February 13th (Monday)
February 20th (3rd Monday in February)
May 29th (Monday) Last Monday in May

Local Holidays:

Local Holiday
Local Holiday
Local Holiday
Local Holiday
Cesar Chavez Day
Local Holiday

[EC § 37220]

Friday
Friday
Thursday
Friday
Friday
Friday

Observed on:

November 25th
December 23rd
December 29th
December 30th
March 31st
April 7th

Thanksgiving Break: November 21 - 25, 2022

Winter Recess: December 23, 2022 – January 6, 2023

Spring Recess: April 10, 2023 – April 14, 2023

Staff Development Early Release Days:

TK-8th -- Elementary & Middle Schools

Elementary School Dismissal = 12:15 pm, Middle School & High School Dismissal = 12:30 pm

| | | | | |
|-------------------------|-----------------------|------------------------|------------------------|---------------------|
| August 24, 2022 | October 12, 2022 | December 21, 2022 | February 8, 2023 (HS) | April 5, 2023 |
| September 1, 2022 (HS) | October 26, 2022 (HS) | December 21, 2022 (HS) | February 22, 2023 | April 26, 2023 (HS) |
| September 7, 2022 | October 26, 2022 | January 11, 2023 | February 22, 2023 (HS) | April 26, 2023 |
| September 7, 2022 (HS) | November 2, 2022 | January 11, 2023 (HS) | March 8, 2023 (HS) | May 10, 2023 (HS) |
| September 21, 2022 | November 9, 2022 (HS) | January 25, 2023 | March 15, 2023 (HS) | May 10, 2023 |
| September 21, 2021 (HS) | December 7, 2022 | January 25, 2023 (HS) | March 22, 2023 | May 24, 2023 (HS) |
| October 12, 2022 (HS) | December 7, 2022 (HS) | February 8, 2023 | March 22, 2023 (HS) | May 24, 2023 |

Back to School Night – August 31, 2022 (Elementary); August 30, 2022 (Middle); September 1, 2022 (HS)

Open House – April 5, 2023 (Elementary) Early Release 1:15 p.m.; March 22, 2023 (Middle) Early Release 1:30;

March 15, 2023 (HS) (5:00 p.m. – 7:00 p.m.)

Parent-Teacher Conferences Minimum Days

Fall: November 16th – 18th, 2022 (K-8) October 19th - 20th, 2022 (High School)

Spring: March 8th – 10th, 2023 (K-8) February 2nd and 3rd, 2023 (High School)

Promotional Activities:

Elementary Schools: Friday, June 9, 2023

Middle Schools: Wednesday, June 7, 2023

High School Graduations: Friday, June 8, 2023

2022 – 2023 SCHOOL CALENDAR

(Compton Early College High School)

| School Days | Starts | Ends |
|--------------------------|------------------|-------------------|
| First Quarter (41 Days) | August 18, 2022 | October 14, 2022 |
| Second Quarter (42 Days) | October 17, 2022 | December 16, 2022 |
| Third Quarter (44 Days) | January 9, 2023 | March 13, 2023 |
| Fourth Quarter (56 Days) | March 14, 2023 | June 9, 2023 |

Legal Holidays:

Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Christmas Day
New Year's Day
Martin L. King, Jr. Day
Lincoln Day
Presidents' Day
Memorial Day

[EC § 37220]

July 4th
September 5th
November 11th
November 24th
December 25th
January 1st
January 16
February 12
February 20
May 29th

Observed on:

July 4th (Monday)
September 5th (Monday)
November 11th (Friday)
4th Thursday in November
December 26th (Monday)
January 2nd (Monday)
January 16th (3rd Monday in January)
January 3rd (Tuesday)
February 20th (3rd Monday in February)
May 29th (Monday) Last Monday in May

Local Holidays:

Local Holiday
Local Holiday
Local Holiday
Local Holiday
Cesar Chavez Day
Local Holiday

[EC § 37220]

Friday
Friday
Thursday
Friday
Friday
Friday

Observed on:

November 25th
December 23rd
December 29th
December 30th
March 31st
April 7th

Thanksgiving Break: None

Winter Recess: December 19, 2022 – January 6, 2023

Spring Recess: April 10, 2023 – April 14, 2023

Staff Development Early Release Days:

High School's Dismissal = 1:30 pm

August 25, 2022
September 16, 2022
September 23, 2022
October 7, 2022
October 21, 2022
November 4, 2022

November 18, 2022
December 2, 2022
January 20, 2023
February 3, 2023
February 17, 2023
March 3, 2023

March 15, 2023
March 17, 2023
April 21, 2023
May 5, 2023
May 19, 2023
June 2, 2023

Parent-Teacher Conference Fall October 19 - 20, 2022 (Minimum Day)
Parent-Teacher Conference Spring February 23 - 24, 2023 (Minimum Day)

Back to School Night – August 25, 2022
Open House – March 15, 2023 (5:00 p.m. – 7:00 p.m.)

High School Graduations: Thursday, June 8, 2023
Compton Community College Graduation: Friday, June 9, 2023 **AA degree Recipients Only**

RIGHTS AND RESPONSIBILITIES [EC § 48980(a)]

Rights of Students

- To attend school unless removed under due process as specified in the Education Code.
- To attend school in a secure academic and social climate, free of fear and violence.
- To benefit from their educational efforts, without disruption from other students.
- To be informed of school rules and regulations.

Responsibilities of Students

- To attend school regularly.
- To be at school on time every day.
- To leave the school campus immediately at the end of the school day unless prior arrangements have been made with the school.
- To be prepared for class with the appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel, fellow students, and the public in general, to, from, and during school and school activities.
- To demonstrate pride in the appearance of school buildings and grounds and to take care of school property.

Rights of Parents

- To expect that their children will spend their time at school in a safe environment, engaged in activities under the care and direction of a dedicated staff.
- To have assurance that school personnel will work cooperatively with parents.
- To be informed of District policies and regulations and school rules.
- To review their child's record with a certificated staff member providing assistance.

Responsibilities of Parents

- To assure that their children arrive at school on time and prepared to work.
- To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their children.
- To treat school staff with respect.
- 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 and to approve of reasonable control measures as applied by school personnel.
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students.
- To provide the school with current information regarding legal address, phone, medical data, and other facts, which may help the school to serve their children.
- To become familiar with District policies and school rules and regulations.
- Encourage good attendance and keep children in school all day. Avoid taking students out of school early.
- Encourage positive study habits at home.
- To inspect instructional materials and observe school activities.

Rights of Teachers

- To expect and receive the attention, effort, and participation of the students attending their classes.
- To have parental and administrative backing when enforcing rules designated to provide an optimum learning environment.
- To teach with minimum interruptions.
- To enjoy the same level of respect and courteous treatment accorded members of the class individually and collectively.

Responsibilities of Teachers

- To consider the personal worth of each individual student.
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living.
- To hold students accountable for their actions at all times.
- To recognize divergent ideas, opinions, and expressions objectively and deal with them in a balanced and unbiased manner.
- To keep parents and students informed with timely or periodic reports, including all pertinent data related to the student's school experience.
- To consistently review their own performance with the objective of an ever growing professional stature.
- To initiate and enforce individual classroom rules consistent with school and District policies.

Rights of Administrators

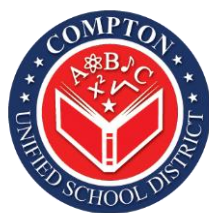
- To initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditions prevail.
- To make decisions on the basis of what is best for the students.
- To hold students accountable for their conduct and to take prompt and appropriate action.
- To expect that all school employees recognize and fulfill their role in terms of campus control.

Responsibilities of Administrators

- To provide leadership that will establish, encourage, and promote good teaching and effective learning.
- To establish, publicize, and enforce school rules and facilitate effective learning and promote attitudes and habits of good citizenship among the students.
- To request assistance from the District's support services and community agencies and resources in all cases indicating such action.
- To be sensitive to the concerns expressed by students/staff/parents/community.

Please Note: Different programs may have other student and parent/guardian rights and responsibilities that are specific to the programs.

COMPTON UNIFIED



SCHOOL DISTRICT

SCHOOL SITE

ASSIGNMENTS 2021-2022

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

| SCHOOL | PRINCIPAL | ADDRESS | EXT | PHONE | FAX |
|--------|-----------|---------|-----|-------|-----|
|--------|-----------|---------|-----|-------|-----|

HIGH SCHOOLS-4

Total Schools-32

| | | | | | | | |
|----|------|--------------------|------------------------|----------------------------------|-------|--------------|--------------|
| 33 | 9-12 | Centennial | Bobby Walker, Ed.D. | 2606 N. Central Ave., Cpt. 90222 | 42810 | 310 635-2515 | 310 631-9164 |
| 34 | 9-12 | Compton | Larry Natividad, Ed.D. | 1200 E. Alondra Blvd. Cpt. 90221 | 42850 | 310 898-6040 | 310 631-3298 |
| 29 | 6-12 | Cpt. Early College | Pamela Maddox, Ed.D. | 2601 N. Wilmington, Cpt. 90221 | 42706 | 310 604-2706 | 310-537-2932 |
| 35 | 9-12 | Dominguez | Caleb Oliver | 15301 San Jose, Cpt. 90221 | 42800 | 562 630-0142 | 562 408-2367 |

MIDDLE SCHOOLS-7

| | | | | | | | |
|----|-----|-------------|----------------------|------------------------------------|-------|--------------|--------------|
| 65 | 6-8 | Bunche | La Trece Polk | 12338 Mona Blvd., Cpt. 90220 | 42865 | 310 898-6010 | 310 638-4935 |
| 66 | 6-8 | Davis | Patrick Sullivan | 621 W. Poplar Street, Cpt. 90220 | 42860 | 310 898-6020 | 310 631-5725 |
| 67 | 6-8 | Enterprise | Miguel Taylor | 2600 W. Compton Bl. Cpt. 90220 | 42855 | 310 898-6030 | 310 632-4183 |
| 30 | 6-8 | Walton | Laura Brown-Henry | 900 W. Greenleaf Ave., Cpt. 90220 | 42840 | 310 898-6060 | 310 631-3409 |
| 31 | 6-8 | Whaley | Ronald Keaton | 14401 S. Gibson Street, Cpt. 90220 | 42835 | 310 898-6070 | 310 638-7079 |
| 32 | 6-8 | Willowbrook | Pamela Maddox, Ed.D. | 2601 N. Wilmington, Cpt. 90221 | 67658 | 310 898-6080 | 310 537-2932 |

ELEMENTARY SCHOOLS-21 (K Plus)

| | | | | | | | |
|----|------|------------|---------------------------------|--|-------|---------------|--------------|
| 41 | TK-8 | Anderson | Martha Funes | 2210 E. 130 th Street, Cpt. 90220 | 46715 | 310 898-6110 | 310 604-0517 |
| 42 | TK-8 | Bunche | Tonjuana McKinney | 16223 S. Haskins Ln, Carson 90746 | 46720 | 310 898-6120 | 310 329-6056 |
| 43 | TK-7 | Bursch | Aisha Provost | 2505 W. 156 th St., Cpt 90220 | 53401 | 310 898-6130 | 310 638-6716 |
| 45 | K-8 | Carver | Mariana Godinez | 1425 E. 120 th Street, L.A. 90059 | 46735 | 310 898-6150 | 323 569-7133 |
| 62 | K-8 | Clinton | Susana Miranda | 6500 Compton Blvd., Cpt. 90221 | 64601 | 562 630-7912 | 562 630-7914 |
| 46 | TK-8 | Dickison | Carol Hsini (Interim) | 905 N. Aranbe Ave., Cpt. 90220 | 46740 | 310 898-6160 | 310 631-5675 |
| 48 | TK-8 | Emerson | Lakisha Moore | 1011 E. Caldwell, Cpt. 90220 | 54201 | 310 898-6170 | None |
| 49 | TK-5 | Foster | Cecelia McDuffie (Interim) | 1620 N. Pannes Street, Cpt. 90221 | 46750 | 310 898-6180 | 310 638-4553 |
| 50 | K-8 | Jefferson | Bilma Bermudez | 2508 E. 133 rd Street, Cpt. 90220 | 46755 | 310 898-6190 | 310 537-3421 |
| 51 | TK-8 | Kelly | Kevin Curry | 2320 E. Alondra Blvd., Cpt. 90221 | 46760 | 310 898-6410 | 310 632-0583 |
| 52 | TK-8 | Kennedy | Megan Crawford (Interim) | 1305 S. Oleander, Cpt. 90220 | 56001 | 310 898-6420 | 310 762-9847 |
| 53 | TK-6 | King | Alicia Jackson Weston | 2270 E. 122 nd Street, Cpt. 90222 | 46770 | 310 898-6430 | 310 631-9208 |
| 54 | K-8 | Laurel | Rachel Collins | 1321 W. Laurel Street, Cpt. 90220 | 46775 | 310 898-6440 | 310 639-8409 |
| 56 | TK-8 | Longfellow | Amanda Sobremesana Ed.D. | 1101 S. Dwight Street, Cpt 90220 | 46785 | 310 898-6460 | 310 632-5406 |
| 57 | K-5 | Mayo | Fleming Robinson | 915 N. Mayo Ave., Cpt. 90221 | 46790 | 310 898-6310 | 310 638-5660 |
| 58 | K-6 | McKinley | Monique Pugh | 14431 S. Stanford Ave., Cpt. 90220 | 57201 | 310 898-6320 | 310 516-1322 |
| 47 | TK-5 | McNair | Edrian William-Walker | 1450 W. El Segundo Ave., Cpt. 90222 | 42895 | 310 898- 6330 | 310 898-6098 |
| 59 | TK-8 | Roosevelt | Rayjanette Condley | 700 N. Bradfield, Cpt. 90221 | 42890 | 310 898- 6350 | 310 632-0338 |
| 60 | TK-8 | Rosecrans | Tamara Y. Carter | 1301 N. Acacia Street, Cpt. 90220 | 42885 | 310 898-6360 | 310 639-2224 |
| 61 | TK-8 | Tibby | Tajuana Cabaong Ed.D. (Interim) | 1400 W. Poplar Street, Cpt. 90220 | 42880 | 310 898-6370 | 310 638-7015 |
| 63 | K-6 | Washington | Alicia Weyeneth | 1421 N. Wilmington Ave., Cpt. 90222 | 42875 | 310 898-6390 | 310-669-9709 |

| | | | | | | |
|---------------|--|-------------|---|-------|--------------|--------------|
| Compton Adult | | Doi Johnson | 1104 E. 148 th Street, Compton 90220 | 55805 | 310 898-6470 | 310 898-6477 |
|---------------|--|-------------|---|-------|--------------|--------------|

ConnectED Schools

Verizon Schools

Non Apple Schools

SCHOOL SITE ASSIGNMENTS

Assistant Principals

2022-2023

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

| SCHOOL | ASST. PRINCIPAL / ADMINISTRATORS | ADDRESS | EXT | PHONE | FAX |
|--------|----------------------------------|---------|-----|-------|-----|
|--------|----------------------------------|---------|-----|-------|-----|

HIGH SCHOOLS

Total Schools-32

| | | | | | | | |
|----|------|-------------------|------------------------|----------------------------------|-------|--------------|--------------|
| 33 | 9-12 | Centennial | Emmanuel Ikeokonta | 2606 N. Central Ave., Cpt. 90222 | 42811 | 310 635-2715 | 310 631-9164 |
| 33 | 9-12 | Centennial | Ryan Hensman | 2606 N. Central Ave., Cpt. 90222 | 42812 | 310 635-2515 | 310 631-9164 |
| 34 | 9-12 | Compton | Ixchel Gill-Stanford | 1200 E. Alondra Blvd. Cpt. 90221 | 67520 | 310 898-640 | 310 631-3298 |
| 34 | 9-12 | Compton | Alejandro Lopez | 1200 E. Alondra Blvd. Cpt. 90221 | 67555 | 310 898-640 | 310 631-3298 |
| 34 | 9-12 | Compton | Eric Garcia | 1200 E. Alondra Blvd. Cpt. 90221 | 42713 | 310 898-640 | 310 631-3298 |
| 29 | 6-12 | Cpt Early College | Mona Walker | 2601 N. Wilmington, Cpt. 90221 | 42834 | 310 639-4321 | 310-763-7065 |
| 35 | 9-12 | Dominguez | Noemi Gonzalez | 15301 San Jose, Cpt. 90221 | 68373 | 562 630-0142 | 562 630-0142 |
| 35 | 9-12 | Dominguez | Charles R. Watkins | 15301 San Jose, Cpt. 90221 | 68238 | 562 630-0142 | 562 408-2367 |
| 35 | 9-12 | Dominguez | Dubois McMillan, Ed.D. | 15301 San Jose, Cpt. 90221 | 68354 | 562 630-0142 | 562 408-2367 |

MIDDLE SCHOOLS-7

| | | | | | | | |
|----|-----|-------------|------------------------------|------------------------------------|-------|--------------|--------------|
| 65 | 6-8 | Bunche | Kimberly Thomas | 12338 Mona Blvd., Cpt. 90220 | 42865 | 310 898-6010 | 310 638-4935 |
| 66 | 6-8 | Davis | Carol Hsini | 621 W. Poplar Street, Cpt. 90220 | 42860 | 310 898-6020 | 310 631-5725 |
| 67 | 6-8 | Enterprise | Virginia Ward-Roberts, Ed.D. | 2600 W. Compton Bl. Cpt. 90220 | 42855 | 310 898-6030 | 310 632-4183 |
| 30 | 6-8 | Walton | Virginia Ward-Roberts Ed.D. | 900 W. Greenleaf Ave., Cpt. 90220 | 42840 | 310 898-6060 | 310 631-3409 |
| 31 | 6-8 | Whaley | Christopher Clark | 14401 S. Gibson Street, Cpt. 90220 | 42835 | 310 898-6070 | 310 638-7079 |
| 32 | 6-8 | Willowbrook | Mona Walker | 2601 N. Wilmington, Cpt. 90221 | 42830 | 310 898-6080 | 310 537-2932 |

ELEMENTARY SCHOOLS (K Plus)

| | | | | | | | | |
|----|------|------------|------------------|----|--|-------|---------------|--------------|
| 45 | K-8 | Carver | | .5 | 1425 E. 120 th Street, L.A. 90059 | 46735 | 310 898-6150 | 323 569-7133 |
| 62 | K-8 | Clinton | DeRon Johnson | | 6500 Compton Blvd., Cpt. 90221 | 64600 | 562 630-7912 | 562 630-7914 |
| 46 | TK-8 | Dickison | Ijeoma Eze, Ed.D | | 905 N. Aranbe Ave., Cpt. 90220 | 46740 | 310 898-6160 | 310 631-5675 |
| 48 | K-6 | Emerson | Takisha Spears | .5 | 1011 E. Caldwell, Cpt. 90220 | 54201 | 310 898-6170 | None |
| 49 | TK-5 | Foster | | .5 | 1620 N. Pannes Street, Cpt. 90221 | 46750 | 310 898-6180 | 310 638-4553 |
| 50 | K-8 | Jefferson | Maria Sanchez | | 2508 E. 133 rd Street, Cpt. 90220 | 54601 | 310 898-6190 | 310 537-3421 |
| 51 | TK-8 | Kelly | | | 2320 E. Alondra Blvd., Cpt. 90221 | 46760 | 310 898-6410 | 310 632-0583 |
| 52 | TK-8 | Kennedy | | | 1305 S. Oleander, Cpt. 90220 | 56001 | 310 898-6420 | 310 762-9847 |
| 53 | K-6 | King | | .5 | 2270 E. 122 nd Street, Cpt. 90222 | 46770 | 310 898-6430 | 310 631-9208 |
| 54 | K-8 | Laurel | | | 1321 W. Laurel Street, Cpt 90220 | 46775 | 310 898-6440 | 310 639-8409 |
| 56 | TK-7 | Longfellow | | .5 | 1101 S. Dwight Street, Cpt 90220 | 46785 | 310 898-6460 | 310 632-5406 |
| 57 | K-5 | Mayo | | .5 | 915 N. Mayo Ave., Cpt. 90221 | 46790 | 310 898-6310 | 310 638-5660 |
| 47 | TK-5 | McNair | | .5 | 1450 W. El Segundo Ave., Cpt. 90222 | 42895 | 310 898- 6330 | 310 898-6098 |
| 59 | TK-8 | Roosevelt | Sherry Scott | | 700 N. Bradfield, Cpt. 90221 | 42890 | 310 898- 6350 | 310 632-0338 |
| 60 | TK-7 | Rosecrans | | .5 | 1301 N. Acacia Street, Cpt. 90220 | 64002 | 310 898-6360 | 310 639-2224 |
| 63 | TK-8 | Tibby | Ikoko Mikle | | 1400 W. Poplar Street, Cpt. 90220 | 42880 | 310 898-6370 | 310 638-7015 |

