



FIRST DAY OF SCHOOL PACKET

Please read all pages thoroughly

**Please return necessary
documents to your child's
teacher by Monday, August 17**



Dear Chenoweth Families,

Welcome to the 2026–2027 school year!

As I begin my second year as principal of Chenoweth Elementary School, I am grateful for the opportunity to continue serving this incredible community. Last year, I had the privilege of getting to know our students, families, and staff, and I quickly learned what makes Chenoweth such a special place—a strong commitment to students, a caring staff, and families who value education.

This year marks my 27th year in education with the Merced City School District and my 9th year in administration. Together with our Learning Director, Mrs. Nancy Moradi, and our dedicated staff, we remain committed to providing every student with a safe, supportive, and engaging learning environment where they can thrive academically, socially, and emotionally.

We value strong communication and partnership with our families. While we make every effort to respond as quickly as possible, please allow up to 48 hours for responses to emails. Because administrators and staff spend much of the school day supporting students and classrooms, email should not be used for urgent matters or safety concerns. If you have an urgent need or safety-related concern, please contact the school office directly at (209) 385-6620 so we can assist you promptly.

At Chenoweth, we believe every child deserves an excellent education and the opportunity to reach their full potential. This year, we will continue focusing on high-quality instruction, targeted support through our RTI process, and ensuring all students are challenged, supported, and celebrated for their growth. We are equally committed to fostering a positive school culture where students learn the importance of responsibility, respect, kindness, and perseverance. As an AVID and PBIS school, we know that strong academics and positive behavior work together to create the best possible environment for learning.

We are fortunate to have an outstanding support team, including a school counselor, school psychologist, intervention teacher, Restorative Justice Leader, and Board Certified Behavior Analyst (BCBA), who work alongside



our teachers to ensure students receive the support they need to be successful.

Families play a vital role in student achievement. You can support your child's success by:

- Ensuring regular attendance and arriving at school on time
- Encouraging daily reading and talking about what they are learning at school
- Staying connected with teachers and staff through ParentSquare, our primary communication platform
- Reinforcing the importance of treating others with kindness and respect and supporting school expectations if behavioral concerns arise

When students receive consistent messages from both home and school about the importance of learning, responsibility, and positive behavior, they are more likely to be successful both academically and socially.

As one of the largest elementary schools in our district, arrival and dismissal can be busy times. We appreciate your patience and cooperation with our traffic and parking procedures as we work together to keep all students safe.

Thank you for your continued partnership and trust. Mrs. Moradi and I are honored to serve the Chenoweth community and look forward to a wonderful year of learning, growth, and success.

Yours in partnership,

Amber Hall
Principal, Chenoweth Elementary School

Ms. Hall: ahall@mcsd.k12.ca.us

Nancy Moradi, Learning Director

Mrs. Moradi: nmoradi@mcsd.k12.ca.us



Chenoweth Elementary School
2026-2027
Bell Schedule



School Gates Open at 8:00 AM		Breakfast from 8:00-8:20 AM
Warning Bell/Line Up for Class		8:25 AM
Students must be in class <i>and</i> seated by 8:30 a.m.		
Grade	Snack Break 2nd Chance Breakfast	Lunch Recess
TK	Breakfast in Classroom	11:20-12:10
Kinder	10:25-10:45 AM	11:20-12:10
1 st Grade	10:25-10:45 AM	11:35-12:25
2 nd Grade	10:25-10:45 AM	11:45-12:35
3 rd Grade	10:25-10:45 AM	11:55-12:45
4 th Grade	10:25-10:45 AM	12:05-12:55
5 th Grade	10:25-10:45 AM	12:05-12:55
Dismissal 2:55 PM <i>Most Wednesdays, early out at 2:05 PM</i> Early out in December (day before winter break) and June (last day of school) at 1:00 pm Minimum Day/ Parent Teacher Conferences: Early out at 1:50 PM		

To help ensure a smooth and timely check-out process, **please avoid signing students out during lunch and recess whenever possible.** We encourage families to schedule pick-ups before or after these times. If a student must be signed out during lunch or recess, please allow extra time, as staff will need to locate the student on the playground and provide classroom access for them to collect their belongings.

Merced City School District 2026-2027 Calendar



July 2026							August 2026							September 2026							October 2026								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4							1		1	2	3	4	5						1	2	3		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31		
							30	31																					



Attendance Matters

- **Consistent Learning Momentum:** Every day in the classroom builds on the previous one. Missing even a single day can create "learning gaps" that make future lessons harder to understand.
- **Social and Emotional Growth:** School is where students learn to navigate friendships, collaborate on teams, and build a sense of belonging within a community.
- **Developing Life Habits:** Punctuality and reliability are "soft skills" that are essential for success in college, the workforce, and adulthood.
- **Direct Access to Educators:** Attendance ensures students can ask questions in real-time and participate in hands-on activities that cannot be replicated at home.
- **Academic Achievement:** Research consistently shows a direct correlation between high attendance rates and higher test scores, graduation rates, and overall GPA.
- **Early Intervention:** When students are present, teachers can quickly identify who is struggling and provide the necessary support before they fall behind.
- **Building Confidence:** Being present and prepared reduces the anxiety that often comes with trying to "catch up" on missed work while new material is being taught.
- **Safety and Support:** Schools provide a structured environment, nutritious meals, and access to counselors and mentors who care about student well-being.

La Asistencia Escolar es Importante

- **Impulso Constante en el Aprendizaje:** Cada día en el aula se basa en el anterior. Faltar incluso un solo día puede crear "lagunas de aprendizaje" que dificultan la comprensión de futuras lecciones.
- **Desarrollo Social y Emocional:** La escuela es donde los estudiantes aprenden a cultivar amistades, colaborar en equipo y construir un sentido de pertenencia dentro de una comunidad.
- **Desarrollo de Hábitos de Vida:** La puntualidad y la fiabilidad son "habilidades adaptativas" esenciales para el éxito en la universidad, el mercado laboral y la edad adulta.
- **Acceso Directo a los Educadores:** La asistencia garantiza que los estudiantes puedan hacer preguntas en tiempo real y participar en actividades prácticas que no pueden replicarse en casa.
- **Rendimiento Académico:** Las investigaciones muestran de forma constante una correlación directa entre las altas tasas de asistencia y mejores puntuaciones en los exámenes, tasas de graduación y el promedio general de calificaciones (GPA).
- **Intervención Temprana:** Cuando los estudiantes están presentes, los maestros pueden identificar rápidamente quién está teniendo dificultades y proporcionar el apoyo necesario antes de que se queden atrás.
- **Desarrollar Confianza:** Estar presente y preparado reduce la ansiedad que a menudo conlleva intentar "ponerse al día" con el trabajo perdido mientras se enseña material nuevo.
- **Seguridad y Apoyo:** Las escuelas ofrecen un entorno estructurado, comidas nutritivas y acceso a orientadores y mentores que se preocupan por el bienestar del estudiante.



Yondr Bag Information

MCSD desires for its students to Focus on Learning. Use of cellular phones, applications, and wireless earbuds distract students during the school day. Devices must be turned off and stored in locked Yondr bags while on campus.

Progressive Discipline

Violation 1: Warning to turn off the device and place it in the Yondr bag; recorded in AERIES.

Violation 2: Device turned into the office until the end of the day; recorded in AERIES.

Violation 3: Staff escort to office; additional consequences; parent contact.

Violation 4: Staff escort to office; parent/guardian pickup only; mandatory office check-in for a set period.

Emergency Protocols

The principal or designee will implement an emergency protocol.

The principal or designee will communicate with the command center to gather information regarding the situation.

When authorized by the command center, the principal will inform staff of the relevant information.

The principal or designee will then authorize staff when to unlock the student Yondr bags.

The principal will provide age-appropriate and relevant information to share with students.

The district, principal, or designee will update parents/guardians, staff, and students as much as possible during the incident.

The district, principal, or designee will provide a summary of the incident with parents/guardians, staff, and the students.



Información sobre la bolsa Yondr

MCSD desea que sus estudiantes se enfoquen en el aprendizaje. El uso de teléfonos celulares, aplicaciones y los auriculares inalámbricos distraen a los estudiantes durante la jornada escolar. Los dispositivos deben apagarse y guardarse en bolsas Yondr cerradas con llave mientras se encuentra en el plantel escolar.

Disciplina Progresiva

Infracción 1: Advertencia: apague el dispositivo y colóquelo en la bolsa Yondr; registrado en AERIES.

Infracción 2: El dispositivo permanecerá en la oficina hasta el final del día; registrado en AERIES.

Infracción 3: Acompañamiento del personal a la oficina; consecuencias adicionales; contacto con los padres.

Infracción 4: Acompañamiento del personal a la oficina; solo se permite la recogida por parte de los padres o tutores; registro obligatorio en la oficina durante un período determinado.

Protocolos de Emergencia

El director o la persona designada implementará un protocolo de emergencia.

El director o la persona designada se comunicará con el centro de mando para recopilar información sobre la situación.

Cuando el centro de mando lo autorice, el director informará al personal de la información relevante.

El director o la persona designada autorizará entonces al personal a desbloquear las bolsas Yondr de los estudiantes.

El director proporcionará información relevante y adecuada a la edad de los alumnos para compartir con ellos.

El distrito, el director o la persona designada mantendrán informados a los padres/tutores, al personal y a los estudiantes tanto como sea posible durante el incidente.



Information Ntawm Lub Naab Yondr Bag

MCSD ntshaw xaav tau rua nwg cov tub ntshais kawm ntawv lug moog Tsom Ntsoov rua huv kev Kawm. Siv ntawm cov cellular phones, cov applications, hab cov wireless earbuds yeej cuam tshuam rua cov tub ntshais kawm ntawv thaum ntawm cov nub kws kawm ntawv. Cov devices yuav tsum tau muab turned off tua hab muab ntim locked xauv khaws ca rua huv lub naab Yondr bags thaum kws yog nyob rua huv tsevkawmntawv lawm.

Txheej Txheem Ntawm Kev Qhuab Ntuag

Txhum Zag 1: Ceeb toom has qha kuam muab turn off tua ntawm lub device hab muab ntim rua huv lub naab Yondr bag; muab ntaus recorded rua huv AERIES ca.

Txhum Zag 2: Muab lub device tso rua huv office kuam txug thaum xaus rua nub ntawd; muab ntaus recorded rua huv AERIES ca.

Txhum Zag 3: Naikhu neeg ua haujlwm nrug coj nwg moog rua tom office; ntiv txim rua; hu rua namtxiv.

Txhum Zag 4: Naikhu los neeg ua haujlwm nrug coj nwg moog rua tom office; tsuas yog pub namtxiv/tug tsom kwm tuaj pickup nqaa tau xwb; yuam kag kuam yuav tsum tau coj moog rua huv office check-in rua ib ntu nyuas caij nyoog (set period).

Cov Cai Thaum Muaj Emergency

Tug thaajkhu losyog tug kws ua nwg teg haujlwm yeej muaj nwg txuj cai thaum kws yog muaj ib qho emergency xwm txheej.

Tug thaajkhu losyog tug kws ua nwg teg haujlwm yeej sibthaam nrug rua tug command center lug moog sib sau uake information txug ntawm qhov xwm txheej ntawd lawm.

Yog thaum tau kev tso cai lug ntawm tug command center, tug thaajkhu yeej has ceeb toom rua cov naikhu neeg ua haujlwm txug ntawm qhov information kws tsaug cai siv tau.

Tug thaajkhu losyog tug kws ua nwg teg haujlwm maam le tso cai rua naikhu neeg ua haujlwm tas thaum twg le maam qheb unlock tug tub ntshais kawm ntawv lub/cov naab Yondr bags.

Tug thaajkhu yeej qha age-appropriate hab relevant information lug moog share nrug rua tug/cov tub ntshais kawm ntawv.

Lub district, thaajkhu, los tug neeg kws ua teg haujlwm ntawd yeej yuav thaam qha rua cov namtxiv/cov tsom kwm, cov naikhu neeg ua haujlwm, hab cov tub ntshais kawm ntawv paub ntau le ntau tau thaum ntawm qhov xwm txheej ntawd.

Lub district, thaajkhu, los tug neeg kws ua teg haujlwm ntawd yeej yuav thaam qha ib qho summary tas yog le caag rua le caag ntawm qhov xwm txheej ntawd nrug rua cov namtxiv/cov tsom kwm, cov naikhu neeg ua haujlwm, hab cov tub ntshais kawm ntawv paub.

POSITIVE BEHAVIOR GUIDELINES

MISSION

Merced City School District continually strives to provide a safe, positive, and productive learning environment for all students and staff. The District has established a comprehensive approach to creating a positive culture at each school site that emphasizes relationship building, acknowledges the importance of diversity and equity, and uses an instructional model to provide those we serve with the necessary social, emotional, and behavior skills to make them successful in our community.