ConnectED Schools

Verizon Schools

Non Apple Schools

COMPTON UNIFIED SCHOOL DISTRICT

DISTRICT ADMINISTRATION 2022-2023

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

| NAME | POSITION | ADDRESS | EXT | PHONE | FAX |
|--------------------------------------|---|---|--------------|-----------------|-----------------|
| EXECUTIVE CABINET | | | | | |
| Darin Brawley, Ed.D. | Superintendent | 501 S. Santa Fe Ave. Cpt., 90221 | 55125 | 604-6508 | 632-3014 |
| Shannon Soto, Ed.D. | Chief Administrative Officer - Business & Administrative Services | 501 S. Santa Fe Ave. Cpt., 90221 | 55253 | 639-4321 | 763-0105 |
| Tony Burrus | Chief Technology Officer - ITD | 501 S. Santa Fe Ave. Cpt., 90221 | 46524 | 639-4321 | 885-5461 |
| William Wu, JD | Chief - School Police | 501 S. Santa Fe Ave. Cpt., 90221 | 46576 | 604-6576 | 635-4403 |
| Mario Marcos | Chief Academic Officer - Educational Services | 501 S. Santa Fe Ave., Cpt., 90221 | 55012 | 639-4321 | |
| Nathaniel Holt | Chief Facilities Officer & Bond Program Director FMOT | 429 S. Oleander Ave., Cpt, 90220 | 55350 | 639-4321 | |
| Kimberly Tresvant Ed.D. | Executive Director - Human Resources | 501 S. Santa Fe Ave., Cpt., 90221 | 46721 | 639-4321 | 764-5892 |
| Abimbola Williams-Ajala, Ed.D. | Executive Director – Pupil Services | 2300 W. Caldwell St., Cpt. 90220 | 63044 | 639-4321 | 764-5892 |
| Mayra J. Helguera Ed.D. | Executive Director, Special Education/SELPA | 2300 W. Caldwell St., Cpt. 90220 | 46560 | 639-4321 | |
| Jorge Torres, Ed.D. | Senior Director - College and Career Readiness | 501 S. Santa Fe Ave., Cpt., 90221 | 55010 | 635-2715 | 631-9164 |
| Jennifer Moon, Ed.D. | Senior Director - Educational Services | 501 S. Santa Fe Ave., Cpt., 90221 | 55012 | 639-4321 | |
| Michele Dawson | Senior Director - Instructional Technology | 501 S. Santa Fe Ave., Cpt., 90221 | 55017 | 639-4321 | |
| Jennifer Graziano, Ed.D. | Director - English Learner | 501 S. Santa Fe Ave., Cpt., 90221 | 55237 | 639-4321 | |
| Telma Bayona | Director - Early Childhood Education | 411 N. Tajauta Ave. Cpt., 90220 | 57214 | 898-6008 | |
| DISTRICT LEVEL ADMINISTRATORS | | | | | |
| Rigoberto Roman Ed.D. | Administrator - K-12 Attendance Monitoring, Homeless Liaison and Foster Youth Support | 2300 W. Caldwell St., Cpt. 90220 | 63108 | 639-4321 | 639-7312 |
| JaMaiia Bond | Senior Director - Child Welfare and Attendance | 2300 W. Caldwell St., Cpt. 90220 | 46523 | 639-4321 | |
| Silke Bradford Ed.D. | Executive Director – CTE/Charter Schools | 2300 W. Caldwell St., Cpt 90221 | 55207 | 639-4321 | |
| Yolanda Mendoza | Senior Director – Human Resources | 501 S. Santa Fe Ave., Cpt., 90221 | 55075 | 639-4321 | |
| Greg Ogomaka | Senior Director - Special Projects | 16110 S. Harris Ave., Cpt. 90221 | 55142 | 639-4321 | 632-2825 |
| Shaunte Knox, Ed.D. | Director-Black Student Achievement | 501 S. Santa Fe Ave., Cpt., 90221 | 46515 | 639-4321 | 638-0479 |
| Narin Khy-Ly | Director - Research & Evaluation | 2300 W. Caldwell St., Cpt. 90220 | 55098 | 639-4321 | |
| Adax Clay | Administrator Educational Services (K-12 Sci) | 501 S. Santa Fe Ave., Cpt., 90221 | 67612 | 639-4321 | |
| Arlyn Villamor | Administrator Educational Services (K-12 – ELA) | 501 S. Santa Fe Ave., Cpt., 90221 | 55087 | 639-4321 | |
| Liza De La Torre | Administrator Educational Services (6-8 – Math) | 501 S. Santa Fe Ave., Cpt., 90221 | 55113 | 639-4321 | |
| Minluvi Ramos, Ed.D. | Administrator Educational Services | 501 S. Santa Fe Ave., Cpt., 90221 | 55077 | 639-4321 | |
| Shawnte Clewis | Administrator Educational Services (K-5 Math) | 501 S. Santa Fe Ave., Cpt., 90221 | 55047 | 639-4321 | |
| Vicky Tucker | Administrator Educational Services (6-12 LEA) | 501 S. Santa Fe Ave., Cpt., 90221 | 55036 | 639-4321 | |
| Claudia Tomas-Lopez | Administrator - English Learner | 501 S. Santa Fe Ave., Cpt., 90221 | 67228 | 639-4321 | |
| Tiesha J. Walker | Administrator - Research & Evaluation | 2300 W. Caldwell St., Cpt. 90220 | 55236 | 639-4321 | |
| Dawn Pappas | Administrator, Career Technical Education | 1104 E. 148 th St., Cpt. 90220 | 53635 | 898-6470 | |
| Anisha Nicholson | Administrator - School & Community Partnership | 501 S. Santa Fe Ave., Cpt., 90221 | 55073 | 639-4321 | |
| Derek Hubbard | Administrator - Special Education | 2300 W. Caldwell Ave., 90220 | 63051 | 639-4321 | |
| Jessicka Mears | Administrator - Special Education | 2300 W. Caldwell St., Cpt. 90220 | 63067 | 639-4321 | |
| Edward Sanchez | Administrator – STEP Program | 1421 N. Wilmington Ave., Cpt 90220 | 54261 | 639-4321 | |

DISTRICT ADMINISTRATION 2022-2023

Continued

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

| DISTRICT LEVEL ADMINISTRATORS | | | | | |
|--------------------------------------|---|-----------------------------------|-----------------|----------|----------|
| Francisca Owoaje, Ed.D. | Principal on Special Assignment, - Special Education | 2300 W. Caldwell St., Cpt., 90220 | 63067 | 639-4321 | |
| Jamila Polk | Administrator – Special Education | 2300 W. Caldwell St., Cpt., 90220 | 46669 | 639-4321 | |
| Christopher Calvin | Senior Director - Classified Personnel | 501 S. Santa Fe Ave., Cpt., 90221 | 55054 | 639-4321 | 763-0005 |
| Ying Fu | Senior Director – Fiscal Services | 501 S. Santa Fe Ave., Cpt., 90221 | 55037 | 639-4321 | |
| Harvey Irvin | Senior Director - Risk Management /Workers Compensation | 501 S. Santa Fe Ave. Cpt., 90221 | 55117 | 639-4321 | 537-5412 |
| Ladislao Figueroa Jr. | Sr. Director-Student Nutrition | 2300 W. Caldwell St., Cpt. 90220 | 56672 | 639-4321 | |
| Anuoluwapo Roberts | Director – Fiscal Services | 501 S. Santa Fe Ave., Cpt., 90221 | 55006 | 639-4321 | |
| Mark Streeter | Director – Purchasing/Warehouse | 501 S. Santa Fe Ave., Cpt., 90221 | 55101 | 639-4321 | 608-7363 |
| Claudia K. López | Assistant Director- Classified Personnel Services | 501 S. Santa Fe Ave. Cpt., 90221 | 55092 | 639-4321 | 635-0949 |
| Antoinette Pearce | Assistant Director - Student Nutrition | 2300 W. Caldwell St., Cpt. 90220 | 56673 | 639-4321 | |
| Baker Alloush | Assistant Director - Warehouse/Student Nutrition | 723 S. Alameda St. Cpt., 90220 | 46589/ 55391 | 639-4321 | |
| Miya Jones - OOC | Manager - Payroll & Benefits | 501 S. Santa Fe Ave., Cpt., 90221 | 55019 | 639-4321 | |
| Larry Shields | Accounting Manager - Student Nutrition | 2300 W. Caldwell St., Cpt. 90220 | 56675 | 639-4321 | |
| Puru Panday | Director - ITD - Applications Development - R&E | 501 S. Santa Fe Ave., Cpt., 90221 | 55230 | 639-4321 | |

FORMS REQUIRING PARENT'S/GUARDIAN'S Signatures [EC § 48982]

Parents'/Guardians' signatures are **MANDATORY** on the forms listed below.

You are required to sign off on the following forms Listed below. The signed forms will be saved electronically each year.

➤ **PARENT VERIFICATION FORM**

[Form A] (English Version & Spanish Version)

This Form shall be issued to the parents/guardians for their signatures to acknowledge their receipt of the CUSD Student and Parent/Guardian Handbook.

➤ **INTERNET USE and STUDENT USER AGREEMENT**

[Form B] (English Version & Spanish Version)

This Agreement Form shall be issued to the parents/guardians for their signatures to signify their Agreement to the terms and conditions under the Technology and Internet Access as contained in the CUSD Student and Parent/Guardian Handbook.

➤ **AGREEMENT TO ALLOW PUBLICATION OF STUDENT WORK**

[Form C] (English Version & Spanish Version)

This Agreement Form shall be issued to the parents/guardians for their signatures to signify their Agreement to allow the district and/or their child's school to publish the student's schoolwork.

➤ **PARENT NOTIFICATION ON UNIFORM COMPLAINT PROCEDURE FORM**

[Form D] (English Version & Spanish Version)

This Form shall be issued to the parents/guardians for their signatures to acknowledge their receipt of the district Uniform Complaint Procedure that is included in the CUSD Student and Parent/Guardian Handbook.

➤ **PARENTAL CONSENT FORM for Non-Disclosure of Directory Information**

[Form E - For secondary/high school students only] (English Version & Spanish Version)

This Form shall be completed and signed by the parents/guardians of **high school** students.

TABLE OF ACRONYMS

ATTENTION: The school district employee uses the following abbreviations, terms and acronyms; their respective translations have been included for you to better understand their meaning.

| | |
|---|---|
| ADD (Attention Deficit Disorder) | IB (International Baccalaureate) |
| ADHD (Attention Deficit with Hyperactivity Disorder) | IDEA (Individuals with Disability Education Act) |
| AMAO (Annual Measurable Achievement Objectives) | LAC (Language Assessment Center) |
| AP (Advanced Placement) | LACOE (Los Angeles County Office of Education) |
| API (Academic Performance Index) | LCAP (Local Control Accountability Plan) |
| ASES (After School Education and Safety) | LCFF (Local Control Funding Formula) |
| AVID (Advancement Via Individual Determination) | LEA (Local Education Agency) |
| BTSA (Beginning Teacher Support & Assessment) | LTEL (Long Term English Learners) |
| BYOD (bring Your Own Device) | MS (Middle School) |
| CAC (Community Advisory Committee) | MTSS (<u>Multi-Tiered System of Supports</u>) |
| CAPA (CA Alternate Performance Assessment) | NGSS (Next Generation Science Standards) |
| CASSPP (CA Assessment of Student Performance and Progress) | NSLP (National School Lunch Program) |
| CCSS (Common Core State Standards) | OCR (office of Civil Rights) |
| CDS (Community Day School) | PBIS (Positive Behavioral Interventions and Supports) |
| CTE (Career Technical Education) | PBL (Project-Based Learning) |
| CUSD (Compton Unified School District) | PD (Professional Development) |
| CWA (Child Welfare & Attendance) | PI (Program Improvement) |
| DAC (District Advisory Council) | PIQE (Parent Institute for Quality Education) |
| DAHP (District Administrative Hearing Panel) | PK (Pre-Kindergarten) |
| DELAC (District English Learner Advisory Council) | PLC (Professional Learning Community) |
| DGRC (District Guidance and Review Team) | PSAT (Preliminary Scholastic Achievement Test) |
| DOB (Date of Birth) | PTA (Parent Teacher Association) |
| EAP (Early Assessment Program) | PTO (Parent Teacher Organization) |
| EC (Education Code or Ed Code) | RFEP (Reclassified Fluent English Proficient) |
| EL (English Learner) | RTI (Response to Intervention) |
| ELA (English-Language Arts) | SARB (School Attendance Review Board) |
| ELAC (English Learner Advisory Committee) | SART (School Attendance Review Team) |
| ELD (English Language Development) | SBAC (Smarter Balanced Assessment Consortium) |
| ELPAC (English Language Proficiency Assessments for California) | SDAIE (Specifically Designed Academic Instruction in English) |
| ES (Elementary School) | SDC (Special Day Class) |
| ESSA (Every Child Succeeds Act 2015) | SED (Severe Emotional Disability) |
| FAPE (Free Appropriate Public Education) | SELPA (Special Education Local Plan Area) |
| FERPA (Family Education Rights and Privacy Act) | SLD (Specific Learning Disability) |
| FY (Foster Youth) | SSC (School Site Council) |
| GATE (Gifted and Talented Education) | SSMT (Student Support & Mentoring Team) |
| GLAD (Guided Language Acquisition Design) | SWD (Students with Disabilities) |
| HLS (Home language Survey) | SWIS (School-Wide Information System) |
| HS (High School) | TK (Transitional Kindergarten) |
| HY (Homeless Youth) | VAPA (Visual and Performing Arts) |
| | WASC (Western Association of Schools and Colleges) |

ATTENDANCE

California's Compulsory Education Laws

Pursuant to California Education Code § 48200, every person between the ages of 6 and 18 years is subject to compulsory full-time education. Every student is expected to attend school daily for the full day. When you make attendance a priority for your child, you prepare them for a lifetime of success by helping your child to develop healthy life habits, have better grades, and avoid dangerous behaviors that may affect their academics. Absenteeism has a direct negative effect on student achievement. **The goal for student attendance in Compton Unified School District is 98%, less than 5 absences a year.**

Abolish Chronic Truancy (ACT) Program

Compton Unified School District implements the truancy prevention program of the District Attorney's Office, called ACT. This program targets elementary pupils with excessive absences. The DA's Office works collaboratively with school site administration and parents/guardians to prevent excessive student absences from school. The goal is to prevent elementary students from becoming academically disadvantaged due to excessive absences from school and instruction.

Absences

Under state law, a pupil who, without a valid excuse, is absent from school for **three full days** in one school year, or is tardy or absent for more than 30 minutes during the school day on three occasions in one school year, is considered truant. After ten (10) days of absence (for any reason), a warning letter is sent home to the parent.

Avoiding Absences, Written Excuses

Compton Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. Please avoid travel or other absences during the time school is in session. Overall attendance rate affects the amount of funding that the district will receive for classroom instruction and academic programs. The school calendar is designed to minimize problems for families that plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Chronic Absenteeism [EC § 60901]

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively affect academic achievement and student engagement.

Excused Absences [EC §§ 46014 and 48205]

Students, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period.

- a) Notwithstanding Section 48200, a student shall be excused from school when the absence is:
 - 1) Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health.
 - 2) Due to quarantine under the direction of a county or city health officer.
 - 3) For the purpose of having medical, dental, optical, or chiropractic services rendered.

- 4) For the purpose of attending the funeral services of a family member of his or her immediate family. * One day if service is conducted in California; no more than three (3) days if outside of California.
- 5) For the purpose of jury duty in the manner provided for by law.
- 6) Due to the illness or medical appointment during school hours of a child for whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
- 7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- 8) For servicing as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- 9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period to be determined at the discretion of the Superintendent of the school district.
- 10) For attending the pupil's naturalization ceremony to become a United States citizen.
- 11) For the purpose of participating in a cultural ceremony or event.
- 12) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (a) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class for which a pupil's absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the test and assignments that the pupil missed during the absence.
 - (b) For the purposes of this section, attendance at religious retreats shall not exceed **four hours** per semester.
 - (c) Absences pursuant to this section are deemed absences in computing average daily attendance and shall not generate state apportionment payments.
 - (d) "Immediate family," as used in this section, **means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.**

Excused Absences: Release Time for Religious Education [EC § 46014] (Prior Notification Required)

The district will allow release time for students who need to participate in religious exercises or to receive moral and religious instruction. A student's absence will be considered excused, with full rights to make-up tests and homework, if the following conditions are complied with:

- a) The student has the written consent of his/her parent or guardian indicating the date(s) and time the student is to be released from school. The written consent must be submitted to the school two (2) days prior to release from school.
- b) Written verification of attendance at the designated exercise is provided to the school, upon student's return to school.

- c) The student attends the designated exercise, on the day of the absence from school, for at least the minimum day as defined by the Education Code.

[EC §§ 46112, 46113, 46117]

| | |
|----------------------------|---------------------------|
| Kindergarten = 180 minutes | Grades 4-8 = 240 minutes |
| Grades 1-3 = 230 minutes | Grades 9-12 = 240 minutes |

No student shall be excused from school for such purposes for more than four (4) days per school month. A student whose absence is authorized according to the above conditions shall be allowed make-up privileges. Students/parents shall make arrangements with the teacher to make up missed work prior to the absence. Students shall be allowed one (1) school day for each day of absence to make up the work. The responsibility for requesting missed work lies with the student/parent. The teacher may extend the time for makeup.

Excused Absences: Short Term Independent Study (STIS) [EC §§ 51744 -51749.6, 48206.3]

Schools may provide students Short Term Independent Study (STIS) to meet their educational needs while on leave and during travel. The student's parent/guardian may request from the principal/designee: For pupils scheduled for **less than 15 school days, the written agreement shall be signed within 10 school days of the commencement of the first day of enrollment in independent study. Official district forms shall be used for this purpose.**

Long-term independent Study: For pupils scheduled for **more than 14 school days**, the written agreement shall be signed, **before the commencement** of independent study.

Excessive Absenteeism [EC §§ 48320-48324]

Once a student accumulates fifteen (15) absences (excused or unexcused) during the school year:

1. A school administrator may place the student on attendance supervision, which imposes a requirement that a licensed medical practitioner must verify additional absences. (CCR Title 5, Sec. 421b)
2. A student may not be placed on attendance supervision unless the parent/guardian has been notified previously in conference or by letter of the district's excessive absence policy after that student has been absent ten (10) days or more.
3. Once a student has been placed on attendance supervision, a school administrator/certificated designee shall call and hold a parent conference. This will be done through a School Attendance Review Team (SART) process. Parents/guardians will again be informed of the district's excessive absence policy. If the parent/guardian cannot be contacted, a certified letter shall be sent informing the parent/guardian that the student is placed on attendance supervision and the pertinent provisions of the excessive absence policy.
4. Parents of a student on attendance supervision who is absent from school five (5) or more times without the required verification from a doctor are subject to being referred to the Student Attendance Review Board (SARB).

Unexcused Absences for Personal Reasons [EC §§ 48205, 37223] (Absence with no prior approval) Students who are absent for personal reasons and who did NOT receive prior approval from the school administrator may be assigned a consequence such as detention, in-school suspension, or Saturday School to make up class work missed because of the unexcused absence. No student shall be denied the opportunity to do makeup work.

Written Excuses [5 CCR § 306]

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Tardiness [EC § 48260]

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office.

Truancy Definitions [EC §§ 48260, 48262, 48263.6 48263, 48267, 48268 and 48269; WIC 236, 601, 601.3, 653.5, 654 and 651.5]

A student is considered truant after three (3) absences or three tardiness of more than 30 minutes each time or any combination thereof and the absences or tardiness are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC § 48205.

It is the responsibility of the parent/guardian to provide an explanation of a student's absence either by telephone on the day of the absence or by note upon the student's return to school.

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the student's continued problem of truancy, by a Probation Officer or Deputy District Attorney.

The following procedures will be followed when a student is absent from school without a valid excuse or tardy without the school's approval in excess of thirty (30) minutes.

First Unexcused Absence

The student and parent(s) will be informed, through a telephone call, of the mandatory attendance laws and the district's pertinent policy and procedures. The telephone call shall be documented.

Second Unexcused Absence

The student and parent(s) will be informed, through a home visit or certified mail, of the mandatory attendance laws and the district's pertinent policy and procedures. The parent/guardian and student are warned that failure to do so will be treated as "defiance of authority." Alternate consequences will be assigned such as Saturday School and documented.

Third Unexcused Absence

The student is now **a legal truant**. The principal/designee must send the official district "Notification of Truancy" letter through certified mail. Students who are on probation with the Juvenile Probation will be referred to the Juvenile Probation Department.

Fourth Unexcused Absence

The principal/designee shall send the district "Second Notification of Truancy" letter that asks the parent/guardian and student to attend a parent conference with the principal/designee. The parent conference is held and documented.

Fifth Unexcused Absence

The principal/designee shall send the district "Third Notification of Truancy" letter that schedules a School Attendance Review Team (SART)/Student Support and Monitoring Team (SSMT) meeting with the parent/guardian and student. The SART/SST meeting is held and a SART contract is prepared, signed, and put into effect.