MCSD has adopted a multi-tiered system of support (MTSS) for both academics and behavior.

MCSD has adopted a multi-tiered system of support (MTSS) for both academics and behavior. Through our school site's tiered systems of intervention, students and staff are able to access services and interventions on multiple levels based on a data-driven analysis of students' needs; while effectively using site resources and personnel. MCSD's MTSS model for behavior incorporates Positive Behavior Intervention Supports (PBIS);

A framework to proactively address behavior management. MCSD's PBIS framework focuses on supporting students' social-emotional learning while using culturally relevant and trauma-informed practices.

Every school within MCSD has been involved in continual training in PBIS. Each school site's framework strives to create a positive climate and culture by establishing expected behaviors across all school settings, providing interventions and support to students who are in need, and using data-driven problem-solving to address issues that arise. It is the application of these positive behavior-based interventions that increases a school's capacity to create an environment for teaching and enhanced learning.

An effective multi-level prevention system provides access to increasingly intense levels of instruction and interventions: Tier 1 (available to all), Tier 2 (available to at-risk students who need targeted support), and Tier 3 (available to a few students who require individualized support). Site staff use a data-driven process to identify and implement interventions by working as a team whose target is to identify student success through measurable goals.

MCSD is committed to providing students and staff with high-quality evidence-based behavior interventions. The District has invested in providing a range of supports for students, which include social/emotional and behavioral interventions, counseling and behavior support services, instructional evidence-based curriculums, medical supports, access to mental health supports, and partnerships with community support agencies.

Regular School Attendance

While it's imperative for students to be in school each day and on time not only for success academically, regular school attendance is also essential for students to benefit from social and emotional learning, understanding of the school's expectations and systems, developing problem-solving skills, and working within the school culture. These skills not only will greatly enhance a student's success academically and socially but also will lead to a more complete educational experience and future school success.



Positive Behavior Guidelines (continued)



Infraction

An infraction is a minor violation of school rules or expectations, which can be quickly addressed with minimal loss of instructional time. By addressing infractions, it brings attention to the rule or expectation that was violated, creates a teaching opportunity, supports the student in acknowledging the behavior, and facilitates an opportunity to problem-solve about how to make amends to the school community.

Offense

An offense is a major violation of school rules and/or California Education Code and can include repeated minor infractions. Offenses typically involve the violation of student's, staff's, or school's physical, mental, educational, or property rights. Consequences for offenses are generally higher than for infractions; however, the goal still remains to address the violation and provide teaching and correction of the violation.

Suspension/Expulsion

Students who violate California Education Code can be subject to suspension and in rare and extreme cases expulsion. For a list of California Education Codes for Suspension and Expulsion, please visit the District Website under Pupil Services or contact the Pupil Services Department at (209) 385-6647. A student may be suspended from school by the school administration for violating a California Education Code and removed from school for up to 5 days for any one incident. A recommendation for expulsion may occur when a student violates a California Education Code. Prior to a suspension or expulsion, all students will be provided due process where they will be informed of the possible violation that occurred and are given the opportunity to provide information from their viewpoint.

Parents/guardians will be notified either in person or in writing of any suspension or expulsion involving their child. The decision to suspend or use alternatives will be considered based on the violation, frequency, safety, and best appropriate means of correction.

Decisions on school discipline for violation of school rules or California Education Code will not be discriminatory and not based on race, gender, religion, sex, color, national origin, ethnic group, physical or mental disability, parental status, or any other unlawful consideration. Decisions on school discipline rest with school administration and/or District administration.

PAUTAS DE COMPORTAMIENTO POSITIVO

MISIÓN

El Distrito Escolar de la Ciudad de Merced se esfuerza continuamente por brindar un entorno de aprendizaje seguro, positivo y productivo para todos los estudiantes y el personal. El Distrito ha establecido un enfoque integral para crear una cultura positiva en cada escuela, que prioriza el desarrollo de relaciones, reconoce la importancia de la diversidad y la equidad, y utiliza un modelo educativo para brindar a quienes atendemos las habilidades sociales, emocionales y conductuales necesarias para que tengan éxito en nuestra comunidad.

MCSD ha adoptado un sistema de apoyo de varios niveles (MTSS) tanto para lo académico como para el comportamiento.

El MCSD ha adoptado un sistema de apoyo multinivel (MTSS) tanto para el ámbito académico como para el conductual. Gracias a estos sistemas de intervención, los estudiantes y el personal pueden acceder a servicios e intervenciones en múltiples niveles, basados en un análisis basado en datos de las necesidades de los estudiantes, a la vez que utilizan eficazmente los recursos y el personal del centro. El modelo MTSS del MCSD para el comportamiento incorpora el Programa de Apoyo para la Intervención Conductual Positiva (PBIS);

Un marco para abordar proactivamente la gestión del comportamiento. El marco PBIS del MCSD se centra en apoyar el aprendizaje socioemocional de los estudiantes mediante prácticas culturalmente relevantes y adaptadas al trauma.

Todas las escuelas del MCSD han participado en capacitaciones continuas sobre PBIS. El marco de cada escuela se esfuerza por crear un clima y una cultura positivos mediante el establecimiento de comportamientos esperados en todos los entornos escolares, la provisión de intervenciones y apoyo a los estudiantes que lo necesitan y el uso de la resolución de problemas basada en datos para abordar los problemas que surjan. Es la aplicación de estas intervenciones basadas en el comportamiento positivo lo que aumenta la capacidad de una escuela para crear un entorno propicio para la enseñanza y el aprendizaje enriquecedor.

Un sistema eficaz de prevención multinivel proporciona acceso a niveles de instrucción e intervenciones cada vez más intensivos: Nivel 1 (disponible para todos), Nivel 2 (disponible para estudiantes en riesgo que necesitan apoyo específico) y Nivel 3 (disponible para algunos estudiantes que requieren apoyo individualizado). El personal del centro utiliza un proceso basado en datos para identificar e implementar intervenciones, trabajando en equipo con el objetivo de identificar el éxito estudiantil mediante objetivos mensurables.

El MCSD se compromete a brindar a los estudiantes y al personal intervenciones conductuales de alta calidad y basadas en la evidencia. El Distrito ha invertido en brindar una variedad de apoyos para los estudiantes, que incluyen intervenciones socio-emocionales y conductuales, servicios de consejería y apoyo conductual, currículos educativos basados en la evidencia, apoyo médico, acceso a apoyos de salud mental y colaboración con agencias de apoyo comunitario.