Sixth Unexcused Absence

The student is now reclassified as **a habitual truant**. The principal/designee must send the district "Notification of **Habitual Truancy**" a letter that informs the parent/guardian and student that the truancy case is being referred to the Student Attendance Review Board (SARB).

The principal/designee prepares and forwards to the District Intervention Placement Office (DIPO) a DARC referral along with all documentations of parent notifications, contracts, and all school site interventions.

Arrest of Truants/School Attendance Review Boards [EC §§ 48263 and 48264]

The school attendance supervisor, administrator or designee, peace officer, or probation officer, may arrest or assume temporary custody, during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Any minor who is required to be reported as a truant pursuant to Education Code 48260 or 48261 and pursuant to appropriate city and county ordinance is subject to the following:

1. Performance of court-approved community services for no less than 20 hours but no more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
2. Payment of a fine by the student for which a parent or guardian of the student may be jointly liable.
3. Attendance of a court approved truancy prevention program such as the Attendance Support Center.
4. Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subdivision shall apply only to a student who has attended a school Attendance Review Board program, a program operated by a probation department acting as a school Attendance Review Board or a Truancy Mediation Program.

High School Campus Truancy Resolution

Effective April 8, 2002, the High School Campus Truancy Resolution was implemented at all high school campuses of the Compton Unified School District. Following are the implementing procedures:

1. All current students must carry a pictured school identification card (an ID card).
2. All teachers, staff, and administrators shall issue a pass when a student is permitted to leave a classroom or an office. The date and time shall be indicated clearly on the pass. One pass is issued to one student. No more than one student shall receive a pass for the restroom at the same time.
3. If teachers consistently send students out of class without passes, school administration shall document it in writing.
4. All schools' students must wear an ID card that is visible. All students participating in programs such as work experience shall have ID cards indicating so.
5. If a student is found out of class without a pass/permission during an on-campus truancy sweep, the following steps will be implemented:
 - a) Staff will ask the student for his/her ID card.
 - b) Staff will interview the student and give a verbal warning.
 - c) Staff will document the student's name in his/her log. Progressive and appropriate actions will be taken by school administration.
6. If a student is found out of class without a pass/permission and without an ID, the student is taken by designated support staff to the attendance Office for verification. The student can be referred to the counselor, the Student Support Coordinator, and The Assistant Principal of Student Services for verification. A verbal warning is then given.
7. Subsequent second and third warnings will follow the same procedure with a letter sent home.
8. Parallel to this implementation, School Attendance Review Team (SART) and the Student Support and Monitoring Team (SSMT) shall be convened to address habitual truant students. When interventions have not been successful, the student shall be referred to the Student Attendance Review Board (SARB) for further actions and sanctions.
9. Any student found truant outside of the school campus would be processed by law enforcement and escorted to the student's school of residence and/or district's Attendance Support Center

Saturday School Program [EC § 37223]

The governing board of any elementary, middle, high school or unified school district may maintain classes on Saturday. The CUSD Board of Trustees approves such classes when appropriate and practicable. These classes may include makeup classes for unexcused absences occurring during the week. Attendance at classes conducted on Saturday shall be at the election of the student or, in the case of a minor student, the parent or guardian of the student. However, the governing board may require truants, as defined by EC § 48260 to attend make-up classes conducted on one (1) day of the weekend.

School Attendance Review Team (SART)

The School Attendance Review Team (SART) is a school site-based intervention process designed to resolve a student's attendance problem. The teacher, counselor, or school principal/designee shall refer a student who is legally truant to SART.

The student and parent/guardian are required to participate in the SART process. The SART is composed of the parent/guardian, student, counselor, teacher(s), principal/designee, and others who may be providing support services to the student and/or family such as a social worker, health worker, school psychologist, mental health worker, probation officer, youth caseworker, or school police.

The **SART** will review attendance codes, regulations, and responsibilities, review student's current attendance record and cause(s) of excessive absences, discuss possible consequences, discuss appropriate interventions, develop a contract, and schedule review dates of student's attendance progress.

When a student's attendance problem persists despite interventions implemented through the SART process, a student may be referred to the Student Attendance Review Board (SARB).

School Attendance Review Board (SARB) [EC §§§§ 48320-48324, 48292, 48293]

The Education Code provides for the establishment of School Attendance Review Boards to meet the special needs of students with school attendance problems or school behavior problems.

The School Attendance Review Board (SARB) may include, not limited to, a parent and representatives of: (1) the student's school, (2) the county probation department, (3) the county welfare department, (4) the law enforcement agencies, (5) the county superintendent of schools, (6) the district attorney's office, and (7) school or county health care personnel. SARB has the authority to recommend that parents and students take certain measures to correct inappropriate behavior and attendance. The SARB panel can refer the student to community agencies for assistance or suggest adjustments to the school assignment.

In the event that a parent, guardian, or student fails to respond to the directives of SARB or to services offered on behalf of the minor, SARB may:

1. Direct that the minor be referred to the county welfare department. [WIC § 300]
2. Direct that the minor be referred to the county probation department. [WIC § 601]
3. Request the Administrator of Pupil Services/designee to file a complaint against the parent, guardian, or other person in charge of such minors with the District Attorney.

The parent or guardian of any student who fails to comply with the directives of SARB unless excused or exempted, is guilty of an infraction and shall be punished as follows:

1. Upon conviction by a fine of not more than one hundred dollars (\$100).
2. Upon a second conviction, by a fine of not more than two hundred fifty (\$250).
3. Upon a third or subsequent conviction, by a fine of not more than five hundred dollars (\$500).
4. In lieu of imposing the fines prescribed in lines (1) and (2), the court may order such a person to be placed in a parent education and counseling program.

Communicating with Parents

The Compton Unified School District uses a district wide notification system called **ParentSquare** to communicate collectively or individually with parents and staff, regarding emergencies, attendance, school events and other important issues affecting you and your child. Parent Square's capabilities allows us to communicate with everyone expressly within minutes, or send personalized voice messages to cellular, work or home phones, and through email, text messaging and social networks. You are responsible for any charges for text messages. Please help us by ensuring we have current contact information to communicate with you. Please specify on which phone you receive general notification, attendance and emergency by completing the Student Emergency Information Form.

When to Expect District Calls:

- **General Messages:** These messages will be sent in the evenings; (non-emergency messages, some announce upcoming events or reminders)
- **Attendance:** These messages will be sent in the mornings and early evening – these are to inform you that your child was reported absent that day or absent for some periods. This call is important; it lets you know your child missed school. Make this telephone number, one that notifies you **promptly**.
- **Emergency** Notifications are urgent and the number you provide is one that you can be reached on during the day.

ACADEMIC EXPECTATIONS & REQUIREMENTS

Academic Honesty

The Board of Trustees believes that personal integrity is essential in achievement. Students will reach their full potential only by being honest with themselves and with others. The Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can be successful because of their own efforts. The Board expects that students will not cheat, lie or plagiarize for personal gain or the gain of others. (BP 5131.9)

Academic Intervention Activities and Strategies

When a student is identified as struggling or at risk of failing, our schools provide interventions and remediation of the academic or behavioral concerns. The interventions are documented and monitored closely for progress. The process is called, '**Response to Instruction & Intervention (RtI²): a multi-tiered system of support. Each school in the district has an active school-based multi- disciplinary support team.**

Response to Instruction and Intervention (RtI²) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The **RtI²** process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

These services may be provided by a variety of personnel, including general education teachers, other professionals and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. **RtI²** is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The three main components of **RtI²** are:

To review academic and behavioral data and evaluate the effectiveness of the core (Tier 1) instruction.

To review student screening data and identify those needing additional support/intervention.

To plan, implement, monitor, and modify academic and/or behavioral interventions for these students.

Acceleration/Promotion/Retention [BP 5123]

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Student advancement in grades K-8 will be made based on achievement of basic skills. Exceptions may be made when in the judgment of the certificated staff, parents and/or guardians, are in the best educational interest of the students involved. The final decision regarding promotion, acceleration and retention will rest with the school authorities.

Acceleration from Kindergarten to First Grade [EC § 48011]

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. Admission shall be subjected to the following minimum criteria: [5 CCR 200]

1. The student is at least five years of age.
2. The student has attended a public-school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent or guardian and the district agree that the student shall **continue** in kindergarten for not more than one additional school year. Whenever a student continues in kindergarten for an additional year, the superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. [EC § 46300]

Promotion Standards

1. Promotion in grades K-8 will be based upon individual student reading levels as determined by standardized tests and other secondary assessments of standards. The use of a standardized test is recommended to provide incentive for all students to do their personal best when taking the test.
2. All students will be assessed annually in Reading skills and Mathematics.
3. All students in grades K-8 assessed below grade level in Reading must participate in intervention and progress monitoring activities for a period of time before any other recommendations are made.
4. The local school Student Support and Monitoring Team (SSMT) will determine if all opportunities have been made available before recommendation is made for retention.

Retention at Other Grade Levels [EC § 48070.5]

The superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels.

- Between grades 2 and 3, Between grades 3 and 4, Between grades 4 and 5
- Between the end of the elementary grades and the beginning of the middle school grades
- Between the end of the middle school grades and the beginning of the high school grades

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily based on their level of proficiency in reading. Proficiency in reading, English Language Arts and mathematics shall be the basis for identifying students between grades 4 and 5, between elementary and middle school grades, and between middle school grades and high school grades. [EC § 48070.5]

Career Counseling & Course Selection [EC § 221.5(d)]

Beginning grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupils' gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Grade Reduction and Loss of Academic Credit [EC § 48980(k)]

No student shall have his/her grade reduced or lose academic credit for any absence, pursuant to Education Code Section 48205 (Excused Absences, pages 10-12), for missed assignments or tests that can reasonably be provided or completed.

Homework Policy

The Compton Unified School District has a Homework Policy. Homework is assigned a minimum of five (5) nights per week, Monday through Friday, and includes daily assignments and long-term projects. It may be necessary for your student to visit a local library in addition to the school/classroom library for special reports and research projects. Homework does not necessarily come in the form of a written assignment. It can simply be reading a book of the student's choice and/or watching a documentary on television that allows a student an opportunity to have an interactive dialogue at school the next day with peers and teacher.

We ask that parents support the school's Homework Policy by providing a place at home conducive to thoughtful work. Encourage your child to complete all assignments in a neat and timely manner and by reviewing the work for thoroughness, creativity, skill application, and appropriateness to the topic.

With the advent of technology and the internet, students can get homework assistance online. All they need is access to a computer with internet connection or a smartphone. There are experts online who have skill, knowledge and experience to help students. We also utilize many computers assisted learning solutions that students can continue to work on at home to make up assignments or further their understanding. Your involvement in implementing the Homework Policy is crucial to extending learning opportunities for students. Homework is often factored into the final student grade.

Prospectus of School Curriculum [EC §§ 49063 and 49091.14]

The Education Empowerment Act of 1998 provides parents/guardians the right to inspect instructional materials and observe school activities. Each school site shall compile at least once annually in a prospectus its curriculum including titles, descriptions, and instructional aims of every course offered and shall make its prospectus available upon request. When requested, the prospectus shall be reproduced and made available. The school may charge for the prospectus an amount to cover duplication costs.

California High School Proficiency Examination (CHSPE) [EC § 48412; 5 CCR § 11523]

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

Think Together After-School Program

Compton Unified School District is excited to offer K-12 students an opportunity to join the After-School Program now managed and operated by our new vendor **Think Together**. This is a grant funded after school enrichment program, which provides opportunities for students to increase their academic achievement, find or broaden their interests in Visual and Performing Arts and keep them physically and socially involved in positive productive activities. The program offers daily homework support and academic tutoring. The program's Literacy and Math enrichment activities support the CUSD daily instructional program. **There is no cost to anyone enrolled in the program.**

Note: Enrollment is limited. Registration is on a 'first come, first served' basis. When enrollment number is reached for a site, late-registrants will be placed on a waiting list. **Regular attendance is mandatory.** Students can only attend the after-school program when they attend school. Students are expected to stay for the entire program every day. Excused absences include illness and occasional medical appointments. Students must be picked-up promptly at the end of the program by authorized adults. The *After-school Administrator Jennifer Moon, Ed.D. at (310) 639-4321, ext. 655012* can address questions and concerns.

Every Student Succeeds Act

Federal law requires that school districts set goals and monitor the progress of all of our students. The California State Department of Education provides guidance and support to school districts in meeting those goals. The California School Dashboard (www.cashooldashboard.org) is a website where parents/guardians, educators, and the public can use to see how districts and schools are meeting the needs of California's diverse student population and includes test scores, graduation rates, English learner progress, and suspension rates.

High School Graduation Requirements

Below are the regular high school graduation requirements for the Class of 2022/2023 and beyond. The Board of Trustees approved these requirements on July 14, 2015.

| Subject Area | CUSD Requirements | UC Requirements | CSU Requirements |
|--|---|---|---|
| English | <u>4 Years</u> English 1 English 2 English 3 English 4 | <u>4 Years</u> English 1 English 2 English 3 English 4 | <u>4 Years</u> English 1 English 2 English 3 English 4 |
| Mathematics | <u>3 Years</u> Integrated Math1/Algebra 2/Geometry Integrated Math 3/Algebra 2 Statistics Pre-Calculus | <u>3 Years</u> Integrated Math1/Algebra 2/Geometry Integrated Math 3/Algebra 2 (or higher) <u>4 years recommended</u> | <u>3 Years</u> Integrated Math1/Algebra 2/Geometry Integrated Math 3/Algebra 2 (or higher) <u>4 years recommended</u> |
| Social Science | <u>3 Years</u> US History World History US Government Economics | <u>2 Years</u> 1-year US History OR 1 sem. of U.S. History & 1 sem. Gov. AND 1 year of World History | <u>2 Years</u> 1-year US History OR 1 sem. of U.S. History & 1 sem. Gov. AND 1 year of from a or g category |
| Science | <u>2 Years</u> Biological Sciences Physical Sciences Integrated Sciences | <u>2 Years (with lab)</u> Biological Chemistry or Physics <u>3 years recommended</u> | <u>2 Years (1 with lab)</u> Biological, Chemistry or Physics, (1 can be from G elective) <u>3 years recommended</u> |
| World Language Visual & Performing Arts Career Technical Education | <u>1 Year</u> <i>World Language, OR Visual/Performing Arts OR Career Technical Education 10 Credits Total</i> | <u>2 years (Same Language)</u> <i>3 years recommended</i> | <u>2 years (Same Language)</u> |
| Electives | 70 Credits | <u>1 year (College Prep)</u> <i>Additional year of A-F or G Electives</i> | <u>1 Year (college Prep)</u> <i>Additional Year of A-F or G elective</i> |
| Physical Education | 2 Years | | |
| Testing Req. | | SAT or ACT w/writing & AWPE | SAT or ACT & CAASP |

NOTES:

- Annually, from February 1 through May 31, all local educational agencies (LEAs) are required to administer the PFT to all students in **grades five, seven, and nine**. The primary goal of the PFT is to assist students in establishing lifetime habits of regular physical activity. Research has established that regular activity, combined with good nutrition, contributes to healthy outcomes by preventing obesity and reducing chronic health conditions, such as diabetes, coronary heart disease, and hypertension.
- **Physical Education Requirement for Class of 2020:** A recently passed legislation requires students to continue to take Physical Education every year if they do not meet the passing criteria of 5 out of 6 Healthy Fitness Zones on the state mandated physical fitness test administered in the **ninth grade**.
- **Commencing with the 2003-04 school year** and each year thereafter, at least one course, or a combination of the two courses in mathematics required to be completed prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I. **[EC § 51224.5]**
- Pupils who transfer to the continuation high school or adult school will have different course credit requirements for high school graduation. Pupils and parents/guardians must confer with their counselors before opting to transfer to Cesar Chavez Continuation HS or Compton Adult School.

Career Technical Education

Compton Unified School District offers Career Technical Education (CTE) programs at each of its comprehensive high schools. These programs of study are a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Students can learn more about the Career Technical Education programs within Compton Unified at the department's website:

<http://www.compton.k12.ca.us/departments/educational-services/career-technical-education/career-technical-education>

Students may set appointments with their high school counselors in order to discuss courses that meet college admission requirements, pathways and programs offered by Career Technical Education, and/or to discuss additional college and career readiness topics.

All CTE courses meet and satisfy high school graduation requirements for the CTE requirement or as elective credits.

Report Cards and Grading Policy

The Compton Unified School District uses a standards-based report card for students in all the Elementary and K-8 schools. This report card identifies the California Content Standards that every student in California should learn in each grade level. Parents will receive information about the content standards being learned during each period throughout the year. Report cards are **per trimester**.

For students in the Middle and high Schools (grades 6-12), grades given to each student shall be the grade determined by the teacher of the course. As literacy development is one of the major thrusts of our district, writing assessment shall continue to be an important and integral part of determining our students' academic grades. Parents will receive information quarterly about how well their sons/daughters are achieving. Report cards will be mailed home after the end of each quarter, trimester, and semester. The reporting periods are:

High Schools:

- First Quarter Report Card – after **October 14, 2022**
- Second Quarter (First/Fall Semester) Report Card – after **December 14, 2022**
- Third Quarter Report Card – after **March 13, 2023**
- Fourth Quarter (Second/Spring Semester) Report Card – **June 9, 2023**

Elementary/Middle Schools:

- First Trimester Report Card – after **November 10, 2022**

- Second Trimester Report Card – after **March 3, 2023**
- Third Trimester Report Card – **June 9, 2023**

California Assessment of Student Performance and Progress

Compton Unified School District students in grades 3-8 participate in the California Assessment of Student Performance and Progress (CAASPP). Students participate in online testing in Math and English Language Arts and in Science testing in grades 5 and 8. Parents who wish to exempt their children from testing are encouraged to contact the school office. Parents will receive copies of student scores for CAASPP annually.

College Going Culture

Compton USD promotes a College Going Culture. Our goal is for every student to graduate ready for college and career. We are encouraging all students to know they can succeed, they have appreciation for academics, they want to be life-long learners and they have the tools they need to achieve now and in the future. We recognize that while college may not be the right path for every student, there are many students who, given the chance, would be successful in college, if they had the opportunity to attend.

Retroactive Grant of High School Diplomas: Departed and Deported Pupils - EC 51430

The governing board of the Compton Unified School District may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

Federal Student Aid – EC 51225.8

The Compton Unified School District will ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis.

The Dream Act Application is used to apply for state financial aid like the University of California Grants, State University Grants and Community College Board of Governors fee waivers. In addition, the Dream Act Application is used to apply for Cal Grants at California public and private colleges and universities. This is not an application for federal financial aid. All family and student personal information will be protected according to state and federal privacy laws and regulations. CUSD disseminates this information to students in a variety of methods individually and in groups: in-class, during family information sessions at Back to School night, during orientation before the senior year and when students receive class schedules.

Migrant and Newly Arrived Immigrant Pupils: Graduation Requirements and Continued Education Options EC 51225.1 and 51225.2

Notice shall be provided in language that the parent and student understand within 30 days of migration: When a pupil completes the state minimum coursework requirements and becomes eligible for a diploma, to notify the pupil, the educational rights holders all of the following:

The pupil's right to a diploma issued by the school district of residence if he or she completed the graduation requirements for high school students who transferred in their 3rd or 4th year of high school from another country or other school district. The school district of residence shall issue to the pupil a diploma from the school the pupil last attended after the transfer and accept coursework satisfactorily from the school previously attended, as well as from a country other than the United States.

The district or charter school will explain how taking coursework and other requirements adopted by the governing board or charter school or continuing education upon transfer will affect the pupil's ability to gain admission to a postsecondary educational institution. Information about transfer opportunities available through the California Community Colleges.

The pupil's or the education rights holder's, as applicable, option to allow the pupil to take additional coursework for a 5th year of high school toward an achievable diploma requirement. If the district or charter school fails to provide timely notice, the pupil shall be eligible for the diploma once notified, even if that notification occurs after the initial transfer. In addition, the statewide minimum course work and other requirements adopted by the governing board of the district or charter school shall do both of the following: Inform the pupil of his or her option to take coursework and other requirements adopted by the governing board.

Permit the pupil, upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board, to take additional coursework for a 5th year of high school. Advise the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, to consider enrollment in a school operated by the local educational agency or charter school, benefit from continued instruction, and graduate from high school with a valid diploma. If a pupil participating in a newcomer program is exempted from local graduation requirements, the exemption shall continue to apply after the pupil no longer meets the definition of a "pupil participating in a newcomer program" while he or she is enrolled in school or if the pupil transfers again to another school, including a charter school, or school district during the 3rd or 4th year of high school. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

Coursework and Graduation Requirements: Children of Military Families – EC 51225.1 and 51225.2

Within 30 days of enrollment, the school district shall notify children of military families if they are qualified to be exempted from local graduation coursework requirements that go beyond state graduation requirements. The school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school or is reasonably able to complete the school district's graduation requirements within the pupil's fifth year of high school. The coursework completed while attending another school is to be issued full or partial credit. "Pupil who is a child of a military family" means a pupil who meets the definition of "children of military families" under Section 49701.

If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of the Compton Unified School District will be issued full or partial credit. You may reach the counselor, Lori Body Ed.D., at 310-639-4321 X 63002.

Educational Equity: Immigration Status: EC 66251, 66260.6, 66270, 66270.3 and 224

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

The Sex Equity in Education Act exempts any discrimination based on male or female identity for pupils who seek to participate in state or national conferences, therefore, furthering California's goal of providing an equal educational opportunity to all students by prohibiting the use of public resources when a program discrimination is based on gender.

BEHAVIOR EXPECTATIONS AND CONSEQUENCES

Conduct and Discipline [EC §§§ 35291, 35291.5, 51100]

The responsibility for fostering desirable standards of conduct in the Compton Unified School District is shared by the Board of Trustees, administrators, teachers, support personnel, parents, and students.

The Board of Trustees has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff.

Our district utilizes Positive Behavior Intervention and Support (**PBIS**). It is a school-wide, proactive, team-based framework for creating and sustaining safe and effective schools. The goal of PBIS is to create a positive school climate. A positive school climate includes a feeling of safety, respect, engagement in learning. PBIS is a way for schools to teach good behavior expectations and support positive behavior at all school settings (e.g., classroom, halls, cafeteria, bus, playground, etc.). *With PBIS, students learn about behavior, just as they learn other subjects like math or science.* The key to PBIS is prevention, not punishment. In addition to PBIS, we added Social skill instruction and achieving skill competency as an integral component of student success. ALL students need the kind of attention and help that brings about positive, lasting changes in their way of thinking, feeling, and behaving. Social skills hold the key to unlocking the potential for good that every child possesses.

CUSD has adopted a list of the top 18 social skills to be taught to ALL students in order to achieve Social Competence.

| Teaching Social Competence Top18 Social Skills | | | |
|---|--------------------------------------|----|----------------------------------|
| 1 | Following Instructions | 10 | Asking for Help |
| 2 | Accepting Criticism or a Consequence | 11 | Asking Permission |
| 3 | Accepting “No” for an Answer | 12 | Staying on Task |
| 4 | Greeting Others | 13 | Sharing Something |
| 5 | Getting the Teacher’s Attention | 14 | Working with Others |
| 6 | Disagreeing Appropriately | 15 | Listening |
| 7 | Making an Apology | 16 | Appropriate Voice Tone |
| 8 | Accepting Compliments | 17 | Using Social Media Appropriately |
| 9 | Having a Conversation | 18 | Controlling Emotions |

A school may adopt discipline rules and procedures unique to its site as long as they do not conflict with the Student Conduct Code or applicable policies adopted by the governing board and the California statutes governing school discipline.

The development of these school discipline rules and procedures must include representation of parents/guardians, teachers, school administrators, school security personnel, school police, and students if school is at secondary level. Parents/guardians, students, and school employees shall be notified of these school discipline rules and procedures at the beginning of each school year. [EC § 35291.5]

Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, during fields, events outside of school, on the playgrounds, or during recess. What follows is a general guide to the rights and responsibilities of students, parents, and school site personnel on school discipline. **[EC § 44807]**

- **All students** are required to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language while attending school or school related activities. **(5 CCR § 300)**
- **All parents/guardians** have the responsibility of developing in their children; respect, courtesy, obedience to lawful authority, consideration for the rights of others and the desire to learn; they are encouraged to work cooperatively with the school in fostering these traits in their children. Parents/Guardians are required by law to respond promptly to requests from school officials to attend conferences regarding their child's behavior.
- **All school site personnel** have the responsibility of fostering respect for authority and compliance with school and district policies. School personnel are required to inform parents and students of the rules and procedures related to student attendance and discipline. School personnel are responsible for order in classrooms, on the school grounds and at school related events, and may take such disciplinary actions as are specified in school and district policies.

Code of Student Conduct

The district code of student conduct and discipline shall be followed and enforced in the same manner in all schools. The number of violations occurring in one (1) school year determines consequences. Please note that this Conduct Code may be subject to change because of new state laws. You will be notified of any changes.

The California Constitution was amended in 1982 with the addition of Section 28(c) to Article I, and now states, "All students and staff of primary, elementary, middle school, and senior high schools have the inalienable rights to attend campuses which are safe, secure and peaceful." [California Constitution, Article I, Sec. 28 (c)]

Restorative Practices (RP)

The Pupil Services Department has begun to train staff across the district to introduce the Restorative Practices into our schools. Restorative Practices is a process that brings together those who have caused harm through their wrongdoing with those they have directly or indirectly harmed in order to resolve the problem and address issues.

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. These relationships are not just student to student, but also student to teacher, teacher-to-teacher, administrator to teacher, district to staff, and so on. The fundamental premise of RP is that human beings are happier, more cooperative, productive, and more likely to make positive changes in their behavior when those in positions of authority **do things with them, rather than to them or for them.**

Restorative Practices:

- Encourage individuals to take responsibility for their actions
- Allow individuals to play an active role in repairing harms they have created
- Include everyone's perspective in the process
- Encourage peers to seek understanding & rebuild trust
- Help determine what the individual can do to demonstrate they are a positive member of the community
- Allow for a higher level of learning/reflection
- Hopefully enhance skills the student will use beyond JMU

What to Expect:

- Sharing emotions
- Addressing harms and needs in a polite and respectful manner
- Telling your story and listening to others' stories

- Taking responsibility for your behavior
- Forgiving past harms
- Gaining a deeper understanding of the individuals involved
- Group decision making
- Active listening
- Community engagement

Benefits

- Participating in a Restorative Process has several benefits:
- Increases sense of belonging
- Increases Community awareness
- Develops problem-solving skills
- Improves relationships
- Creates empathy
- Increases the need to take responsibility
- Develops strategies for expressing feelings
- Promotes accountability

Social Emotional Learning:

Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social competencies and experiences to understand and manage emotions, set in addition, achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. SEL builds and deepens a positive school climate. Our district teaches SEL daily in every classroom K-12.

Due Process Rights

In implementing the student code of conduct, all school staff members are expected to treat all students in a consistent, fair, and equitable manner to assure due process for all students.

Electronic Listening or Recording Devices [EC § 51512]

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any student in violation shall be subject to appropriate disciplinary action.

Electronic Signaling Devices and Cellular Phones [EC § 48901.5; EC § 51101]

Districts and schools may prohibit Smartphone use while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population, but must be in writing and kept on file in student records for confidential record keeping and reasons.

Cell phone use during instructional time is permitted only with teacher authorization. It is the discretion of the site Principal to restrict or limit these devices on campus, should their presence create a disruption. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee.

Any device with camera, video, or voice recording function shall not be used in any manner, which infringes on the privacy rights of any other person. The school District and employees are not responsible for loss or theft of personal property. *Please see the CUSD Acceptable Use Agreement and Release of District from Liability Policy.* **Please Note:** School authorities will confiscate unauthorized devices. Confiscated devices will be returned to the parents/guardian, not to the student.

Gun-Free School Zone Act [PC 626.9, 30310]

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the school district superintendent, his or her designee, or equivalent school authority. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

Mandatory Expulsion Violations [EC § 48915(c), EC § 48902]

A conduct violation involving any of the following offenses requires a mandatory expulsion without exception. [“Expulsion” means the loss of opportunity for a student to attend any regular school/program in the Compton Unified School District or other public schools for a specified period.]

The violation warrants a 5-day suspension, which may be extended by the superintendent/designee pending the hearing and recommendation of the District Administrative Hearing Panel (DAHP). The violation must be reported by the site administrator to the appropriate law enforcement authorities [EC § 48902].

Other Means of Correction: alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior, as specified. The recommendation for expulsion shall be based on one or both of the following:

1. **Other Means of Correction** are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the Pupil or others [see Section 48915 (b)]

CONDUCT VIOLATIONS

Education Code 48900 sections (a-e): Principal **shall** immediately suspend and **may** recommend for expulsion when the following occur at the school, during lunch, on or off campus, from school or at school activity on or off campus or at any school sponsored event on or off campus.

- ☐ (a) **Caused, attempted to cause, or threatened to cause physical injury to another person.**
- ☐ (a) **Willfully used force or violence upon the person of another, except in self-defense.**
- ☐ (b) **Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.**
- ☐ (c) **Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance, alcohol or intoxicant.**
- ☐ (d) **Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.**
- ☐ (e) **Committed or attempted to commit robbery or extortion.**
- ☐ (f) Caused or attempted to cause damage to school or private property.
- ☐ (g) Stolen or attempted to steal school or private property.
- ☐ (h) Possessed or used tobacco, or products containing tobacco or nicotine products.
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- ☐ (l) Knowingly received stolen school or private property.
- ☐ (m) Possessed an imitation firearm.
- ☐ (n) Committed or attempted to commit a sexual assault or sexual battery.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is complaining witness or witness in a school disciplinary proceeding.
- ☐ (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ☐ (q) Engaged in, or attempted to engage in hazing.

- ☐ (r) Engaged in an act of bullying but not limited to bullying by means of an electronic act as defined in Education Code §32261.
- ☐ (t) Aid or abet infliction or attempted infliction of physical injury.

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (*Expulsion Expected*)

- ☐ 48900.2 Committed sexual harassment (Grades 4 -12 only).
- ☐ 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate, violence (Grades 4 – 12 only).
- ☐ 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4 – 12 only).
- ☐ 48900.7 Made terroristic threats against school officials and/or school property or both.

Principal must immediately suspend and recommend expulsion when the following occur at the school, during lunch, on or off campus, from school or at school activity on or off campus or at any school sponsored event on or off campus.

| Education Code §48915 (a) (1) | | Education Code §48915 (c) | |
|-------------------------------|--|---------------------------------|--|
| <input type="checkbox"/> (a) | Causing serious physical injury to another person, except in self-defense. | <input type="checkbox"/> (c)(1) | Possessing, selling, or furnishing a firearm. |
| <input type="checkbox"/> (b) | Possession of a knife, explosive, or other dangerous object. | <input type="checkbox"/> (c)(2) | Brandishing a knife at another person |
| <input type="checkbox"/> (c) | Unlawful possession of any controlled substance. | <input type="checkbox"/> (c)(3) | Unlawfully selling a controlled substance. |
| <input type="checkbox"/> (d) | Robbery or extortion | <input type="checkbox"/> (c)(4) | Committing or attempting to commit a sexual assault or sexual battery. |
| <input type="checkbox"/> (e) | Assault or battery upon a school employee | <input type="checkbox"/> (c)(5) | Possession of an explosive. |

Quasi-Mandatory Expulsion Violations [EC § 48915(a), EC § 48902] (Circumstances for Recommending Expulsion) A conduct violation involving any of the following offenses requires a **mandatory referral** for expulsion. The violation warrants a 5-day suspension, which may be extended by the superintendent/designee pending the hearing and recommendation of the District Administrative Hearing Panel (DAHP). The violation must be reported by the site administrator to the appropriate law enforcement authorities [EC § 48902].

Bullying EC§ 48900(r) (1) EC 234.4 and 32283.5(See Anti-Bullying and Anti-Harassment Statement on Page 79)

The Compton Unified School District is committed to the **prohibition of discrimination, harassment, intimidation, and bullying**. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please report it on BRIM under “Upstander” or contact our district liaison who is available to assist you in identifying and stopping this behavior at: bully@compton.k12.ca.us 310- 898-6188

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in section 48900.2, 48900.3 or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following **”EC § 48900(r)(2A):**

“Electronic act means the creation and transmission originate and transmission originated on or off the school site, by means of Electronic device, including, but not limited to, a telephone, wireless telephone or other wireless Communication device, computer, or pager, of a communication, including, but not limited to, any of the following:”

- i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - III. Creating a false profile for the purpose of having or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of **cyber sexual bullying**.
- I. For purposes of this clause, "**cyber sexual bullying**" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). Photography or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- II. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

EC § 48900(r)(2B)

"Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet."

Parental Liability/Damage to Property [EC § 48904]

Parents/guardians are liable for all damages caused by willful misconduct of their child that results in injury or death to a student, school employee, school volunteer or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the school district or personal property of any school employee. The liability of the parents/guardians shall not exceed ten thousand dollars (\$10,000); they shall also be liable for any reward not to exceed ten thousand dollars (\$10,000).

Parents/guardians shall be liable to the school district for all property belonging to the school district or loaned to their child such as textbooks, and equipment or instruments, and not returned upon demand by a district employee authorized to make the demand. The district is authorized to withhold grades, diplomas, and transcripts, of the student until the student, the student's parent or guardian has paid for the damaged textbook of school property.

Suspensions [EC § 48911]

- Suspension by the principal/designee, or the superintendent/designee shall be preceded by an informal conference which is conducted by the principal/designee between the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal.
- At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his/her version and evidence in his/her defense. **[EC § 48911(b)]**

Site Administrator's Responsibilities Related to the Conduct Code

Depending on the seriousness of the violation, students who violate the Conduct Code are subject to restrictions or elimination from participating in extracurricular activities, including but not limited to sports, band, clubs, etc.

Children in the primary grades (K-3) are still growing in their ability to always know right from wrong in their everyday decisions. The Board of Trustees recognizes this and has instructed principals to consider it when making conduct decisions. In no case will a child who violates the Conduct Code be without consequences. Serious offenses will be cause for expulsion.

When a student violates the **Conduct Code**, the principal will follow the guidelines related to consequences as outlined in this code. However, in some cases, particular circumstances may make expulsion inappropriate. In those instances, the principal may use his/her discretion and not recommend.

When this option is exercised, within five (5) days of the infraction, the principal will write a letter to the superintendent or designate the incident, the particular circumstances that make expulsion inappropriate, and the nature of the alternative consequences that will be used to hold the student accountable. This applies to all elements of the Conduct Code, except the five (5) mandatory expulsion offenses. **[EC § 48915(c)]**

When a student should be considered for suspension pursuant to EC § 48900, the principal can use his/her discretion to impose alternative consequences that are comparable in magnitude. These may include community or school service, Saturday School, detention, in-school suspension, etc.

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.

Suspension from Class [EC § 48910]

A teacher may suspend any student from the teacher's class for any violation of EC § 48900, for the day of the suspension and the day following. The teacher shall send the student to the principal/designee for appropriate action. If that action requires the continued presence of the student at the school site, the student shall be under appropriate supervision. As soon as possible, the teacher shall ask the parent/guardian of the student to attend a parent/teacher conference regarding the suspension. If an in-person conference cannot be arranged, a telephone conference may be substituted. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

The student shall not be returned to the class during the period of suspension without the concurrence of the teacher and the principal. A student suspended from a class shall not be placed in another regular class during the period of suspension.

Requirement of Parent/Guardian School Attendance [EC § 48900.1]

Teachers may require the parent/guardian of a student who has been suspended by a teacher for violating **EC § 48900 (i) or (k)**, to attend a portion of that school day in his/her student's classroom.

The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent/guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Students in Special Education Programs [EC § 48915.5]

A student who is currently enrolled in a special education program may be expelled pursuant to EC § 48915(b) and (c) only if all the following conditions are met:

1. An Individualized Education Plan (IEP) team meeting is held and conducted pursuant to EC § 56340.
2. The IEP team determines that the misconduct was not caused by or was not a direct manifestation of the student's identified disability.
3. The IEP team determines that the student had been appropriately placed at the time the misconduct occurred.

If the IEP team determines that the student's misconduct was a direct manifestation of the student's identified disability, the IEP team shall address and document the specific issues that led to such determination. In addition, the expulsion proceedings may not continue.

Students with a Section 504 Plan [29 USC 794, 34 CFR 104.32]

Disciplinary procedures for students under Section 504 are similar to those under Individual with Disabilities Education Act (IDEA). The following due process procedures shall be adhered to when dealing with students protected by Section 504:

1. Under Section 504, all students are entitled to oral or written notice of charges and the opportunity to tell their side before a suspension of five (5) days or less, and parent conference before a suspension of more than five (5) days.
2. **Procedural requirements** of Section 504 shall be met when a Section 504 student is considered for expulsion or has incurred a suspension of ten (10) or more days, or a series of suspensions totaling to ten (10) or more days, that may result in a change of placement.
3. A **Manifestation Determination** meeting must be made before suspending a Section 504 student for more than five (5) days or before referring him/her for expulsion. If a **Manifestation Determination** shows no relationship between the behavior and disability, then the student may be disciplined as any other student.
4. If the **Manifestation Determination** shows that there is a relationship between the behavior and the disability, then the student may **NOT** be suspended beyond five (5) days or referred for expulsion; the school should consider the appropriateness of the current plan and consider appropriate changes.
5. Section 504 students do not have to be provided with FAPE during expulsion.
6. Students currently engaged in drug or alcohol abuse are not protected under Section 504.

Detention of Students after School

Students may be detained after school for up to **fifteen (15) minutes** without prior notice to the parents. Detention from sixteen (16) to thirty (30) minutes requires a reasonable effort to give prior notice to the parent. Detention longer than thirty (30) minutes requires prior notice to the parent. Prior notice includes telephone calls. Regardless of the length of detention, prior notice to parents must occur in cases where detention will cause a student to miss the school bus.

Recess Restrictions [EC § 44807.5]

A teacher may restrict for disciplinary purposes the time a student under his or her supervision is allowed for recess.

Search of School Lockers

School lockers remain the property of the Compton Unified School District even when assigned to students. The lockers are subject to search whenever the District finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in disciplinary consequences.

HEALTH SERVICES AND REQUIREMENTS

The Compton Unified School District recognizes that good health is essential for students' optimal learning. To ensure that our students' health and safety enhance their school attendance and active participation in instruction, CUSD is requesting that parents/guardians immediately report any health problems of their children to the school's health office.

Assistance with Medication [EC §§§ 49480, 49423, & 49423.1]

If a student needs to take medication at home on a continuing basis for a non-episodic medical condition, the parent or guardian is required to inform the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the pupil with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by the school nurse prior to use.

WHEN CHILDREN NEED MEDICATION AT SCHOOL

- Talk to your child's doctor about making a medication schedule so that your child does not have to take medicine while at school.
- If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, give a written note to the school nurse or other designated school employee at the beginning of each school year. You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it. [EC § 49480]
- If your child must take medicine while at school, give the school a written note from you and a written note from your child's doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor. [EC § 49423]
- As parents or guardians, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take by him or herself.
- All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
- Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
- Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
- Medicinal cannabis may be administered at school by parent according to local district adopted policy, which must include: no disruption of educational environment or exposure of cannabis to other students, parent administration only – no staff members to administer cannabis, removal of any remaining cannabis and packaging from school site, parent method to sign in and out for administration and medical recommendation to be kept on file according to confidential health records. The use of smoke or vape forms of cannabis is expressly forbidden on school campuses.
- Know and follow the medicinal policy of your child's school. The school board may amend or rescind any of their policies for any reason in a public board meeting.

Concussion and Head Injuries [EC § 49475]

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity.

The athlete **may not** return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Pupil Swimming Safety [EC § 35179.6]

Our school is committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sports coaches to be fully-trained in CPR in case of accidental drowning in the pool. If there is any event on campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

Drug Education [EC § 51260]

Instruction shall be given in elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, dangerous drugs and other dangerous substances. Such instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. A minimum of six (6) hours of instruction each school year is required for grades K-12. This is also required through the Safe and Drug-Free Schools and Communities program (Title IV and TUPE). Call the district Health & Human Services for more information.

Emergency Treatment for Anaphylaxis [EC § 49414]

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

Recent changes to EC § 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

Excuse from Instruction Due to Religious Belief [EC § 51240]

Whenever any part of the instruction in health, family life education or sex education conflicts with the religious training and beliefs or personal moral convictions of the parent or guardian of any student, the student shall be excused from such instruction upon written request of the parent or guardian.

Controlled Substances: Opioids- EC 49476

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but

also come with serious risks. It is important to work with your healthcare provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of **side effects** as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

Avoid alcohol while taking prescription opioids. In addition, unless specifically advised by your healthcare provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that do not involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider
- Work together to create a plan on how to manage your pain
- Talk about ways to help manage your pain that don't involve prescription opioids
- Talk about all concerns and side effects.
- Help prevent misuse and abuse.
- Never sell or share prescription opioids
- Never use another person's prescription opioids
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.

- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call *SAMHSA's National Helpline at 1-800-662-HELP*.

Be Informed!

Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Parents and student athletes must sign acknowledgement of receipt of the document annually.

Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980

The governing board of the Compton Unified school district will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or postpartum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study.

However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, a parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations.

An illness for a sick child does not require a doctor note for the custodial parenting teens; the attendance supervisor will excuse the mother or father. (*See Page 79 for reasonable Accommodations for Lactating Students*)

HAZARDOUS MATERIALS

- **Asbestos Management Plan [40 CFR § 763.93]**

The Compton Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Office of Maintenance & Operations, 417 W. Alondra Blvd., Compton, CA 90220, (310) 898-6195, ext. 55375.

- **Pesticides Products [EC § 17612 (a); EC § 48980.3]**

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide application at the school at least 72 hours before the application, please contact the Office of Maintenance & Operations, 417 W. Alondra Blvd, Compton, CA 90220, (310) 898-6195, ext. 55375.