Asistencia Regular a la Escuela

Si bien es fundamental que los estudiantes asistan a la escuela todos los días y puntualmente, no solo para el éxito académico, sino también para que se beneficien del aprendizaje socioemocional, comprendan las expectativas y los sistemas de la escuela, desarrollen habilidades de resolución de problemas y se integren en la cultura escolar. Estas habilidades no solo mejorarán considerablemente el éxito académico y social del estudiante, sino que también les permitirán una experiencia educativa más completa y un futuro éxito escolar.



Pautas de Comportamiento Positivo (continuación)



Infracción

Una infracción es una violación leve de las normas o expectativas escolares, que puede abordarse rápidamente con una mínima pérdida de tiempo de clase. Al abordar las infracciones, se resalta la norma o expectativa infringida, se crea una oportunidad de aprendizaje, se apoya al estudiante para que reconozca la conducta y se facilita la resolución de problemas y la reparación del daño a la comunidad escolar.

Ofensa

Una infracción es una violación grave de las normas escolares o del Código de Educación de California, y puede incluir infracciones menores reiteradas. Las infracciones suelen implicar la violación de los derechos físicos, mentales, educativos o de propiedad del estudiante, el personal o la escuela. Las consecuencias de las infracciones suelen ser más severas que las de las infracciones; sin embargo, el objetivo sigue siendo abordar la infracción y brindar instrucción y corrección.

Suspensión/Expulsión

Los estudiantes que infrinjan el Código de Educación de California pueden ser objeto de suspensión y, en casos excepcionales y extremos, de expulsión. Para obtener una lista de los Códigos de Educación de California para la Suspensión y la Expulsión, visite el sitio web del Distrito, en la sección de Servicios Estudiantiles, o comuníquese con el Departamento de Servicios Estudiantiles al (209) 385-6647. La administración escolar puede suspender a un estudiante por infringir el Código de Educación de California y expulsarlo de la escuela hasta por 5 días por cualquier incidente. Se puede recomendar la expulsión cuando un estudiante incumple el Código de Educación de California. Antes de una suspensión o expulsión, todos los estudiantes recibirán el debido proceso, donde se les informará de la posible infracción y se les dará la oportunidad de aportar información desde su punto de vista.

Se notificará a los padres/tutores, ya sea en persona o por escrito, sobre cualquier suspensión o expulsión de su hijo/a. La decisión de suspender o aplicar medidas alternativas se evaluará en función de la infracción, la frecuencia, la seguridad y la mejor manera de corregirla.

Las decisiones sobre disciplina escolar por infringir las normas escolares o el Código de Educación de California no serán discriminatorias ni se basarán en motivos de raza, género, religión, sexo, color, origen nacional, grupo étnico, discapacidad física o mental, situación parental ni ninguna otra consideración ilegal. Las decisiones sobre disciplina escolar recaen en la administración escolar o del Distrito.

MERCED CITY SCHOOL DISTRICT - SPORTS PHYSICAL EXAMINATION FORM

PART 1 (TO BE COMPLETED BY A PARENT OR LEGAL GUARDIAN)

LAST NAME		FIRST NAME		GRADE	SCHOOL NAME
BIRTHDATE	FALL SPORT	WINTER SPORT	SPRING SPORT	STUDENT ID NUMBER	

HEALTH HISTORY (Must be Completed Prior to the Examination)

	Yes	No	Has this student had any:		Yes	No	Does this student:
1.	☐	☐	Chronic or recurrent illness?	16.	☐	☐	Wear eyeglasses or contact lenses?
2.	☐	☐	Illness lasting over 1 week?	17.	☐	☐	Wear dental bridges, braces or plates?
3.	☐	☐	Hospitalizations or Surgery?	18.	☐	☐	Take any medications? (List below):
4.	☐	☐	Nervous, psychiatric, or neurologic condition?				
5.	☐	☐	Loss or nonfunctioning of organs (eye, kidney, liver, testicle) or glands?		Yes	No	Is there any history of:
6.	☐	☐	Allergies (medicines, insect bites, food)?	19.	☐	☐	Injuries requiring medical care or treatment?
7.	☐	☐	Problems with heart or blood pressure?	20.	☐	☐	Neck or back pain or injury?
8.	☐	☐	Chest pain or severe shortness of breath with exercise?	21.	☐	☐	Knee pain or injury?
9.	☐	☐	Dizziness or fainting with exercise?	22.	☐	☐	Shoulder or elbow pain or injury?
10.	☐	☐	Fainting, bad headaches or convulsions?	23.	☐	☐	Ankle pain or injury?
11.	☐	☐	Concussion or loss of consciousness?	24.	☐	☐	Other joint pain or injury?
12.	☐	☐	Heat exhaustion, heatstroke, or other problems with heat?	25.	☐	☐	Broken bones (fractures)?
13.	☐	☐	Racing heart, skipped, irregular heartbeats, or heart murmur?		Yes	No	Further history:
14.	☐	☐	Seizures?	26.	☐	☐	Birth defects (corrected or not)?
15.	☐	☐	Severe or repeated instances of muscle cramps?	27.	☐	☐	Death of parent or grandparent less than 40 years of age due to medical cause or condition?
				28.	☐	☐	Parent or grandparent requiring treatment for heart condition less than 50 years of age
				29.	☐	☐	Been seen by a physician on an emergency or urgent basis in the last 12-months?

Date of last known tetanus (lockjaw) shot: _____
 Date of last complete physical examination: _____

Explain all "YES" answers here along with any other fact or circumstance that should be disclosed prior to the examination (use reverse of form if needed):

PARENT/GUARDIAN'S AUTHORIZATION: I authorize a physician or duly authorized and supervised physician's assistant or nurse practitioner to perform a Sports Physical Evaluation on the student. The information set forth above is complete and accurate and I know of no reason why the student cannot fully and safely participate in the listed sports. I understand that this is solely a screening examination and that the absence of any health conditions or concerns listed below does not mean that student is free from actual or potential harmful health conditions that may cause the student injury or death while participating in sports. Any question or concern I may have regarding the student's health or safety will be referred to our personal physician or health care provider for review and evaluation.

PRINT NAME OF PARENT OR GUARDIAN		SIGNATURE OF PARENT OR GUARDIAN	
ADDRESS		WORK PHONE	HOME PHONE
REGULAR PHYSICIAN'S NAME		DATE	
OFFICE PHONE			

PART 2 (TO BE COMPLETED BY THE EXAMINING PHYSICIAN/PHYSICIAN'S ASSISTANT/NURSE PRACTITIONER)

	NORMAL	ABNORMAL (Describe)	
Eyes/Ears/Nose/Throat			Height:
Skin			Weight:
Heart			Pulse: After Ex:
Abdomen			BP:
Genital/hernia (males)			
Musculoskeletal:			Recommendation:
a. Neck/Spine/Shoulders/Back			☐ Unlimited participation
b. Arms/Hands/Fingers			☐ Limited participation/specific sports, events or activities
c. Hips/Thighs/Knees/Legs			☐ Clearance withheld pending further testing/evaluation
d. Feet/Ankles			☐ No athletic participation
Neurologic Screening Exam (NSE)			One of the above <u>MUST</u> be checked.
Comments:			
PRINT NAME OF PHYSICIAN (M.D., D.O., P.A. or N.P. only)		PHYSICIAN'S SIGNATURE	DATE

MERCED CITY SCHOOL DISTRICT- FORMULARIO DE EXAMEN DE SALUD PARA DEPORTES

PARTE 1 (DEBEN COMPLETARLA UNO DE LOS PADRES O EL TUTOR LEGAL)

APELLIDO		NOMBRE		GRADO:	ESCUELA
FECHA DE NACIMIENTO	DEPORTE DE OTOÑO	DEPORTE DE INVIERNO	DEPORTE DE PRIMAVERA	NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE	

HISTORIAL DE SALUD (Se debe completar antes del examen)

	<u>Sí</u>	<u>No</u>	<u>¿El estudiante ha tenido algún/a:</u>		<u>Sí</u>	<u>No</u>	<u>¿El estudiante:</u>
1.	☐	☐	Enfermedad crónica o recurrente?	16.	☐	☐	Usa anteojos o lentes de contacto?
2.	☐	☐	Enfermedad que duró más de una semana?	17.	☐	☐	Tiene puentes, frenos o placas dentales?
3.	☐	☐	Hospitalizaciones u operaciones?	18.	☐	☐	Toma algún medicamento? (Indique a continuación):
4.	☐	☐	Algún trastorno nervioso, psiquiátrico o neurológico?				
5.	☐	☐	Pérdida o mal funcionamiento de órganos (ojo, riñón, hígado, testículo) o glándulas?		<u>Sí</u>	<u>No</u>	<u>Tiene historial de:</u>
6.	☐	☐	Alergias (a medicinas, picaduras de insectos, comida)?	19.	☐	☐	Lesiones que requieren atención médica o tratamiento?
7.	☐	☐	Problemas cardíacos o de presión arterial?	20.	☐	☐	Dolor o lesión en el cuello o la espalda?
8.	☐	☐	Dolor en el pecho o falta de aliento grave cuando hace ejercicio?	21.	☐	☐	Dolor o lesión en la rodilla?
9.	☐	☐	Mareos o desmayos cuando hace ejercicio?	22.	☐	☐	Dolor o lesión en el hombro o el codo?
10.	☐	☐	Desmayos, dolores de cabeza fuertes o convulsiones?	23.	☐	☐	Dolor o lesión en el tobillo?
11.	☐	☐	Conmoción cerebral o pérdida del conocimiento?	24.	☐	☐	Algún otro dolor o lesión en las articulaciones?
12.	☐	☐	Agotamiento o insolación u otros problemas causados por el calor?	25.	☐	☐	Rotura de huesos (fracturas)?
13.	☐	☐	Taquicardia, ritmo cardíaco alterado o irregular, o soplo cardíaco?	26.	<u>Sí</u>	<u>No</u>	<u>Otro historial:</u>
14.	☐	☐	Convulsiones?	27.	☐	☐	Defectos de nacimiento (corregidos o no)?
15.	☐	☐	Calambres musculares graves o reiterados?	28.	☐	☐	Muerte del padre/madre o abuelo/a antes de los 40 años de edad por una causa o trastorno médico?
				29.	☐	☐	Padre/madre o abuelo/a que requirió tratamiento por un trastorno cardíaco antes de los 50 años de edad?
							Haber sido atendido por un médico o en un servicio de emergencia o urgencias en los últimos 12 meses?

Fecha de la última vacuna contra el tétano de la que tenga conocimiento: _____

Fecha del último examen médico completo: _____

Explique todas las respuestas "SI" a continuación y todo otro hecho o circunstancia de que deba divulgarse antes del examen (escriba en el reverso del formulario si es necesario):

AUTORIZACIÓN DEL PADRE/TUTOR: Autorizo a un médico o asistente médico o enfermero practicante debidamente autorizado y supervisado a efectuar un examen de salud para deportes del estudiante: La información que figura más arriba es completa y correcta, y no tengo conocimiento de ninguna razón que impida que el estudiante pueda participar plenamente y sin riesgo en los deportes indicados. Comprendo que éste es sólo un examen de evaluación y que la ausencia de los trastornos o problemas de salud que figuran más abajo no significa que el estudiante esté exento de otros trastornos de salud nocivos o potencialmente nocivos que pudieran lesionar o causar la muerte del estudiante mientras participa en deportes: Si tuviese alguna pregunta o inquietud sobre la salud o seguridad del estudiante, consultaré a nuestro médico personal o proveedor de atención médica para que la revise y evalúe.

NOMBRE DEL PADRE/TUTOR EN LETRA DE MOLDE:		FIRMA DEL PADRE O TUTOR:	
DIRECCIÓN	TELÉFONO DEL TRABAJO	TELÉFONO DE LA CASA	FECHA
NOMBRE DEL MÉDICO DE CABECERA		TELÉFONO DEL CONSULTORIO	

PART 2 (TO BE COMPLETED BY THE EXAMINING PHYSICIAN/PHYSICIAN'S ASSISTANT/NURSE PRACTITIONER)

	NORM AL	ABNORMAL (Describe)	
Eyes/Ears/Nose/Throat			Height:
Skin			Weight:
Heart			Pulse: After Ex:
Abdomen			BP:
Genital/hernia (males)			Recommendation:
Musculoskeletal:			☐ Unlimited participation
a. Neck/Spine/Shoulders/Back			☐ Limited participation/specific sports, events or activities
b. Arms/Hands/Fingers			☐ Clearance withheld pending further testing/evaluation
c. Hips/Thighs/Knees/Legs			☐ No athletic participation
d. Feet/Ankles			One of the above <u>MUST</u> be checked.
Neurologic Screening Exam (NSE)			
Comments:			
PRINT NAME OF PHYSICIAN (M.D., D.O., P.A., or N.P. only)		PHYSICIAN'S SIGNATURE	DATE



DEPARTMENT OF PUBLIC HEALTH

Child Health and Disability Prevention (CHDP) Providers

Rebecca Nanyonjo-Kemp, DrPH
Director

When calling for an appointment, please ask for a CHDP exam. If you have any questions, call the Merced County Health Department CHDP program at 381-1143.