The written notice shall identify the active ingredients(s) in each product and contain the internet access Address on information about the pesticides pursuant to Section 13184 of the Food and Agricultural Code. If a pesticide product not included in the annual notification is subsequently intended for use at the school site, the school district designee shall, (that is consistent with the education code section and at least 72 hours prior to application) provide written notification of its intended use. **[EC § 17612 (a.2)]** Warning signs shall be placed wherever this product is used.

- **Lead and Other Hazardous Materials**

Any questions regarding lead containing materials used in school buildings can be addressed by contacting the Office of Maintenance & Operations, 417 W. Alondra Blvd., Compton, CA 90220, (310) 898-6195, ext. 55375.

HEALTH CARE COVERAGE [EC § 49452.9]

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, contact the Pupil Services Department at ext. 63082 or go to <http://www.CoveredCA.com>. Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Health Insurance Coverage for Athletes [EC § 32221.5]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. The school district offering insurance or other health benefits that cover medical and hospital expenses can meet this insurance requirement.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling **Healthy Families at (800) 880-5305**.

Immunizations [EC § 49403 and 48216, HSC 120325, 120335, 120365, 120370, and 120375] [BP 5141.31]

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:

- a) All new students, in ***transitional kindergarten through grade 12***, to the Compton Unified school District must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, and varicella immunizations.
- b) All ***transitional kindergarten and kindergarten students*** must also provide proof of vaccination against hepatitis B.
- c) All seventh-grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Free-or low-cost immunizations for children are available at various health facilities. Please call the Pupil Services Department/Health Service Office for information. Information about a medical exemption or personal beliefs exemption from immunizations for your students is available at (310) 639-4321, ext. 63082.

Instruction for Pupils with Temporary Disabilities [EC §§§ 48206.3, 48207 & 48208]

A pupil with a temporary disability, which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the Pupil Services Department for further information at (310) 639-4321, Ext. 63044 or 63048.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine the pupil will be able to receive individualized instruction pursuant to EC § 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Medical or Hospital Service [EC § 49472]

The Compton Unified School District does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activity or attendance.

The Compton Unified School District may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance for injuries to pupils arising out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of his/her parent or legal guardian.

Mental Health - EC 49428

In order to initiate access to available pupil mental health services, you may contact your child's school for a Site-Based Intervention Services Referral form listing your concern; after filling out the form email it to referral@compton.k12.ca.us. Our school district will notify parents at least twice per year through parent square, our enrollment packets, our website and flyers to the school sites.

Required Entrance Health Screenings [HSC 124085, 124100, and 124105]

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disability Prevention Program.

Tuberculosis (TB) Screenings are required of all students entering first grade. **Please note:** If the TB screening is positive, the student needs to have a TB skin or blood test. +If the TB skin or blood test is positive, proof of non-communicability signed by a licensed physician is required.

Child Health and Disability Prevention (CHDP) Physical Examination is required for enrollment in the first grade. The physical examination must be done within eighteen (18) months prior to the first day of the school year. [Health & Safety Code 323.5, 324.2]

Other Health Screenings at the School [EC §§§§ 49452, 49455, 49452.5, 49452.8; C.A.C. Title 17-2950-2951]

- **Vision Testing** – For students in Kindergarten and grades 2, 5, and 8.
- **Hearing Testing** – For students in Kindergarten and grades 2, 5, 8, and 10.
- **Oral Health Assessment** – Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year. [EC § 49452.8]

To meet these requirements, parents may file with the school an appropriate medical certificate or request in writing that their child be exempted from such examinations.

- **Physical Examination** – A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists. [EC § 49451]
- **The Child Health and Disability Prevention Program (CHDP)** offers a free physical examination to those financially eligible through age 18 years. For more information, contact the district Office of Health Services, located at 2300 W. Caldwell St., Compton, CA 90220 or call (310) 639-4321, ext. 63082.

California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

The California Healthy Youth Act (California Education Code [EC] sections 51930-51939) renamed The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a) The date of the instruction
 - b) The name of the organization or affiliation of each guest speaker

- **Condom Availability Program (CAP)**

Sexually transmitted diseases, including HIV infection and births to teen parents are a problem in our community. Public health statistics and reports indicate that increasing numbers of young people in their teens are becoming involved in activities that put them at risk for infection and pregnancy. Although the District offers, education which emphasizes abstinence as the only one hundred percent effective method of preventing infection, the District also realizes that not all students will practice abstinence and therefore should be instructed that a condom properly used does provide protection against pregnancy and sexual transmission of the HIV/AIDS virus and other sexually transmitted infections. In view of these facts and in collaboration with medical and public health authorities, the Governing Board enacted a policy in 2013 to make condoms available for high school students unless parents contact the school nurse in writing denying permission.

The Los Angeles County Department of Public Health will make condoms available to the District for trained District school staff to distribute at no cost to students who request them unless you as the parent or guardian, withdraw permission by submitting a written letter to the school nurse. In making condoms available, the District assumes no liability.

Parents/guardians, who do not wish their son/daughter to be able to obtain condoms through the school's Condom Availability Program (CAP), can submit a written letter to the school nurse at any time.

Surveys [EC § 51513]

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's

attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that

- 1) this test, questionnaire, or survey is to be administered
- 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and
- 3) the parent consents in writing.

Alcohol, Tobacco, Electronic Nicotine Delivery (ENDS), Drugs, Violence Prevention and Prohibition

The Compton Unified School District (CUSD) prohibits the use, possession, or sale of drugs, alcohol, tobacco, electronic nicotine delivery or related paraphernalia by all persons, at all times, including employees, students, and visitors at CUSD schools or school district-owned or leased buildings, on school or district property, in school or district vehicles and within 250 feet of a youth sports event or when attending any school sponsored activity. Tobacco or products containing tobacco and/or nicotine, include but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic nicotine device (e.g., electronic cigarette, cigar, pipe, or hookah pens) that delivers nicotine or other vaporized liquids.

School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, tobacco, or related paraphernalia on campus and at school activities. The District shall utilize a comprehensive approach to reduce the chance that pupils will begin or continue alcohol and/or another drug use. This includes **education, intervention, counseling, parental involvement, medical referral, pupil support**, and police referral in handling such incidents in schools involving the possession, sale, and/or use of behavior affecting substances.

All Board policies, regulations, procedures and school rules related are communicated to pupils, staff and parents/legal guardians. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (PC 308)

PARENTAL NOTIFICATIONS (Additional Notifications) [EC § 48980]

Pursuant to California Education Code Sections 48980 et. seq., students, parents or guardians are notified about their rights and responsibilities. In addition, parents/guardians, students, teachers, and school administrators are notified about District Conduct Code, Compulsory Education laws, and other mandates of the California Education Code (EC), Title 5 California Code of Regulations (5CCR), Code of Federal Regulations (40 CFR), Family Education Rights and Privacy Act of 1974 (FERPA), Health and Safety Code (HSC), Individuals with Disabilities Education Act (IDEA), Penal Code (PC), and Welfare and Institutions Code (WIC).

Access by Military Recruiters [20 USC 7908]

Federal law requires school districts to provide military recruiters the same access to secondary school pupils as is provided to post-secondary educational institutions or to prospective employers. Parents may request that the district not release their pupil's name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

Advanced Placement & International Baccalaureate Examination Fees [EC § 48980(k)]

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact the schools' principal for information.

Enrollment of Foster Youth and McKinney Vento

Foster and homeless youth living within the district shall be permitted to attend a school in the District unless they: 1) Stay enrolled at their school of origin outside the District, 2) their IEP indicates attendance elsewhere,

or 3) the parent or guardian, with the knowledge of all options, declares in writing otherwise. They also have rights to immediate enrollment in school, site and program attendance, free after school programs.

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. For more information of services and policies please contact related to homeless education rights, please contact

CUSD Foster Youth Liaison/McKinney Vento is:

Rigoberto Roman, Ed.D.

2300 W. Caldwell St., Compton, CA 90220

310-639-4321 Ext. 63108

PARENTAL/GUARDIANS RIGHTS TO INFORMATION

(California Education Code 51101 (in part))

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

- 1) Within a reasonable period after making the request, to observe their child's classroom(s).
- 2) Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
- 3) (To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
- 4) To be notified on a timely basis if their child is absent from school without permission.
- 5) To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
- 6) To request a particular school for their child, and to receive a response from the school district.
- 7) To have a school environment for their child that is safe and supportive of learning.
- 8) To examine the curriculum materials of their child's class (es).
- 9) To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- 10) To have access to the school records of their child.
- 11) To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- 12) To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- 13) To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- 14) To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
- 15) To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- 16) To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal to a decision to retain or promote their child.

Parents/guardians who speak a language other than English shall be notified in their home language as required by [EC § 48985]

PARENTS' RIGHT TO KNOW REGARDING TEACHER QUALIFICATIONS

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher?
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the *Executive Director, Kimberly Tresvant Ed.D. at Human Resources Department, 501 S. Santa Fe Ave. Compton, CA 90221, (310) 639-4321, ext. 55041.*

STUDENT RIGHTS

RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your "school of origin" can be:
 1. The school you attended when you first entered foster care,
 2. The school you most recently attended, or
 3. Any school you attended in the last 15 months that you feel connected to.
- Your school district must work with you, your education rights holder, your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or IEP) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout or sign-up deadline.

RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept the partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.

- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district's requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade.
- Your social worker/probation officer and education rights holder can access your school records as well.

Non-Education Rights As a foster youth, you also have other rights that are not related to school, such as the right to see a doctor or to have private storage space.

Education Rights Holders Every foster youth under age 18 must have an education rights holder, who is required to make education decisions in the youth's best interest. Foster youth who are 18 or older have the right to make their own education decisions. Your education rights holder may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your education rights holder cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your education rights holder is. If you need information about who your education rights holder is, you can contact your social worker or attorney.

If you believe your education rights have been violated, you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint contact:

Rigoberto Román, Ed.D., 2300 W. Caldwell St. Compton, CA 90220, 310-639-4321 Ext. 63108

Kindergarten (K)

A child shall be admitted to a kindergarten maintained by the School District if the child is 5 years old on or before **September 1** of the upcoming school year.

Transitional Kindergarten (TK)

TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. A TK program must be available for minors who do not meet the minimum age of admission by the established date. Currently, it is a supported practice for students who will have their 5th birthday between September 3rd and December 2nd. The school district is required to provide information to the parent or guardian regarding the advantages and disadvantages and any other explanatory information about the effect of the early admittance.

Parents and guardians are not required to enroll minors in a kindergarten or TK program as compulsory education does not begin until a minor turns six years of age. Attendance for TK generates ADA for the purpose of funding beginning the first day of the school year for students who turn five (5) between *September 2nd and December 2nd*. For more information on TK funding, please visit: <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#funding>

The recent passage of AB 130 revises the previous passage of ETK that applied to children who will have their 5th birthday between December 3 and the end of the school year and will slowly allow young children to enter a TK program at age four (4). Again, it is only allowable when both the parent and the school district agree.

The passage of AB 130 revises the timespans for admittance for children who are turning four (4) years-old as of September 1st, as a condition of receipt of apportionment for their enrollment. These timespans will gradually shift over the next three school years to align with the new law.

- In the 2022-23 school year, a child who will have their fifth birthday between September 2nd and February 2nd shall be admitted to a transitional kindergarten program maintained by the LEA.
- In the 2023-24 school year, a child who will have their fifth birthday between September 2nd and April 2nd shall be admitted to a transitional kindergarten program maintained by the LEA.
- In the 2024-25 school year, a child who will have their fifth birthday between September 2nd and June 2nd shall be admitted to a transitional kindergarten program maintained by the LEA.
- In the 2025-26 school year, and in each school year thereafter, a child who will have their *fourth* birthday by September 1st shall be admitted to a transitional kindergarten program maintained by the LEA.

At this time, schools cannot claim apportionment until the student turns 5-years-old. This may change with future legislation.

For more information on Transitional Kindergarten, please visit: <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>

Attendance Options/Permits [EC § 48980(h)]

Compton Unified School District currently provides comprehensive educational programs for school age children enrolled in kindergarten and grades one through 12. These programs are available on a limited basis through statutory attendance options, to students who reside outside district boundaries.

TRANSFERS, PERMITS & SPECIAL PROGRAMS

Compton Early College (High School Diploma and AA)

Compton Early College grades 6-12 located on El Segundo & Willowbrook the window for submitting a CECHS application will begin **October 15th, 2022 thru January 9th 2023 for 2023/2024 school year**. Check online. Please refer to the school site for further information.

Dual Language Immersion Program (DLI) Transfers

Programs are located at Emerson Elementary, Kennedy Elementary, and Dickison Elementary. DLI applications are completed online and are accessible at the Pupil Services Department. If a student is accepted into the DLI program, a completed DLI transfer will be forwarded to Pupil Services for processing. Please refer to the Dual Language Immersion Packet for further information.

International Baccalaureate Program (IB) Transfers

Program is located at Compton High School, Enterprise Middle School and Walton Middle School. IB Program paperwork is submitted to the Coordinator of the program at the school site. If a student is accepted into the IB Program, a completed IB transfer will be forwarded to Pupil Services for processing. Please refer to the school sites for further information.

Residency - [EC §§ 48200, 48204, and 48204.3]

A pupil complies with residency requirements if his or her parent is transferred or is pending transfer to a military installation within the boundaries of the school district while on active military duty pursuant to an official military order. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

A school district allows a student to have complied with the residency requirements for school attendance in the district if at least one parent/guardian of the pupil is physically employed within the boundaries of that district for a minimum of ten hours during the school week. Once admitted to residency, the pupil's transfer may be revoked only if the parent ceases to be employed within the boundaries of the district. As a resident, the student does not have to re-apply for the transfer to be valid.

A pupil may also comply with the residency requirements for school attendance in a school district if he or she is any of the following:

- 1) Placed within the boundaries of the school district in regularly established licensed children's institutions or licensed foster homes, or a family home following a commitment or placement under the Welfare and Institutions Code.
- 2) A foster child who remains in his or her school of origin.
- 3) An emancipated youth who resides within the boundaries of the school district.
- 4) Living in the home of a caregiving adult that is located within the boundaries of the school district.
- 5) Residing in a state hospital located within the boundaries of the school district.
- 6) Living with a parent or legal guardian at his or her employment within the boundaries of the school district for a minimum of 3 days during the school week.
- 7) If one or both the parents or legal guardians of the pupil are physically employed within the boundaries of the school District **for a minimum of 3 days during the school week, and continues as long as this requirement is met.**

The school district requests that the parent or guardian provide reasonable evidence that a pupil meets the residency requirements for school attendance including but not limited to, utility service statement or bill (i.e. electric, gas, water); or two of the following documents: property tax bills, rental property agreement, or lease; voter registration, pay check stubs, correspondence from a government agency, or a declaration of residency executed by the parent/legal guardian of a pupil.

If the school's staff reasonably believes that false or unreliable evidence of residency was provided, Child Welfare & Attendance will make a home visit to confirm that the pupil actually meets the residency requirements.

Open Enrollment Act [EC § 48350 et seq.]

Whenever a student is attending a school on the Open Enrollment List as identified by the Superintendent of Public Instruction, the student may seek to transfer to another school within or outside the district, as long as the

school to which he/she is transferring has a higher academic performance. Parents of high school athletes should check on CIF sports eligibility rules before pursuing a transfer under this option.

Transportation to any other school is the responsibility of the parent. The Open Enrollment period to request a transfer for the school year 2023-2024 will be February 1, 2023 through, but no later than, March 1, 2023. For more information, contact the Office Transfers and Student Permits (OTSP) Office E-4 located at 2300 W. Caldwell St., Compton, California 90220 or call at (310) 639-4321, ext. 67607, 63023 and 63048.

Intra-district (Within CUSD Boundaries) Open Enrollment [EC § 35160.5 (b)]

An intra-district transfer/open enrollment is when parents/guardians wish to register/admit/enroll their student(s) at a school other than the designated school that is in their attendance area **within** the district.

Granting of Requests for admission will be based on (1) space availability (2) during new student enrollment, (3) address location change within CUSD, (4.) Students who are a victim of bullying shall be allowed an **Intra-District** permit to transfer if space is available at the same grade level.

Revoking Permits: Permits may also be revoked for the following reasons:

- Excessive tardiness or absences that may occur
- Excessive behavioral problems that may occur
- If continuance would lead to an enrollment overload displacing other currently enrolled pupils, by District policy or California law
- If children are brought to school excessively early or picked up excessively late.
- If academic expectancy is not achieved or other conditions occur which would render continuance inadvisable.

Inter-district Attendance Permits (Outside the District Boundaries) [EC § 46600 et seq.][BP 5117]

If outside of the CUSD boundaries and requesting to attend schools within the Compton Unified School District.

- Students must first be released from their district of residence.
- Inter-District Transfers are to the district, not a particular school.
- CUSD will attempt to accommodate a parent's request for a particular school, but the request is not guaranteed. Placement at schools is based on space availability as determined by the district, not the school site. Inter-District transfers will be accepted throughout the year.

Inter-district attendance permits: Approval for Special Reasons:

1. Continuity: students are already attending school outside of the district.
2. When a student has a sibling(s) attending school in the receiving District, to avoid splitting the family's attendance.

Inter-district Attendance Permits

- If you would like to request an Inter-district Release from CUSD to another school district, applications are available at the Pupil Services Department. Parents are required to verify their address within CUSD boundaries at the time the application is being submitted.
- **PLEASE NOTE:** Students who have a valid inter-district permit to attend a specific school may continue attendance in that same school without the need to re-apply annually to the district of residence or attendance. When the student matriculates, or there is a change of school placement, a new permit is required from the District of Residence.

Inter-district Agreement with LAUSD:

Students who reside within the boundaries of LAUSD may request a transfer to CUSD schools, and vice versa, under the provisions of the agreement. Transfer requests are granted based on space availability in the district

schools. Residents of the City of Carson within the attendance boundaries of CUSD need not renew annually an approved inter-district permit up to the highest-grade level of the LAUSD School.

Forms and procedures are available at the **Office of Transfers and Student Permits Office (OTSP)** located at 2300 W. Caldwell Street, Room E-4, Compton, CA 90220 or call at (310) 639-4321, ext. 67607 and 63023.

MISCELLANEOUS

Bicycle Helmet Law/Walking or Riding a Bike to School [VC 21212]

No person under 18 years of age may operate a bicycle, a non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. Schools shall notify students of this requirement.

Cal Grant Program [EC § 69432.9]

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some Independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 2 deadline California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11-grade year.

Child Abuse and Neglect Reporting [PC 11164 et seq.]

The Compton Unified School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Civility on School Grounds - [CC 1708.9; EC § 32210]

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). Compton Unified School District is committed to keeping the school free from disruption and to keeping unauthorized persons from entering school grounds. Members of the CUSD staff will treat parents and other members of the public with respect and expect the same in return. The District is committed to maintaining an orderly educational and administrative environment.

California Penal Code 415 states that fighting, noise or offensive words shall be punished by imprisonment in the county jail for a period of not more than 90 days, a fine of not more than four hundred dollars, or both such imprisonment and fine. Additionally, PC 415.5 provides various penalties for any person who unlawfully disturbs the peace of a school and is not a registered pupil or lawful employee. It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Complaints against District Employees

It is the policy of the Compton Unified School District to provide parents and guardians the right to file charges and complaints against district employees, and to resolve such complaints according to procedures designed to ensure due process for the complainant and the employee. Parents or guardians are urged to discuss the problem first with the school administrator in an informal conference. If the problem is not satisfactorily resolved at the informal level, the parent has the right to file a formal complaint in accordance with the procedures set forth in Board policy.

Charges and complaints against district personnel are not permitted in public meetings of the Board of Trustees. Complaints at this level must be filed in writing with the superintendent/designee, who shall transmit the statement to the Board in closed session. **Complaint forms are available at each school site and at Human Resources located at 501 S. Santa Fe Avenue, Compton, California 90220.** These forms require the signature of the complainant certifying under penalty of perjury that the allegations are true. **[5 CCR § 4622]**

Corporal Punishment [EC § 49001(a) (b)]

State law and district policy prohibit school employees from the use of corporal punishment at any grade level.

Custody disputes must be handled by the courts.

The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation, which leaves the student's welfare in question, will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but not limited to, laser pointers, mini baseball bats, martial arts weapons (e.g., nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others. For example:

- **Laser Pointer – PC 417.27**

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

- **Imitation Firearm – PC 12550, 12556**

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place including a public school.

Directory Information [EC § 49073]

“Directory Information” includes one or more of the following items: student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and

sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: news media, parent-school organizations, military recruiters, and colleges or to employers.

No information may be released to private profit-making entities other than employers, prospective employers and representatives of the news media, including but not limited to newspapers, magazines, radio, and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil given parental rights, has provided written consent that directory information may be released.

Disaster Preparedness Educational Materials [EC § 32282.5]

Natural and human-caused disasters affect everyone. That is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at <http://www.cde.ca.gov/ls/ss/cp/pupilsafetveducmat.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crises.