Por favor indique si usted quiere una cita para un examen de CHDP cuando llame a estos proveedores. Si tiene alguna pregunta llame al Departamento de Salud del Condado de Merced al teléfono 381-1143.

ATWATER

CFHC Castle, Medical Clinic
3605 Hospital Rd.
Atwater, CA 95301, 209-381-2000

CFHC Bloss,
Medical Clinic
1251 Grove Ave., Ste. A
Atwater, CA 95301, 209-358-8425

MFA

Castle Medical Clinic
1675 Shaffer Rd
Atwater, CA 95301, 209-383-5500

DELHI

MFA
Delhi Medical Clinic
9696 Stephens St.
Delhi, CA 95315, 209-667-0702

Delhi Health Center
16233 King St
Delhi, CA 95315, 209-252-0500

DOS PALOS

GVHC Dos Palos
1405 California St.
Dos Palos, CA 93620, 209-392-2111

HILMAR

Hilmar Health Center
7970 Lander Ave., Ste. A
Hilmar, CA 95324, 209-262-1816

MFA

Hilmar Family Medical Center
19901 W. 1st St., Ste. 4
Hilmar, CA 95324, 209-656-8701

LE GRAND

GVHC Le Grand
13161 Jefferson St.
Le Grand, CA 95333, 209-389-1900

LIVINGSTON

Livingston Health Center
1140 Main St.
Livingston, CA 95334, 209-394-7075

MFA

Livingston
746 Main Street
Livingston, CA 95334, 209-398-2145

Wolves Wellness Center
1617 Main Street
Livingston, CA 95334, 209-850-2003

LOS BANOS

Apex Medical Group Inc.
311 W I Street
Los Banos, CA 93635, 209-826-2222

Family Health Medical Center
1045 5th St.
Los Banos, Ca. 93635, 209-827-4747

GVHC Los Banos
821 Texas Ave.
Los Banos, CA 93635, 209-826-1045

Hardy, Daniel MD

801 W. L St.
Los Banos, CA 93635, 209-827-3303

MERCED

Family Care Clinic
315 E. 13th St.
Merced, CA 95341, 209-564-4500

GVHC Merced

847 W. Childs Ave.
Merced, CA 95341, 209-383-7441

GVHC

North Merced
127 W. El Portal Dr., Ste. B
Merced, CA 95348, 209-381-4104

GVHC O'Banion

401 Leshar Dr., Ste. F
Merced CA 95340, 209-381-4114

Kids Care Clinic

1260 N. D St.
Merced, CA 95341, 209-564-4500

MFA

220 E. 13th St.
Merced, CA 95341, 209-723-3704

MFA El Portal

3385 G St., Ste. A
Merced, CA 95340, 209-725-3122

MFA Parkside Medical Clinic
535 W. 25th St.
Merced, CA 95340, 209-722-9066

MFA G Street

3393 G Street, Suite C
Merced, CA 95340, 209-580-4172

Thao, Long MD

700 W. Olive Ave., Ste. A
Merced, CA 95348, 209-384-8426

Johnston Timothy S MD PC

3349 G Street, Suite F
Merced CA 95340, 209-349-8459

PLANADA

GVHC Planada
9235 E. Broadway Ave.
Planada, CA 95365, 209-382-0253

WINTON

CFHC
Winton Medical Clinic
6029 N. Winton Way
Winton, CA 95388, 209-357-7755

LEGEND

CFHC

Castle Family Health Centers

GVHC

Golden Valley Health Centers

LCH

Livingston Community Health

MFA

Merced Faculty Associates
Equal Opportunity Employer

Revised 07/17/19

260 E.15th Street, Merced, CA 95341-6216

(209) 381-1200

(209) 381-1215 (FAX)

www.co.merced.ca.us/health

STRIVING FOR EXCELLENCE

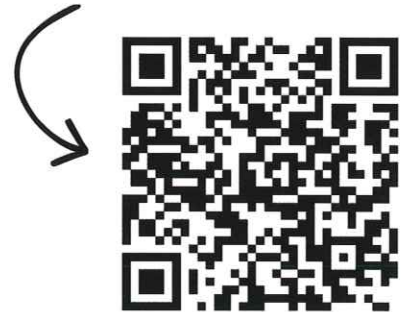
STAY CONNECTED



PARENTSQUARE

- Official school & District communication
- Easy messaging with teachers
- Weekly messages from school site administrators

SCAN HERE TO
DOWNLOAD THE APP!



SIMPLE REGISTRATION:

- By invitation from your child's school (via text or email)
- Or sign up at the link below using the email or phone number on record with your child's school

<https://www.parentsquare.com/signin>

FOR SUPPORT, PLEASE CONTACT YOUR CHILD'S SCHOOL

WEBSITE

www.mercedcsd.org

- Enrollment info & resources
- District news, updates, & announcements



PEACHJAR

- Digital flyers for school & community programs
- No papers—everything in one place
- Free & low-cost activities for students

FOLLOW US!

@mercedcityschooldistrict



MANTENTE CONECTADO



PARENTSQUARE

- Comunicación oficial de la escuela y el distrito
- Mensajería fácil con profesores
- Mensajes semanales de los administradores del sitio escolar

¡ESCANEE AQUÍ PARA
DESCARGAR LA
APLICACIÓN!



REGISTRO SIMPLE:

- Por invitación de la escuela de su hijo (por mensaje de texto o correo electrónico)
- O regístrese en el enlace a continuación utilizando el correo electrónico o el número de teléfono registrado en la escuela de su hijo.

<https://www.parentsquare.com/signin>

PARA OBTENER AYUDA, COMUNÍQUESE CON LA ESCUELA DE SU HIJO.