Disruption in a Public School or Public-School Meeting [EC § 32210]

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

Duty Concerning Conduct of Students [EC § 44807]

Every teacher in the public schools shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

A teacher or any certificated employee of the school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his/her duties, of the same degree of physical control over a student that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of students, or to maintain proper and appropriate conditions conducive to learning.

Foster Youth Educational Placement [EC § 48850 et seq.]

The Compton Unified School District ensures pupils in foster care receive stable school placements which are in the best interests of the child, placement in least restrictive educational programs, access to academic resources, services, and extracurricular and enrichment activities available to all pupils, full and partial credits for coursework taken, and meaningful opportunity to meet state pupil academic achievement standards. For more information, call **Rigoberto Roman Ed.D., Administrator of Foster Youth and Homeless, at (310) 639-4321 Ext. 63108, located at 2300 W. Caldwell St., Compton, CA 90220**

Free and Reduced-price Meals [EC § 49510 et seq.]

The school offers healthy meals every school day because children need healthy meals to learn.

Commencing in SY 2022-2023, Education Code (EC) 49501.5 requires public school districts, serving students in grades TK – 12th to provide two meals free of charge (breakfast and Lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Districts will still require eligible parents to submit an application in order to remain in compliance for accounting purposes only.

Free or reduced-price lunches are available at school for pupils whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Pupils participating in the program will not be identified and the information on the application will be kept confidential. Applications may be submitted at any time during school hours. Information regarding the requirements and an application form to obtain such meals are sent home with every student and are available in all schools.

Freedom of Expression [EC § 48950]

All students have the right to freedom of expression within the public-school environment. However, freedom of speech is not absolute. Students do not have the right to libel, slander, obscenity, and speech that disrupts class work or causes substantial disorder or is an invasion of the rights of others.

Homeless Children [42 USC § 11432]

The McKinney-Vento Homeless Assistance Act ensures educational rights and protection for children/youth that are living in transitional conditions. Transitional living arrangements mean that an individual lacks a permanent nighttime residence. This might include living with a relative, friend, or someone else due to economic hardship, and living in a temporary shelter, hotel/motel, car, or converted garage. For assistance and inquiries, contact **Rigoberto Roman Ed.D, Administrator of Foster Youth and Homeless, 310-639-4321 Ext. 63108**

Education of Homeless Youth:

Right to Apply for Financial Aid EC 69432.7, 69519, 69731, 69956, 70032, 78220 and 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district must appoint a homeless liaison to assist students' and families. Please contact: **Rigoberto Roman Ed.D, Liaison for Foster and Homeless Youth at 310-639-4321 Ext. 63108** for more information on services and policies related to homeless education rights.

Harm or Destruction of Animals [EC § 32255.1 et seq.]

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. A note from the pupil's parent or guardian must substantiate objections. An adequate alternative education project would be provided if possible.

Investing for Future Education [EC § 48980(d)]

The school district may advise parents or guardians of the importance of investing for future college or university education for their children and of considering appropriate investment options including, but not limited to, United Savings Bonds.

Local Control Accountability Plan

The Governing Board annually approves updates to the Local Control Accountability Plan (LCAP). The LCAP is aligned to the District spending plan and outlines goals, strategies, and expenditures to support the needs of students. Each year, parent input is requested as the District updates the LCAP. Parents are encouraged to complete the Annual LCAP Survey each fall and to contact their School Principal if they are interested in providing input. Parents may view the LCAP on www.compton.k12.ca.us or in the Superintendent's Office.

Megan's Law [PC 290 et seq.]

Information about registered sex offenders in California can be found on the California Department of Justice's website: <http://meganlaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirement in California.

Minimum Day Notification [EC § 48980(c)]

Parents and guardians are hereby notified of scheduled minimum days, otherwise called “Release Days” or student-free staff development days. Please refer to **Pages 8 - 9** under the **School Calendars** for scheduled ***Release Days for 2022-2023***. Parents shall be informed by the schools on any changes.

Non-discrimination Statement [BP 5145.3]

The Compton Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived age, color, nationality, ethnic group, ancestry, religious creed, marital status, pregnancy, physical or mental disability, medical condition/information, race, parental status, veteran status, gender, gender identity, actual or perceived sexual orientation, sexual identity, gender expression, genetic information, immigration status, sex or association with a person or a group with one or more of these actual or perceived characteristics at any district site and/or activity. This policy applies to all acts related to school activity or school attendance occurring within a district school. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the district’s antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact, ***Executive Director, Kimberly Tresvant Ed.D. Human Resources at 310-639-4321, Ext. 55075, 501 Santa Fe Ave. Compton, CA 90221***

Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

This nondiscrimination policy covers all district employment and opportunities, admissions, access to, and treatment of all individuals in the District’s programs and activities, including adult and vocational education. The Compton Unified School District will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs or activities. A copy of the district’s nondiscrimination policy or additional information prohibiting all forms of discrimination, harassment, inappropriate behavior and/or hate crimes is available at all school sites and offices and on our website. For inquiries about District policies and procedures related harassment/discrimination, including how to file a complaint on Harassment/discrimination contact: ***Executive Director, Kimberly Tresvant Ed.D., Human Resources at 310-639-4321, Ext. 55075, 501 Santa Fe Ave. Compton, CA 90221***

Notice of Alternative Schools [EC § 58501]

California state law authorizes all school districts to provide alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school. Alternative schools and programs are designed to address the needs of students that typically cannot be met in regular school. The students who attend alternative school settings are at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school). Alternative schools are usually housed in a separate facility where students are removed from regular schools. Alternative programs are usually housed within regular schools. Direct all of the inquiries for Alternate Schools and Programs to Pupil Services.

Parent Involvement

The Board of Trustees recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels of parents/guardians to be involved in

district and school activities, advisory, decision-making, and advocacy roles; and activities to support learning at home.

- **Investment in Higher Education for Students:** Parents are encouraged to invest in higher education options for their children and to consider investment options to include United States savings bonds. (EC 48980 d)
- **Local Control Accountability Plan Advisory Committee (LCAP)** - Each District is required to establish a Parent Advisory Committee and an English Learner Parent Advisory Committee to provide advice to the District regarding the LCAP. Parents who are interested in participating in committees are encouraged to contact the Superintendent's office for referrals to committees. Each school annually selects parents to participate in site-based committees to support District planning.
- The **School Site Council (SSC)** is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. Their peers generally elect the members of the site council. For example, parents elect the parent representatives and teachers elect teachers.
- The **School Advisory Council (SAC)** is a site-based group that represents the school, the community, and those persons closest to the students that shares responsibility for supporting the school's continuous improvement. The SAC is responsible for final decision-making at the school relating to the annual implementation of a school improvement plan (SIP). The SAC assists in the annual preparation of both the SIP and the school's annual budget, as well as the evaluation of the SIP. Each school sends a representative to The District Advisory Council (DAC).
- **English Learner Advisory Committee (ELAC)** School sites host English Learner Advisory Committee meetings each month. Parents of English Learners are encouraged to attend the meetings. Parents are encouraged to contact the School Principal for information on these meetings.
- The **District English Learner Advisory Committee (DELAC)** is composed of members of school site committees and meets monthly.
- **The Office of Special Projects** provides information to parents regarding student and parent engagement activities.

Parent Participation in School Meetings and Conferences – LC 230.8

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include enrollment in grades 1-12, to address childcare or school emergencies, behavior or discipline problems that require immediate parent attention, sudden school closure, or natural disaster. (Parent" means a parent, guardian, stepparent, foster parent, grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

Parent Engagement- School Accountability – EC 11500, 11501, 11502, 11503

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact ***Greg Ogomaka, Sr. Director at 310-639-4321 X 55144*** for more information on how you may contribute.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. [EC §11503]

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in [EC §§ 11502 and 11504].

PROGRAM OPTIONS FOR ALL PARENTS ENGLISH LEARNERS AND ENGLISH ONLY PARENTS

Parents of English Learner Students (EL)

The parents of limited English Proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after the beginning of the school year, of the following: the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement. The methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs. Including how such programs differ in content, instructional goals, and the use of English and a native language in instruction. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child. how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable; and in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child. Information pertaining to parental rights that includes written guidance detailing the right of parents to have their child immediately removed from such a program upon their request, and the option parents have to decline to enroll their child in such a program or choose another program or method of instruction, if available. Assisting parents in selecting among various programs if more than one program is offered.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a] [2]). We also offer the following language acquisition programs:

- **Structured English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. (**ENGLISH LEARNERS ONLY**)
- **Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues through eighth grade. **This program is offered to ALL students, English Learners and English Only.** Acceptance in the program will be based on availability, grade level of the applicant, and academic proficiency of the applying student in the target language.

Parents interested in a specific Language Acquisition Program may communicate their interest to site administration. Parents of English learner students may make this request via the Annual Title III Notification Letter.

Persistently Dangerous Schools [20 USC § 7912]

Parents/guardians shall be notified of elementary and/or secondary schools considered “persistently dangerous” pursuant to California Department of Education guidelines. The law also requires that each of the above notifications be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. To get more information, contact the district Office of Special Projects at (310) 639-4321, ext. 55144, located at 16110 South Harris St., Compton, California 90221.

Physical Education [EC § 51210(g)]

For grades 1 to 6, inclusive, physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period.

Property Damage [EC § 48904]

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grade, diploma, and transcript of the pupil until restitution is paid.

Pupil Records [EC §§ 49063 and 49069; 34 CFR 99.7; 20 USC 1232g]

It is the policy of the Compton Unified School District to provide parents and other persons authorized by law the right to inspect and review all official records, files and data concerning students, and to deny access to such records to persons not authorized by law.

The Family Educational Rights and Privacy Act of 1974 (Fed. Law: PL 93-380) and the California Education Code require the school district to inform you of your rights with regard to student records.

The rights of parents described below also apply to legal guardians and to students who are 18 years of age or older, although students who are 16 years and over or who have completed the 10th grade may be permitted to review their own records.

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the pupil's educational records maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interest may access pupil records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents' request to access their pupil's educational records must be submitted in a written form to the school's principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Parents may obtain copies of their child's records at cost. [EC § 49065]

Any challenge to school records must be submitted in writing to the Pupil Records Department. A parent challenging school records must show that the records are: 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside of the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading,

or 6) in violation of the privacy or other rights of the pupil. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Release of Juvenile Information [WIC 827, 831]

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a pupil has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the pupil, allowing them to work with the pupil in an appropriate manner.

Requirement of Parent/Guardian School Attendance [EC § 48900.1]

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Safe Place to Learn Act [EC §§ 234 & 234.1]

The Compton Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so.** Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

To **report** an incident contact the school principal and [Bullying \(compton.k12.ca.us\)](http://compton.k12.ca.us). To receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the *Pupil Services Department, 2300 W. Caldwell St., Compton, CA 90220, (310) 639-4321, ext. 63044.*

School Accountability Report Card (SARC) [EC §§ 35256 & 35258; EC §§ 32286 & 52056]

As required by the California Education Code, every school district must publish and inform the public on its schools' profiles. The school profile includes a general description of the school, its enrollment size and student population with ethnic breakdown, its programs and services, and the academic performance of its students as measured by the California standardized tests. It includes the attendance rate, suspension and expulsion rates, and dropout rate. It also includes the safety plan of the school. The district publishes a SARC for each school. A copy is available at each school and will be provided upon request. In addition, it can be accessed through the CUSD website: <http://www.compton.k12.ca.us> or the California Department of Education website: <http://www.cde.ca.gov>.

School Bus: Passenger Safety [EC § 39831.5]

All pupils in pre-kindergarten, kindergarten, special education, and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

For designated schools bus transportation is a privilege. Students should display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

The superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. The Board of Trustees shall make these rules available to parents/guardians and students. [5 CCR § 14103]

School Safety Plan [EC § 32280 et seq.]

Each Compton Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire drills and emergency drills are held periodically at each school.

Section 504 [29 USC 794, 34 CFR 104.32; EC § 48206.3; BP 6164.6(a)]

The CUSD Board of Trustees recognizes the need to identify and evaluate students with disabilities in order to provide them with a free appropriate public education.

This policy and the related regulation address the identification, evaluation, and education of students who may be entitled to services under the provisions of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. Such services include regular or special education and/or related aids and services. Students may be disabled and entitled to services under Section 504 even though they are eligible for services pursuant to the Individuals with Disabilities Education Act (IDEA).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of non-disabled students are met.

Whenever there is reason to believe that, because of disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation. If the district does not assess a student after a parent has requested an assessment, the district shall provide notice of the parent/guardian's procedural safeguards.

A Section 504 Committee will be convened to determine the student's need for regular or special education and/or related aids or services. The Section 504 Committee will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this Section 504 Committee and shall receive notice of procedural safeguards guaranteed by law. If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Committee shall develop a 504 plan for the provision of such services to the student. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The school site/district shall periodically review the student's progress and placement.

Every school site in CUSD has a Section 504 Committee as convened by a Section 504 Site Chairperson. A student may be referred for Section 504 services by the parent/guardian, the student's teacher, counselor, administrator, other service providers, or advocate. A Section 504 Referral Form may be requested from the office of the school's Section 504 Committee Chairperson.

For additional information or clarification on Section 504 services, parents/guardians and site personnel may contact the **Section 504 District Coordinator Ja Maiia Bond in the Pupil Services Department, located at 2300 W. Caldwell St., Compton, CA 90220 or by calling (310) 639-4321, ext. 63107.**

Social Security Number [EC § 49076.7]

Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Student's Civil Rights

- Corporal punishment of students is prohibited in the Compton Unified School District.
- School personnel may search the person or the locker of a student if there is reasonable cause to believe that the student may have a concealed weapon(s), narcotics, stolen property or contraband.
- Police officers do not have the right to search a student unless the search is related to an arrest or there is reasonable cause for the search.
- Police may question students at schools in connection with investigations of school related matters, incidents of suspected child abuse or molestation, or in emergency circumstances in which it is clear that a delay, for the purpose of obtaining parental consent, would increase or prolong an existing danger of bodily harm to any person, or comparable emergency circumstances.
- Police may question a student at school on other matters, without the prior written consent of the parent.
- The student has the right to answer or declines to answer such questions and may not be required to sign any statements taken by the police.
- The police may remove a student from school for investigative purposes without arrest and without parental approval.

California Youth Football Act – HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical Professional present during the game, whether playing at a home game or away at another school. This does not include Physical education classes or intramural flag football games outside of the extracurricular athletics offered at the middle or high school.

Sudden Cardiac Arrest [EC § 33479 et seq.]

Sudden Cardiac Arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases.

In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from

participating if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities, which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Temporarily Disabled Students [EC §§§§ 48980(a), 48207, 48208, 48206.3]

Students with temporary disabilities are entitled to individual home instruction. Hospitalized students with a temporary disability are legal residents of the school district in which the hospital is located. It is the responsibility of the parent of the student with a temporary disability to notify the school district of the student's presence in a qualifying hospital.

Test on Personal Beliefs [EC § 60650]

The education code prohibits the use of test/surveys questioning student's personal beliefs in specified areas unless parent/guardian is notified in writing that the test/survey is to be administered and the parent/guardian gives written permission.

Title IX [EC § 221.61]

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, go to the Compton Unified School District Website, under Pupil Services or contact: *Executive Director, Kimberly Tresvant Ed.D., Human Resources; 501 S. Santa Fe, Compton, CA 90221, (310) 639-4321, Ext. 55041.*

Vehicle Searches [VC § 21113]

School officials are authorized to search all vehicles parked on school property without cause.

Visitors to School

All campus visitors must have the consent and approval of the Principal/designee. Permission to visit must be given at the time requested if possible or within a reasonable period following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Visitors are expected to:

- ☐ Follow the established school policy in requesting a classroom visitation
- ☐ Complete a visitor 's permit upon arrival at the site
- ☐ Enter and leave the classroom as quietly as possible
- ☐ Not to converse with the students, teacher and/or instructional aides during the visitation
- ☐ Not to interfere with any school activity
- ☐ Keep the length and frequency of classroom visits reasonable
- ☐ Follow the school 's established procedures for meeting with the teacher and/or Principal after the visit, if needed
- ☐ Learn and follow the school-wide behavioral expectations
- ☐ Return the visitor 's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Volunteers

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. As such, the District has established procedures for determining whether volunteers possess the qualifications, if any, required by law and District policies and regulations for the types of duties they will perform. All prospective volunteers must complete two forms – Application for Volunteer Service and Request for a Criminal History Record Check conducted via Live Scan – in person in the CUSD Human Resources office prior to working with students.

Walking or Riding a Bike to School [VC 21212]

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specific standards.

SCHOOL UNIFORM POLICY AND DRESS CODE [EC § 35183; BP 5136]

The Compton Unified School District Board of Education declares as follows: Safety must always be a concern.

Standards

All students are to give proper attention to personal cleanliness, well-groomed hair, safety and modesty in dress and grooming. Disruptive, outlandish haircuts, make-up or styles are not allowed. Clothing is to be neat, clean, safe and non-disruptive. Clothing and jewelry that display alcohol, cigarettes, violence, controlled substances or inappropriate words or pictures are not permitted.

- Shoes must be worn at all times and sandals without back/ankle straps or heel supports are not allowed for safety reasons. Examples are thongs, “chancel,” etc.
- A single “tank, shirt/blouse” or long shirt is not permitted. Shirts with “tails” must be “tucked in.” Low cut and “see-through” shirts/blouses are prohibited.
- Students may not wear sheer blouses, strapless, spaghetti straps, halter-tops, bare midriff outfits, or skintight (spandex) bicycle pants/shorts. Shorts and skirts, which are shorter than mid-thigh, may not be worn.

Guidelines on School Uniform Implementation

- That navy blue or black and white is adopted as the district's primary uniform colors.
- Each school community has the final decision as to uniform colors at their sites, but if different from blue or black, parents must be notified on or before May 30th.
- That the district personnel are not to endorse or require parents to purchase uniforms from any single company or individual.
- That all students transferring in from other schools, within or outside the district, are allowed to wear any approved uniform for a one-year period if necessary for economic purposes.

Note: Families that are considered as very needy shall be referred to the district Office of Health, Human and Homeless Services to receive assistance on uniforms. The school principal/designee shall refer to a student's family as the need arises.

Gang-Related Apparel [EC § 35183] [EC §§ 32282 and 32286]

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. [EC § 35294.1] Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be issued at least once each semester and updated whenever related information is received.

Advantages of Mandatory Student Uniforms, Grades K-8

All students in grades K-8 must wear the approved school uniforms daily. The potential benefits of school uniforms include:

- Improving on time attendance at school.
- Saving money on designer clothing at school (cost effective).
- Helping prevent gang members from wearing gang colors and insignia at school.
- Instilling students with discipline.
- Helping parents and students resist peer pressure.
- Helping students concentrate on their schoolwork.
- Helping school officials recognize intruders who come to the school.

Opt - Out Policy

The Compton Unified School District will provide an opt-out provision for religious and health reasons with parental request and supporting evidence. Each request will be considered and evaluated on an individual basis.

Sun-protective Clothing & Use of Sunscreen [EC § 35183.5]

The district is authorized to require school sites to allow students to wear articles of sun-protective clothing for outdoor use during the school day, including but not limited to hats. School sites are authorized to set policy regarding the type of clothing to be allowed pursuant to this education code. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited.

Additionally, students shall be allowed to use sunscreen during the school day without a physician's note or prescription. The school site may set a policy related to the use of sunscreen by students during the school day. The education code does not require school personnel to assist students in applying sunscreen. [As amended by S.B. 1632 in 2002]

SEXUAL HARASSMENT [EC §§ 231.5 and 48980(g)]

The Compton Unified School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact the **Executive Director, Kimberly Tresvant Ed.D. in Human Resources Department, 501 S. Santa Fe, Compton, CA 90220, (310) at 639-4321, ext. 55041.**

What is Sexual Harassment?

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by another student, school employees, or third parties under any of the following conditions:

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

Forms of Sexual Harassment

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Such conduct may constitute sexual harassment. Forms of sexual harassment include, but are not limited to the following:

- **Verbal Harassment:** Derogatory comments, jokes, or slurs; graphic verbal abuse of a sexual nature; comments about an individual’s body/dress, sexual preferences or sexual conduct; sexually degrading words used to demean, label, or describe an individual; or, spreading sexual rumors.
- **Physical Harassment:** Unnecessary or offensive touching, or impeding or blocking movement.
- **Visual Harassment:** Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes or invitations; the display in the educational environment of sexually suggestive objects or pictures.
- **Sexual Favors:** Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations or propositions
- **Retaliation:** Any act of harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. [EC § 48900(o)]
- **Hate Violence:** In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. [EC § 48900.3]

Victim of a Violent Crime – 20 USC 7912

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an inter-district transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact ***Dr. Abimbola Williams-Ajala, Pupil Services, 2300 W. Caldwell St., Compton, CA 90220, (310) 639-4321 Ext. 63044 or School Police X 55151***

Harassment, Threats or Intimidation: In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils,

that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. [EC § 48900.4]

Competitive Athletes Seeking Higher Education Athletic Programs – [EC 67455

Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. This right to make such reports is guaranteed by the “**Student Athlete Bill of Rights**” and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

Terroristic Threats:

- a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. [EC § 48900.7]

Consequences for Sexual Harassment

In accordance with the California Education Code, any student who engages in sexual harassment is subject to disciplinary action according to Student Conduct Codes and Board Policies 5145.7 and 5131. In addition, employees are subject to disciplinary action according to Board policies and Education Code.

Grievance/Complaint Procedures

District Compliance Officer is: *Executive Director, Kimberly Tresvant Ed.D., Human Resources Department, 501 S. Santa Fe, Compton, CA 90220, (310) at 639-4321, ext. 55041.*

1. Any student who feels that he/she is being sexually harassed should immediately contact a school administrator or the District Compliance Officer to ensure complete examination of the harassment claim. If sexual harassment is found, then the district will take immediate and appropriate action to stop the harassment and deter its reoccurrence.
2. Staff members who receive complaints of sexual harassment from students should refer such complaints to the school administrator or the District Compliance Officer.
3. If the school administrator or the District Compliance Officer is notified that an allegation of sexual harassment was not addressed to the complainant’s satisfaction, that administrator should provide the student and/or the student’s parent/guardian with a copy of the District’s Uniform Complaint policy and procedures.
4. Nothing in the District’s Uniform Complaint procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.
5. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Title IX Coordinator for Student-to-Student Sexual Harassment

The principal is the Title IX Coordinator at the school site for any student-to-student sexual harassment and is designated by the district to receive and process complaints under this procedure.

Title IX District Coordinator for Sexual Harassment

The superintendent's designee, the District Compliance Officer, is the Title IX Coordinator for any student sexual harassment complaints involving employees of the district. The District Title IX *Kimberly Tresvant Ed.D. Compliance Officer of Human Resources and Employment Development Department at (310) 639-4321, ext. 55041.*

Suicide Prevention Policies: EC 215

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

SELPA/SPECIAL EDUCATION [EC § 56301; BP 6159]

The district is required to provide a free appropriate public education in the least restrictive environment to all eligible school-aged children and youth with disabilities. Special Education Services provides instruction to meet a child's unique needs.

Child Find System [EC § 56301; 20 USC 1401(3); 1412(a)(3); 34 CFR 300.111(c)(d)]

The Compton SELPA has established written policy and procedures for continuous child find system including children with disabilities who are migrant or homeless or wards of the state and children with disabilities attending private schools. These policies and procedures are found in the Local Plan and Special Education Manual. The policies and procedures include written notification to all parents of their rights regarding identification, referral, assessment, instructional planning, implementation, review, and procedures for initiating referral for assessments.

Community Advisory Committee (CAC)

The Community Advisory Committee provides liaison between Special Education parents and other interested members of the community, superintendent, Office of Special Education, and the Board of Education. The ultimate goal of the CAC is to support a quality education for individuals with special needs. Parents of any pupil and members of the community are invited to participate.

Disproportionate Representation [EC § 56205(a); 20 USC 1412(a)(1)(24); 24 CFR 300.646; and 34 CFR 300.173]

The policy of the Compton USD and Compton SELPA is to prevent inappropriate, disproportionate representation by race and ethnicity of students with disabilities. Compton USD/SELPA will implement procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of students with disabilities, including students with disabilities with a specific impairment or category of disability. Practices and procedures will include:

1. Monitoring of special education pupil count data relative to identification rates by ethnicity;
2. Monitoring of district Annual Performance Plan data relative to equitable identification rates by ethnicity;
3. Use of Student Study Teams or like process to consider the effects of environmental and cultural factors, including other limiting factors, relative to students' academic performance;

4. Implementation of regular education interventions prior to a referral for special education assessment;
5. Evaluation of the interventions applied in regular education for a period prior to a referral for special education assessment.

Special Education Programs

Each student's IEP determines the level/type of support needed, including support, which may be necessary for school personnel. Following are the special education programs and services provided by the district.

- **Special Day Class (SDC)**
Students in SDC are enrolled in self-contained special education classes. They are assigned to these Classes by their IEP eligibility and receive support from the SDC teacher and the support staff. For students with mild/moderate or moderate/severe impairments, there are typically 12-18 students per classroom. Special Day Classes are offered at every middle school and high school, but **NOT** at every elementary school. Contact the Office of Special Education (OSE) to find out which elementary schools have an SDC program. Students who participate in SDC services demonstrate the following skills/needs:
- **Specific Learning Disability SLD (SLD/SDC):** Instruction in core curriculum with adaptations that are based on their individual needs. Students receive elective courses with their general education peers where available. When possible, students should be mainstreamed for core classes.
- **Emotionally Disturbed EDC:** (Only offered at one elementary site and one middle school site) – Same as Specific Learning Disability. In addition, intensive behavioral intervention and mental health services are provided when appropriate.
- **Severely Impaired SDC – Same as LD/SDC:** The educational program may best be addressed with focus on life skills and community-based instruction. The curriculum being taught must be student-centered. Therefore, certain skills may be best taught in the natural environment in which the activity would normally take place. As with the above SDC programs, these students also participate in elective classes where available with the support of a paraprofessional. Participation of students in these programs may culminate in a Letter of Completion.

Resource Specialist Program (RSP)

Students who receive resource specialist services are enrolled in general education classes. These services are provided to students who are non-severe to severely impaired. They are provided with the appropriate accommodations and modifications to the core curriculum as outlined in their Individualized Education Plans (IEP) by the resource specialists. Resource specialists' services are offered at every K-12 school.

Designated Instruction and Services (DIS)

Students who receive DIS are enrolled in general education classes. They are provided with additional specialized instruction by qualified staff, e.g., Speech Therapy, Occupational Therapy and/or Physical Therapy, Adaptive Physical Education, and Counseling.

Other Services Include:

- Psycho-Educational Assessment
- Pre-School Programs
- Workability
- Transition Partner Program.

If specified in the student's IEP, transportation services may be provided to a special education student. Transportation services include designated neighborhood pick-ups or door-to-door pick-ups by a school bus depending on what is stated in the IEP. Additional information on the district's special education services and programs is available through the *Office of Special Education located at 2300 West Caldwell Street, Bldg. K, Room L-17 or L-19 Compton, CA 90220, or call (310) 639-4321, ext. 46680 or 63183.*

TECHNOLOGY AND INTERNET ACCESS [EC § 48980(h); BP 5156.9]

Acceptable Use of Technology

One of the adopted goals of the Compton Unified School District is to assist in advancing the use of technology to enhance student learning. Access to Compton Unified School District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding acceptable use of technology. All Compton Unified School District students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources.

The Compton Unified School District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall take responsibility not to initiate Access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

The terms and conditions of Internet use set forth below must be followed in order to receive Internet access. If the student user violates any of these provisions, his or her access will be terminated and future use could be denied. The signatures on the "**Internet Use & Student User Agreement**" Form are legally binding and indicate the parties who signed have carefully read and completely understand the terms and conditions.

No Expectation of Privacy

The district reserves the right to monitor, review, intercept, access, and disclose all student Internet activity, communications, and content, with or without notice, whether or not use is password-protected.

Please note: even after an email is deleted, a copy may remain in the system. Thus, students should have no expectation of privacy in the use of the Internet.

Network Etiquette

- Be polite. Do not employ any abusive or offensive language in messages to others. Do not use vulgarities, or other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal personal addresses and telephone numbers, especially when participating in discussion groups (e.g., "chat rooms"), unless authorized.
- Do NOT reveal passwords to anyone.
- Do not use the network in a way that disrupts the use of the network by others.

All communications and information accessible through the Internet should be assumed private property.

No Warranties

The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages suffered whatsoever because of Internet use. Use of any information obtained via the Internet is at the user's own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Possible Encounter of Inappropriate or Controversial Material

Because the Internet provides access to computers and people all over the world, material will inevitably be available that is not considered to be of educational value in the context of the school setting. The district has taken precautions to restrict Internet user access to inappropriate or controversial materials. However, on a global

network it is impossible to control all materials, and maybe an industrious user of such material. Any district efforts to monitor or restrict student access to such material should not be deemed to impose any duty on the district to regulate the content available through its system.

The district believes that the valuable information and interaction available through the worldwide network far outweighs the possibility that users may access such material. Parents/guardians/students are required to sign an agreement form that constitutes an understanding and acceptance of this risk.

Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each student who receives access must have a discussion with a district faculty member regarding the proper use of the network. The district or designee will determine appropriate uses and such decisions are final. The district may remove access at any time. Students must log onto the Internet only under teacher or other district-approved supervision. Any unauthorized charges incurred by a student will be the responsibility of the student, and not of the district.

Release and Hold Harmless

Students and parents understand that the use of district equipment and access to the Internet is limited to the purpose(s) authorized by the supervising teacher or administrator.

The student and his/her parent covenant and agree that they will not commence, maintain, or prosecute any action or otherwise assert any claim whatsoever against the district, the Superintendent of Public Instruction, the Advisory Board of Trustees, the district's officers, employees, agents, and/or attorneys, individually or collectively, in their official or individual capacities whatsoever based on, arising out of, or in connection with their use of the Internet. Furthermore, the student and parent also agree to defend and hold the district and its employees or agents harmless for liability incurred through the student's Internet use and to indemnify the district and its employees or agents should it/he/she incur any damages due to said usage.

Security

Security on any computer system is a high priority, especially when the system involves many users. A user must not allow others to use his/her password. If a user identifies a security problem on the Internet, the user must notify his/her teacher or principal, and must not demonstrate the problem to other users. Attempts to log onto the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Usage of the Internet

Appropriate usage of the Internet is that which is consistent with the district's educational purposes. It is unacceptable for a student to use, submit, display, or transmit any information on the Internet which:

- Violates or infringes on the rights of any other person, including the right to privacy;
- Contains defamatory, false, inaccurate, abusive, obscene, pornographic, sexually oriented, threatening, racially offensive, or otherwise biased, discriminatory, or illegal material;
- Encourages the use of controlled substances; or
- Uses the system for the purpose of criminal intent; or
- Uses the system for any illegal purpose.

It is also unacceptable for a student to use the Internet to:

- Engage in any business transactions or activities for personal gain;
- Conduct any political activity;
- Engage in product advertising; or
- Send any material in violation of any U.S. or state regulation, including copyrighted material, trade secrets, etc.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the district's computer system, Internet, or any networks connected to the Internet backbone. This includes, but not limited to, the uploading or creation of computer viruses or damage to the computer system.

TEXTBOOK POLICY [BP 6161; EC §§ 60117-60119; 60400-60411]

One of the Compton Unified School District's (CUSD) priorities is to ensure that all students have textbooks. Textbooks are used as an important tool in the education of every student. Textbooks also serve as a resource to the students and their parents. The student receives textbooks in a variety of subject areas. These subjects include English/Language Arts, Mathematics, Science, Social Studies, Health, English Language Development and others. Parents are requested, however, to assist our schools in the maintenance of these textbooks.

Parents are requested to:

- Check with the student to ensure that he/she has been issued textbooks in each of his/her classes/subjects.
- Be familiarized with the student's textbooks and know what they look like and what subjects they cover.
- Report to the school principal any instance where the student has not been issued a textbook.
- Be sure that the student has each textbook covered to prevent unnecessary damage.
- Emphasize with the student the proper care and maintenance of a textbook.
- Remind the student that a textbook is to be cared for, kept in good condition, and returned at the end of the semester or school year.
- Check daily with the student as to what homework has been assigned. Teachers could use textbooks when they give regular homework.

Parents must pay for lost or damaged textbooks prior to the school opening in the following year as well as the issuance of students' grades, transcripts, diplomas, or transfer documents to another school.

With the parents' support, the textbooks will be cared for and used effectively by the students. In turn, students will benefit from the use of textbooks to increase their knowledge and skills.

Please call *Mario Marcos, Executive Director Ed. Services, (310) 639-4321, ext. 55065* on any concerns or inquiries regarding textbooks and library.



COMPTON UNIFIED SCHOOL DISTRICT

Uniform Complaint Procedures (UCP) Annual Notice

2022-2023

The *Compton Unified School District* annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical **Training Programs**
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the *Compton Unified School District*

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California *Code of Regulations* (5 *CCR*) that apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: *Kimberly Tresvant, Ed.D., Executive Director* Human Resources Department 501 South Santa Fe Ave. Compton, CA 90221 (310) 639-4321, ext. 55075 ktresvant@compton.k12.ca.us

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in *Compton Unified School District*



COMPTON UNIFIED SCHOOL DISTRICT

ANTI-BULLYING and ANTI-HARASSMENT

Legal Notice for Students and Parents/Guardians

The Compton Unified School District prohibits discrimination, harassment, intimidation or bullying of Staff or Students based on actual or perceived protected characteristics as listed; age, color, nationality, ethnic group, ancestry, religious creed, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, gender identity, actual or perceived sexual orientation, sexual identity, gender expression, genetic information, immigration status, sex or association with a person or a group with one or more of these actual or perceived characteristics at any district site and/or activity. This policy also pertains to sexual harassment, hate-motivated behavior, cyberbullying, hazing, or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence or bodily harm, or substantial disruption. This policy applies to all acts related to school activity or school attendance occurring within a district school. BP 5131, 5131.2 & 5145.3. AR 5131.2 & 5145.3

WHAT IS BULLYING/HARASSMENT?

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable person to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

REPORT IT

Any person that has been a victim of, or witnessed Discrimination, intimidation, bullying or harassment on school grounds, during school activities, or going to school is highly encouraged to report the incident immediately to counselor, administrator, or other adult personnel on campus using the Bullying/Harassment Reporting form located at the school. For concerns regarding Bullying and Harassment, which cannot be remedied at the school sites level, you should immediately contact **Abimbola William-Ajala Ed.D., Executive Director Pupil Services, at 310-604-6527, 2300 W. Caldwell Street, Room E-5 Compton, CA 90221** Email: aajala@compton.k12.ca.us. Students have an option of reporting the incident anonymously using the Bullying/Harassment Complaint form located at the school or online on CUSD web page under 'Upstander'. Retaliation and/or witness intimidation will not be tolerated.

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall present a written report to the student who filed the complaint and the accused individual. The report shall include his/her findings, decision, and reason for the decision. If the student disagrees with the outcome of the investigation, and appeal can be filed with **Kimberly Tresvant Ed.D, Executive Director at 310 604-6721, 501 South Santa Fe Avenue, Compton, CA 90221** Email: ktresvant@compton.k12.ca.us

TRANSFER REQUEST

A student that has been found to be the victim of a violent offense or bullying as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600(b). Placement at a request school is contingent upon space availability. Transfer requests can be obtained at the Pupil Services Department, **2300 W. Caldwell Street. Room E-4 Compton, CA 90220**





COMPTON UNIFIED SCHOOL DISTRICT

REASONABLE ACCOMMODATION FOR LACTATING STUDENTS **Pregnancy and Pregnancy-Related Accommodations**

Compton Unified School District (CUSD) is committed to creating an inclusive and accessible environment for pregnant and parenting students and employees. Pregnant students and employees cannot be excluded from educational or employment opportunities, programs or services and must be treated as others who have temporary medical conditions. Reasonable accommodations must be provided to allow a pregnant student to fully participate in educational and employment opportunities. Oftentimes, pregnant and parenting students and employees can arrange necessary flexibility by working directly with their instructors, supervisors or departments. Requests for accommodations may also be made to the **Kimberly Tresvant Ed.D., Executive Director, Human Resources, 501 S. Santa Fe Ave., Compton, CA 90221, (310)-639-4321 Ext. 55075 ktresvant@compton.k12.ca.us**

Lactation Space:

Nursing students and employees must be granted reasonable time and space to pump breast milk in a location that is private, clean and reasonably accessible. Bathroom stalls shall not serve as a lactation space.

Reasonable Accommodation:

Compton Unified School District will provide reasonable accommodations for students and employees to allow them to fully participate in district educational and employment programs and services. A reasonable accommodation is one that does not cause undue hardship on the operation of the department or significant expense for Compton Unified School District.

Examples of Reasonable Accommodations for Students: Students who are pregnant or have a pregnancy-related condition, are entitled to reasonable accommodations to allow the student to continue their educational pursuits as long as such accommodations do not create an undue hardship on the program/department or fundamentally alter the nature of the program: Examples of accommodations are:

- flexibility with attendance including excused absences due to pregnancy or childbirth as long as the doctor says it's necessary
- adjustments such as elevator access
- allowing frequent trips to the restroom
- parking and transportation issues
- flexibility in the administration of exams
- medical leave of absence, including allowing the student to return to the same academic and extracurricular status as before the medical leave began
- providing pregnant students with the same special services as other students with temporary medical conditions including independent study, remote classrooms, or other similar types of academic adjustments
- allowing the student to continue participating in off-campus programs such as internships, career rotations

How to Request an Accommodation:

If you wish to request accommodations due to pregnancy or pregnancy-related conditions, please complete the Pregnancy Accommodation Request available at the counselor's offices

Discrimination:

District policy prohibits discrimination against sex/gender, which includes pregnant and parenting students and employees. State and federal laws, including Title IX of the Education Act, also prohibit discrimination based upon sex, including pregnancy and pregnancy-related conditions. If you believe you have been subject to discrimination, including having been denied an accommodation for a pregnancy or pregnancy-related condition, you may file a complaint with the **Human Resources Department, 501 S. Santa Fe Ave. Compton, CA 90221, (310) 639-4321, ext. 55041.**

Harassment:

District policy prohibits sex-based harassment, including harassment based upon pregnancy. Harassment may include sexual comments or jokes related to pregnancy or gender. If the comments are sufficiently serious that it interferes with the educational or employment environment, the harassment may constitute a violation of district policy. If you experience this sort of treatment, please contact the **Human Resources Department, 501 S. Santa Fe Ave. Compton, CA 90221, (310) 639-4321, ext. 55041.**

Retaliation:

District policy prohibits anyone from retaliating against any person for making a request for an accommodation, complaining or otherwise participating in opposing a discriminatory practice.