SITIO WEB

www.mercedcsd.org

- Información y recursos de inscripción
- Noticias, actualizaciones y anuncios del distrito



PEACHJAR

- Folletos digitales para programas escolares y comunitarios
- Sin papeles, todo en un solo lugar
- Actividades gratuitas y de bajo costo para estudiantes

¡SÍGANOS!

@mercedcityschooldistrict



NYOB SIB NUG MOO



PARENTSQUARE

- Official school & District kev sib nug moo
- Easy messaging nrug cov naikhu
- Weekly messages ntawm tsevkawmntawv cov thaajkhu tuaj

SCAN NOD LUG
DOWNLOAD DLAIM APP!



CUV NPE TAU YOOJ YIM:

- Raws le caw ntawm koj tug mivnyuas lub tsevkawmntawv tuaj (via text or email)
- Losyog sign up rua ntawm qhov link nyob huv qaab qhov email lossis xuv tooj naab npawb rua ntawm record nrug koj tug mivnyuas lub tsevkawmntawv

<https://www.parentsquare.com/signin>

RUA KEV TXHAWB NQAA, THOV HU RUA KOJ TUG
MIVNYUAS LUB TSEVKAWMNTAWV



WEBSITE

www.mercedcsd.org

- Cuv npe info & cov resources
- District cov xov xwm & lug tshab tshaaj tawm dlaabtsi



PEACHJAR

- Cov digital flyers rua tsevkawmntawv & pej xeev cov programs
- Tsi muaj ntawv—txhua yaam nyob rua ib qhov chaw
- Free & low-cost activities rua cov tub ntxhais kawm ntawv

FOLLOW US!

@mercedcityschooldistrict





Welcome to Aeries® Parent Portal

Student Information System



Create your account in 3 easy steps

1. Find your welcome email from MercedCitySD@Aeries.net
2. Follow the steps to activate your account
3. Download the app for mobile access



Bienvenido al portal para padres de Aeries

1. Encuentra tu correo electrónico de bienvenida en MercedCitySD@Aeries.net
2. Sigue los pasos para activar tu cuenta
3. Descarga la aplicación para acceso móvil

Txais tos rau Aeries Parent Portal

1. Nrhiav koj qhov welcome email los ntawm MercedCitySD@Aeries.net
2. Caum qab ua raws ntsaim li ntawm cov steps los activate koj tus account
3. Download daim app rau mobile kev nkag mus siv tau

**MERCED CITY SCHOOL DISTRICT
DISTRICT TECHNOLOGY TOOLS TO SUPPORT TEACHING AND LEARNING**

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT LIABILITY

The Merced City Elementary School District authorizes students to use district technology as tools to support teaching and learning, which is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to take precautionary measures to maintain the integrity, security and safety of students and district data at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district places reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

By accepting the district technology equipment, you agree to abide by the rules and guidelines included in this agreement, regardless of or in lieu of a physical signature.

Definitions

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, tablet computers, iPads, Chromebooks, smartphones, and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off-site or through district-owned or personally owned equipment or devices.

Student Technology

Student devices may include Chromebooks, iPads, and Wi-Fi hotspots. All devices assigned to students may only be used within the constraints of this Acceptable Use Agreement. The Merced City School District owns all devices and chargers. The district maintains an inventory system that links each student to the serial number of the student's assigned device.

Student Assigned Technology:

- Students in PreK-1 are assigned iPads. These devices will remain at school at all times.
- Students in grades 2-5 are assigned Chromebooks. These devices will remain at school. Teachers may assign projects that require the device to go home and return to the school each day.
- Students in grades 6-8 are assigned a Chromebook for which they are personally responsible. The student will bring the Chromebook to and from school each day, fully charged, and ready to be used in the classroom.
- Starting 6th grade, students will use the same device through their 8th grade year while enrolled in MCSD.
- Students who leave or graduate from the Merced City School District must return the assigned device, charger, and hotspot (if applicable). If it is not returned, the parent and student will be responsible for the cost of a replacement device and charger. Each device will be deactivated and rendered unusable.

- Students who have been approved to use a district device over the summer shall return the assigned device and charger before or by the start of the new school year. If it is not returned, the parent and student will be responsible for the cost of a replacement device and/or charger. The device will be deactivated and rendered unusable.

General Device Guidelines:

- All devices are the property of the Merced City School District.
 - This includes the device, the device battery, and any power cord or adaptor.
- Use only a clean dry cloth to clean the device screen (no chemicals).
- Do not add pressure to the top of the device when closed.
- Do not remove keys or any other parts of the mobile device or modify the keyboard or any other portion of the hardware of the device
- Do not close the device on pencils/pens as it could damage the screen or keyboard.
- Do not bump the device on tables or against walls.
- Take care when carrying a device in a backpack.
- The device must remain free of any stickers or writing not placed on the device by the district.
- The expectation is that the devices will be returned in the condition in which they were received.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only. The district maintains an inventory system that links each student to the serial number of the student's assigned device. The student in whose name district technology is assigned is responsible for its proper use and physical condition at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other people with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
6. Install unauthorized software

7. "Hack" into the system to manipulate data of the district or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

COPPA Compliance

The District is pleased to be able to offer individualized instruction to students through a variety of technological resources. In some instances, the District will offer educational websites or applications that utilize personal information of students, such as name, screen name, user name, etc., in order to provide the individualized instruction. A list of such websites and applications and links to their terms and conditions may be found on the District website. Additionally, the District tries to avoid websites and applications that market or sell student personal information. Should such a website or application be utilized for educational purposes, it will be identified on the District website and parents have the right to opt out of student use of such websites and applications.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, he/she shall immediately report such information to the teacher or other district personnel.

Financial Responsibilities

When assigned technology is lost or damaged that they are no longer usable, the student shall be immediately assigned a replacement. However, the student and parent/guardian are responsible for the cost of repair or for the device's fair market value on the date of loss or damage. This includes unreturned devices when a student leaves or graduates from the district.

The principal has the final say in determining replacement and repair situations. If it is demonstrated to the principal that the student has taken all reasonable precautions to safeguard the technology assigned, the principal may excuse payment of reparation.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

**MERCED CITY SCHOOL DISTRICT
DISTRICT TECHNOLOGY TOOLS TO SUPPORT TEACHING AND LEARNING**

**ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT LIABILITY
Parent or Legal Guardian Acknowledgment**

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement.

As the parent/guardian of the student named below, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement.