Questions about discrimination, information about how to request a reasonable accommodation or how to provide accommodations for pregnant and parenting students and employees should be directed to:

**Executive Director, Kimberly Tresvant Ed.D.
Human Resources Department
501 S. Santa Fe Ave.
Compton, CA 90221
(310) 639-4321, ext. 55041.**



Compton Unified School District Community Resources Guide

Division of Pupil Services

School-Based Services

| | |
|--|----------------------|
| Pupil Services Wellness Team Director ----- | 310-639-4321 x 63107 |
| Centennial High School Wellness Center Team (LCSW) ----- | 310-639-4321 x 66247 |
| Compton High School Wellness Center Team (LCSW) ----- | 310-639-4321 x 63317 |
| Dominguez High School Wellness Center Team (LCSW) ----- | 310-639-4321 x 68287 |
| Centennial High School Cluster Wellness Team (MFT) ----- | 310-639-4321 x 63056 |
| Compton High School Cluster Wellness Team (MFT) ----- | 310-639-4321 x 63056 |
| Dominguez High School Cluster Wellness Team (MFT) ----- | 310-639-4321 x 63029 |
| STEP Program ----- | 310-639-4321 x 54263 |
| Compton Unified Department of Foster Youth and Homeless Services | 310-639-4321 X63002 |
| Compton Unified School Police ----- | 310-898-6010 |

Local & County Services

| | |
|---|--------------|
| Compton City Hall ----- | 310-605-5500 |
| Compton Court House----- | 310-761-4300 |
| Compton Department of Children and Family Services (DCFS) ----- | 310-668-6600 |
| Compton Department of Public Social Services Alondra Location (DPSS) ---- | 310-603-8411 |
| Compton Department of Public Social Services Santa Fe Location (DPSS) --- | 310-761-2272 |
| Compton Department of Mental Health (DMH) ----- | 310-668-6800 |
| Compton Fire Department----- | 310-605-5670 |
| Compton College (El Camino) Foster & Kinship Care Services ----- | 310-537-3808 |
| Compton Library ----- | 310-693-0202 |
| Compton Sheriff Department ----- | 310-605-6500 |
| Los Angeles County Mental Health----- | 310-885-2100 |
| Los Angeles County Department of Mental Health (24/7 days) ----- | 800-854-7771 |
| Los Angeles County District Attorney Office ----- | 213-744-4201 |
| Los Angeles County Foster Care ----- | 888-811-1121 |
| Los Angeles County Probation Department ----- | 562-940-2501 |

Alcohol & Drug Abuse

| | |
|--|---------------------|
| Be Sober Hotline ----- | 800-237-6237 |
| Compton 24hr. Alcohol Rehab Center ----- | 866-311-6213 |
| Compton Inpatient Alcohol Detox ----- | 844-244-4048 |
| Compton 24 hr. Drug Rehab Center ----- | 310-904-6815 |
| Compton Inpatient Drug Rehab Center----- | 844-244-4048 |
| Marijuana Anonymous ----- | 800-766-6779 |
| National Association for Children of Alcoholic ----- | 800-554-2627 |
| National Drug Hotline ----- | 800-662-HELP (4357) |

Agency for Behavioral Service

| | |
|--|--------------|
| Bayfront Youth & Family Services ----- | 562-595-8111 |
| Care Solace ----- | 831-566-1612 |
| Children's Institute Inc. ----- | 310-669-9482 |
| Centinela Youth Service ----- | 310-970-7702 |
| • Mediation | |
| • Anger Management | |
| • Diversion | |
| • Parent Workshop | |
| Didi Hirsch Mental Health Service ----- | 888-807-7250 |
| Guidance Center ----- | 310-669-9510 |
| Hazel Health ----- | 800-76-Hazel |
| Shields for families----- | 323-585-6870 |
| Star view Behavioral Health Urgent Care----- | 562-548-6565 |
| Star View Children & Family Services ----- | 310-868-5379 |
| Tessie Cleveland Inc. ----- | 323-585-6870 |
| Compton County Mental health ----- | 310-668-6800 |

Children Clinics

| | |
|--|--------------|
| Compton WIC Clinic ----- | 310-661-3080 |
| Children's Clinic Dr. Onyeador MD ----- | 310-223-0684 |
| Dollarhide Health Center ----- | 310-763-2244 |
| Kid Nutrition R Us ----- | 310-603-8880 |
| Maternal, Child and Adolescent Health Programs ----- | 213-639-6400 |
| Pediatrician, Dr. Malcom D. Blanchard MD ----- | 310-537-1337 |
| Pediatrician, Dr. Edwards E. Austin MD ----- | 310-763-4250 |
| St. John Well Child ----- | 310-603-1332 |

Mental Health Hotlines

| | |
|---|--------------|
| Crisis Help line-for Any Kind of Crisis ----- | 211 |
| DBSA National Alliance (Depress Bipolar Services Alliance) ----- | 800-826-3632 |
| Hub City Autism ----- | 424-242-3899 |
| Mental Health Urgent Care Exodus Foundation UCC-MLK ----- | 562-295-461 |
| National Adolescent Suicide Helpline ----- | 988 |
| National Suicide Prevention Helpline ----- | 988 |
| Postpartum Depression ----- | 800-PPD-MOMs |
| Suicide Crisis Hotline ----- | 988 |
| Veteran's Hotline ----- | 877-VET2VET |

Dental Services

| | |
|-------------------------------------|--------------|
| Cobb Dental Group ----- | 310-632-2113 |
| Compton Family Dental Center ----- | 310-639-7970 |
| Faison & Faison Dental ----- | 310-537-2217 |
| Family Dental Office ----- | 562-422-6003 |
| Golden State Dental Group ----- | 310-639-5000 |
| Shailesh Parikh Dental ----- | 310-639-7970 |
| West Dental ----- | 310-761-1704 |
| Western Dental & Orthodontics ----- | 310-735-0607 |
| The Children's Dental Center ----- | 323-299-9295 |

Domestic Violence Services

| | |
|--|--------------|
| Compton Domestic Violence Center Wing of Dove----- | 310-637-3109 |
| Compton Domestic Violence Legal Assistance ----- | 310-638-5524 |
| Compton Domestic Violence YWCA ----- | 310-763-9995 |
| Domestic Violence Crisis Line ----- | 800-799-SAFE |
| Domestic Violence Hotline ----- | 800-422-4453 |
| Domestic & Teen Dating Violence (English & Spanish) ----- | 800-922-2600 |
| Sojourn Services for Battered Woman and Their Children ----- | 562-945-3939 |
| Stalking and Threat Assessment Team ----- | 213-257-2210 |

Emergency Hotlines

| | |
|---|--------------|
| 24/7 Line (All languages/All Problems) ----- | 211 |
| Eating Disorders Awareness and Prevention Hotline ----- | 800-366-1188 |
| Foster Care Hotline ----- | 415-924-0587 |
| LGBTQ+ Hotline----- | 888-843-4564 |
| Rape and Trauma Center UCLA ----- | 310-319-4000 |
| Victims of Crimes Resources ----- | 800-842-8467 |

Food Banks / Shelters

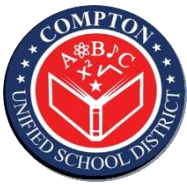
| | |
|--|--------------|
| Champion of Caring Connections ----- | 310-635-9536 |
| Christ Christian Home Missionary Baptist Church ----- | 310-631-7100 |
| Compton Samoan Church ----- | 310-669-8363 |
| Emergency Food and Shelter Program ----- | 213-808-6257 |
| Food Bank's Cal Fresh Helpline ----- | 323-234-3030 |
| Food Bank.net ----- | 310-603-7401 |
| Homeless Assistance Program ----- | 562-437-6717 |
| Homeless Outreach Program Integrated Care Systems (HOPICS) ----- | 323-948-0444 |
| New Image Emergency Shelter ----- | 323-846-8303 |
| Upward Bound House ----- | 310-458-7779 |
| Salvation Army / Love Kitchen Hot Meals Serve on Monday only 6 -7 p.m. ----- | 310-639-0362 |
| St. Vincent of Paul/Our Lady of Victory Food Pantry ----- | 310-631-1320 |

Health Services

| | |
|--|--------------|
| AGHABY Comprehensive Community Health Center ----- | 424-785-5170 |
| Child Health and Disability Prevention Program ----- | 800-993-2437 |
| Compton Central Health Clinic ----- | 310-635-7123 |
| Dollarhide Health Center ----- | 310-763-2244 |
| JMK Community Health Center----- | 310-638-1100 |
| Martin Luther King Jr. Community Hospital ----- | 424-338-8000 |
| Phillips Health Service ----- | 310-763-8354 |
| St. Francis Medical Center Emergency Services ----- | 310-900-4225 |
| St. John Well Child Center and Family Center----- | 562-630-6825 |

Additional Resources

| | |
|---|--------------|
| Children's Vision Care Program (Vision to Learn) ----- | 800-485-9196 |
| Compton Farmer Market Blue Line ----- | 310-605-5500 |
| Compton Community Organic Garden / Metro Community Developments ----- | 310-363-0281 |
| Leuders Park / William Love Swimming Pool ----- | 310-635-3484 |
| YMCA /YWCA's Gyms ----- | 562-423-0491 |
| Wilson Part Community Center (Tennis) ----- | 310-631-3845 |
| Transportation for seniors 55 and older ----- | 310-603-3724 |
| East Rancho Dominguez Park after Dark (PAD) ----- | 310-603-3724 |
| Kelly Park Recreation Center ----- | 310-761-1415 |
| Gonzalez Park Aquatic Center, swimming pool ----- | 310-761-1463 |
| Ray Campanella Park, outdoor Fitness Equipment ----- | 310-603-3720 |
| Medical Actions Program Formally Aims----- | 800-433-2611 |
| Los Angeles LGBTQ + Center----- | 424-242-3899 |
| Planned Parenthood LGBTQ + Services----- | 800-576-5544 |



Compton Unified School District
2022-2023 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW by Parent/Student

Dear Parent/Guardian:

The Compton Unified School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below and return it to your child's school.

Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



Compton Unified School District
2022-2023 ANNUAL PESTICIDE NOTIFICATION REQUEST
(Applicable Only for the Current School Year)

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN IT TO YOUR SCHOOL

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

Student Name: _____ Date of Birth: _____
Address: _____
City: _____ Zip Code: _____
Telephone No.: _____ Grade: _____
School: _____

☐ I would like to be pre-notified every time a pesticide application is to take place at the school. I understand that the notification will be provided at least 72 hours before the application.

☐ I do not need to be notified every time a pesticide application is to take place at the school. I understand that the notification will be posted at least 24 hours before the application.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



Compton Unified School District
2022-2023 ASSISTIVE TECHNOLOGY LIMITED LOAN

Lender Information:

| <i>Institution</i> | <i>Representative</i> | <i>Contact Information</i> |
|--------------------|-----------------------|----------------------------|
| | | |

Borrower Information:

| <i>Student Name/Student ID#</i> | <i>Parent Name</i> | <i>Contact Information</i> |
|---------------------------------|--------------------|----------------------------|
| | | |

Equipment Information: *Each piece of assistive technology will be listed separately:*

| <i>Unit Description</i> | <i>Identification Number/Model</i> |
|-------------------------|------------------------------------|
| | |
| | |
| | |
| | |

The borrower is responsible for the full cost of repair or replacement of any or all of the above equipment that is damaged, lost, stolen, or confiscated. All pieces of equipment are due to return to the lender ***by the end of two months from signature*** below or when replacement equipment is secured, whichever is sooner.

Borrower agrees to use the equipment for educational use and not for commercial use or other uses which may cause damage. Do not subject equipment to water, sand, or other damaging elements.

Lender:

Borrower:

Name/Title

Date

Name/Relationship to Student

Date

If you have any questions or concerns, please contact: _____.

© Los Angeles County Office of Education



Compton Unified School District
2022-2023 CAL GRANT PROGRAM OPTION
(For students in the 11th grade)

PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN IT TO YOUR SCHOOL BY _____

Student Name: _____ Date of Birth: _____
Address: _____
City: _____ Zip Code: _____
Telephone No.: _____ Grade: _____
School: _____

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant. Unless the school is notified while the student is in the 11th grade that he/she does not want to be considered a Cal Grant applicant, the student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official before October 1 of the student's 12th grade year.

Please indicate below whether or not you would like the school to electronically send CASC the student's GPA when he/she is in the 12th grade. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

- ☐ I **do not** want my/my student's GPA to be sent to CASC in the 12th grade.
- ☐ I grant consent for my/my student's GPA to be sent to CASC in the 12th grade.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



Compton Unified School District
2022-2023
COLLEGE ADMISSION REQUIREMENTS
AND HIGHER EDUCATION INFORMATION

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, you need only a high school diploma or equivalent, or be over the age of 18. To attend a CSU, you have to take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, you must meet requirements for coursework, GPA, and test scores. If you are a California student who has not been admitted to UC campus to which you have applied, you will be offered a spot at another campus if space is available and you rank in the top 9 percent of California high school students or of your graduating class at a participating high school. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.californiacommunitycolleges.cccco.edu – This is the official website of the California Community College system. It offers links to all the California Community Colleges.

<https://www2.calstate.edu/> – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org – This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi/.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both. <https://www.compton.k12.ca.us/departments/educational-services/college-and-career/home>.



Compton Unified School District 2022-2023 CONCUSSION INFORMATION SHEET

A concussion is a type of brain injury and all brain injuries are serious. A concussion can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. It can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion may show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion listed below, or if you notice the symptoms or signs of concussion yourself, your child should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, determines that your child is symptom-free and able to return to play.

| <i>Signs observed by coaching staff...</i> | <i>Symptoms reported by athletes...</i> |
|---|--|
| Appears dazed or stunned | Headache or “pressure” in head |
| Is confused about assignment or position | Nausea or vomiting |
| Forgets an instruction | Balance problems or dizziness |
| Is unsure of game, score, or opponent | Double or blurry vision |
| Moves clumsily | Sensitivity to light |
| Answers questions slowly | Sensitivity to noise |
| Loses consciousness (even briefly) | Feeling sluggish, hazy, foggy, or groggy |
| Shows mood, behavior, or personality changes | Concentration or memory problems |
| Can’t recall events <i>prior</i> to hit or fall | Confusion |
| Can’t recall events <i>after</i> hit or fall | Just not “feeling right” or “feeling down” |

Concussions affect people differently. While most athletes with concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. In rare cases, a dangerous blood clot may form on the brain and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body she/he exhibits any of the following danger signs:

| | |
|--|--|
| One pupil is larger than the other | Convulsions or seizures |
| Is drowsy or cannot be awakened | Cannot recognize people or places |
| Weakness, numbness, or decreased coordination | Repeated vomiting or nausea |
| Slurred speech | Has unusual behavior |
| A headache that not only does not diminish, but gets worse | Becomes increasingly confused, restless, or agitated |
| Loses consciousness | |

2022-2023 CONCUSSION INFORMATION SHEET

Page 2

WHY MUST AN ATHLETE BE REMOVED FROM PLAY AFTER A CONCUSSION?

If an athlete has a concussion, his/her brain needs time to heal. Continuing to play while the brain is still healing leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that young athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

IF YOU THINK YOUR CHILD HAS SUFFERED A CONCUSSION

If you suspect that your child has a concussion, remove him/her from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance. Do not try to judge the severity of the injury yourself. Close observation of the athlete should continue for several hours. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse.

California Education Code 49475 and the California Interscholastic Federation (CIF) Bylaw 313 require implementation of long and well-established return to play concussion guidelines that help ensure and protect the health of student athletes:

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

It's better to miss one game than miss the whole season.

For more information, visit: <http://www.cdc.gov/headsup/youthsports/index.html> (Centers for Disease Control and Prevention) or http://www.cifstate.org/sports-medicine/concussions/student_parents (CIF)

Student-athlete Name

Student-athlete Signature

Date

Parent or Legal Guardian

Parent or Legal Guardian Signature

Date



Compton Unified School District **2022-2023 INTERNET SAFETY FOR STUDENTS**

Dear Parents and Guardians:

The Compton Unified School District prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking Web sites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. FaceBook.com, for example, is said to have millions of members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

The Compton Unified School District has blocked the use of these social networking Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These Web sites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential danger of the Internet. Ask if they have an account with Facebook, Instagram, Snapchat, or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

2022-2023 INTERNET SAFETY FOR STUDENTS
Page 2

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example, SafeKids.com, located online at <http://www.safekids.com>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-WEB-WISE, or by e-mail at webwisekids2@aol.com.

The Compton Unified School District will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact ***Tony Burrus, Chief Technology Officer, 310-639-4321 X 46524***

Sincerely,

*Darin Brawley Ed.D.
Superintendent,
Compton Unified School District*



Compton Unified School District **2022-2023 NOTICE REGARDING HOMELESS EDUCATION**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all students experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A student experiencing homelessness is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a *fixed, regular, and adequate* nighttime residence and may temporarily:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A student experiencing homelessness has the right to attend either the *school of origin*, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison, ***Rigoberto Roman Ed.D. (310) 639-4321 X63057*** and following the district’s dispute resolution policy.

The law requires the immediate enrollment of students experiencing homelessness, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A student experiencing homelessness that transfers schools after the second year of high school, and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

**English: <https://www.cde.ca.gov/sp/hs/cy/documents/homelesspostereng.pdf>*

**Multiple nguages: <https://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=9959-9965>*



COMPTON UNIFIED SCHOOL DISTRICT

2022-2023 PRESCRIPTION OPIOIDS INFORMATION SHEET

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of **side effects** as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider
 - Work together to create a plan on how to manage your pain
 - Talk about ways to help manage your pain that don't involve prescription opioids
 - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
 - Never sell or share prescription opioids
 - Never use another person's prescription opioids
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the provided document regarding prescription opioid information:

| | | |
|--|---|---------------|
| _____ Student-athlete Name | _____ Student-athlete Signature | _____ Date |
| _____ Parent or Legal Guardian Name | _____ Parent or Legal Guardian Signature | _____ Date |



COMPTON UNIFIED SCHOOL DISTRICT
2022-2023 RELEASE FORM FOR DIRECTORY INFORMATION

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN IT TO YOUR SCHOOL PRINCIPAL

Student Name: _____ Date of Birth: _____
Address: _____
City: _____ Zip Code: _____
Telephone No.: _____ Grade: _____
School: _____

The primary purpose of directory information is to allow the Compton School District to include this type of information from your child's education records in certain school publications. Directory information includes names, addresses and telephone listings, information that is generally not considered harmful or an invasion of privacy if released.

The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits the Compton Unified School District to disclose appropriately designated "directory information" without written consent, unless you have advised the District that you do not want your student's directory information disclosed without your prior written consent.

Directory information regarding pupil identified as experiencing homelessness shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Student Directory Information

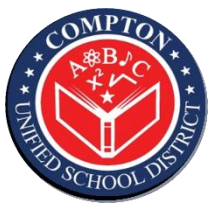
- ☐ I **consent** to have directory information released to any individual or organization.
- ☐ I do not wish to have any directory information released to any individual or organization.
- ☐ I do not wish to release the name, address and telephone number of the student named above to the agency or agencies I check below:
- | | |
|--|---|
| <input type="checkbox"/> PTA (if applicable) | <i>For 11th or 12th grade students only:</i> |
| <input type="checkbox"/> Health Department | <input type="checkbox"/> United States Armed Forces |
| <input type="checkbox"/> Elected Officials | <input type="checkbox"/> Universities or Other Institutions of Higher Education |

Media Release

- ☐ The student may be interviewed, photographed, or filmed by members of the media.
- ☐ The student may NOT be interviewed, photographed, or filmed by members of the media.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



COMPTON UNIFIED SCHOOL DISTRICT

2022-2023 SUDDEN CARDIAC ARREST INFORMATION SHEET

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. It is fatal in 92 percent of cases if not properly treated within minutes.

WHAT ARE THE WARNING SIGNS AND RISK FACTORS OF SCA?

SCA often has no warning signs. In fact, the first symptom could be death. Athletes (and often their parents) don't want to jeopardize their playing time, so they may avoid telling parents or coaches in hopes that the symptoms will "just go away" on their own. Or, they may think they're just out of shape and need to train harder. Student athletes need to recognize and seek help if any of the conditions listed below are present.

Potential indicators that SCA is about to happen:

- Racing heart, palpitations or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

Factors that increase the risk of SCA:

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs or excessive energy drinks

HOW CAN THE CONDITIONS OF SCA BE DETECTED?

Physical Exam and Medical History. Prior to participating in athletics, students are required to get a physical and complete a medical history. This form asks questions about family history and heart conditions. The physical exam should include listening to the heart.

Heart Screening. An electrocardiogram (ECG) is an effective diagnostic tool that detects irregularities. An abnormal ECG exam can lead to other tests like an echocardiogram, stress test, Holter monitor and more.

IF YOU THINK YOUR CHILD HAS EXPERIENCED ANY SCA SYMPTOMS

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for the doctor's feedback before returning your child to play, and alert his/her coach, trainer and school nurse about any diagnosed conditions.

California Education Code 33479.5 and the California Interscholastic Federation (CIF) Bylaw 503 require implementation of a sudden cardiac arrest protocol that helps ensure and protect the health of student athletes:

2022-2023 SUDDEN CARDIAC ARREST INFORMATION SHEET
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A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

For more information, visit: <http://cifstate.org/sports-medicine/sca/index> (CIF)

Cut and RETURN bottom portion only. Please keep upper portion for your information.

I have reviewed and understand the symptoms and warning signs of SCA.

Student-athlete Name

Student-athlete Signature

Date

Parent or Legal Guardian

Parent or Legal Guardian Signature

Date



COMPTON UNIFIED SCHOOL DISTRICT

Annual Update Form

Please fill out this Annual Update Form. Check the box below, and sign the form, if there are no changes.

School Year: _____

☐ No change(s) on student information.

Student's Name: _____
Last Name Suffix First Name Middle Name

Grade Level: _____ Gender () _____ Date of birth: _____
M or F Month Day Year

***Parent(s)** means the primary care giver adult(s) who has (have) legal physical custody with whom the student is residing.
Below, please write only the name of the adult or adults who have legal physical custody of the minor named above.

***Parent 1:** _____
Last Name First Name Middle Name

Relation of ***Parent 1** to minor: ☐ Mother ☐ Father ☐ Stepfather ☐ Stepmother ☐ Foster Father ☐ Foster Mother ☐
Grandmother ☐ Grandfather ☐ Other: _____

***Parent 2:** _____
Last Name First Name Middle Name

Relation of ***Parent 2** to minor: ☐ Mother ☐ Father ☐ Stepfather ☐ Stepmother ☐ Foster Father ☐ Foster Mother ☐
Grandmother ☐ Grandfather ☐ Other: _____

Telephone Number: _____
Home Cell Parent 1 Work & Extension Parent 2 Work & Extension

Parent's Address: _____
Address Apt. # City Zip Code

***Parent 1** ***Parent 2**
Email Address: _____ Email Address: _____

Emergency Contact Information (Please provide an additional emergency contact name in case you cannot be reached.)

Contact Name: _____
Mr./Mrs./Ms. Last Name First Name Middle Name Sr./Jr./#

Address: _____
Address Apt. # City State Zip Code

Telephone Number: _____
Home Cell Work & Extension

Email Address: _____

McKinney-Vento Status? (Temporary shelter or transitional housing) ☐ Yes ☐ No

Assembly Bill 490 Status? (Foster placement including kinship) ☐ Yes ☐ No

Parents/Guardians highest education level: (Please ☒ check only one)

- Not a High School Graduate ☐
- A High School Graduate ☐
- Some College School ☐
- Graduate School/post graduate training ☐
- Decline to state or unknown ☐

My signature certifies that all of the information provided is accurate to the best of knowledge. I understand that changes in address, telephone number(s) and/or emergency information must be reported immediately.

Parent/Guardian Signature: _____ Date: _____