By signing this Agreement, I give permission for my child to use district technology and/or to access the school's computer network and the Internet. I understand that despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from my child's use of district technology or the failure of any technology protection measures used by the district. Further, I accept full responsibility for the supervision of my child's use of his/her access account if and when such access is not in the school setting.

Student Name: _____ ID: _____ Gr: _____
(Please print)

Parent/Guardian Name: _____ Date: _____
(Please print)

Parent/Guardian Signature: _____

MERCED CITY SCHOOL DISTRICT
Student Technology Acceptable Use Agreement

I agree to:

- Use the device for school work and to learn when my teacher and parents say it is OK
- Show respect for all hardware and software that I use
- Not take anything from the internet or send anything over the internet that belongs to someone else
- Inform my teacher if I know someone is breaking any of these rules

I will:

- Use good manners
- Be polite at all times on the computer
- Never tell anyone my full name, my home address, or phone number
- Not look at anyone else's files without their permission
- Only use email appropriately and only for school assignments
- Sign in as myself only and will not use other's login information
- Not share my login information with others
- I will use my own district assigned device only

I will show respect by:

- Not emailing any bad words, hurtful words, or inappropriate pictures to anyone
- Never searching for sites or words not approved by my teacher or parents
- Not running a business on the internet, or posting advertisements for commercial or noncommercial activities
- Taking care of the whole device and the charger so it is in the same condition that I received it

If I am in grade 6, 7, or 8:

- I will take care of my assigned chromebook because I will use this same chromebook through grades 6 - 8, including summers before graduating from MCSD

I understand these rules and promise to follow them. If I do not follow these rules, I know that I may not be able to use the computer at school anymore.

I PROMISE TO RESPECT THE TECHNOLOGY.

School: _____ Teacher: _____

Student Name: _____ ID: _____ Gr: _____
(Please print)

Student Signature: _____ Date of Training: _____



DISTRICT HANDBOOK

Acknowledgement Form

**STUDENT NAME/
NOMBRE DE ESTUDIANTE:** _____

**STUDENT ID #/NÚMERO DE
IDENTIFICACIÓN DEL ESTUDIANTE** _____

I have read all of the Merced City School District Parent and Student Handbook. I understand and agree to abide by the information, expectations and regulations that are on these pages.

He leído la totalidad del Manual para padres y estudiantes del Distrito Escolar de la Ciudad de Merced. Comprendo y acepto cumplir con la información, las expectativas y los reglamentos que se encuentran en estas páginas.

**PARENT/LEGAL GUARDIAN SIGNATURE/
FIRMA DEL MADRE/PADRE:** _____

DATE/FECHA: _____



QR Code to
Handbook

Chenoweth Elementary School

Join our School Site Council (SSC)

What is the School Site Council?

The School Site Council (SSC) is a collaborative committee composed of parents, teachers, staff, and students (at the secondary level) who work together to help improve our school's educational programs. In California, every school receiving specific federal and state funding is required to maintain an SSC. This ensures that those most affected by the school's operations—the families and educators—have a direct voice in decision-making processes.

Why Your Voice Matters

The SSC plays a critical role in the success of our students. As a member, you will contribute to:

The School Plan: Developing and monitoring the School Plan for Student Achievement (SPSA), which sets specific goals for academic excellence and student well-being.

Budget Oversight: Deciding how to best allocate categorical funds (such as Title I) to support essential programs, classroom technology, and instructional resources.

Community Collaboration: Bridging the gap between school administration and the families we serve to ensure all voices are heard.

Membership & Commitment

Participating in the SSC is a meaningful way to give back to the school community. Meetings are typically held once a month for approximately one hour. No prior experience in school administration is needed—the most important qualification is a passion for our students' success and a willingness to collaborate. Here are the roles and responsibilities of membership:

Parents: Represent the concerns and hopes of the parent community.

Staff Members: Provide instructional insight and operational context.

Principal: Facilitates meetings and ensures plan implementation.

SSC Interest Form

If you are interested in serving on the School Site Council or learning more about upcoming elections, please provide your information below and return this form to the Front Office, ATTN Nancy Moradi OR complete the survey when it comes out on Parent Square.

Parent/Guardian Name: _____

Phone Number: _____ **Email:** _____

Student Name(s) & Grade(s): _____

Why are you interested in joining the SSC? (Optional)

Note: School Site Council meetings are public. All parents and community members are welcome to attend and provide input, even if they are not elected members of the council.

Chenoweth Elementary School

Únase a nuestro Concilio Escolar (SSC)

¿Qué es el Concilio Escolar?

El Concilio Escolar (SSC) es un comité colaborativo compuesto por padres, profesores, personal y estudiantes (a nivel secundario) que trabajan juntos para ayudar a mejorar los programas educativos de nuestra escuela. En California, cada escuela que recibe financiación federal y estatal específica está obligada a mantener un SSC. Esto garantiza que quienes se ven más afectados por las operaciones de la escuela —las familias y los educadores— tengan voz directa en los procesos de toma de decisiones

Por qué importa su voz

El SSC desempeña un papel fundamental en el éxito de nuestros estudiantes. Como miembro, usted contribuirá a:

El Plan Escolar: Desarrollar y supervisar el Plan Escolar para el Logro Estudiantil (SPSA), que establece objetivos específicos para la excelencia académica y el bienestar estudiantil.

Supervisión presupuestaria: Decidir cómo asignar mejor los fondos categóricos (como el Título I) para apoyar programas esenciales, tecnología para el aula y recursos didácticos.

Colaboración comunitaria: Cerrar la brecha entre la administración escolar y las familias a las que servimos para asegurar que todas las voces sean escuchadas

Membresía y Compromiso

Participar en el SSC es una forma significativa de retribuir a la comunidad escolar. Las reuniones suelen celebrarse una vez al mes durante aproximadamente una hora. No se necesita experiencia previa en administración escolar; la cualificación más importante es la pasión por el éxito de nuestros estudiantes y la disposición a colaborar. Estos son los roles y responsabilidades de los miembros:

Padres: Representan las preocupaciones y esperanzas de la comunidad de padres.

Miembros del Personal: Proporcionar información didáctica y contexto operativo.

Director: Facilita reuniones y asegura la implementación del plan.

Formulario de Interés en el SSC

If you are interested in serving on the School Site Council or learning more about upcoming elections, please provide your information below and return this form to the Front Office, NANCY MORADI

Nombre del Padre/Tutor: _____

Número de Teléfono: _____ Correo Electrónico: _____

Nombre de los/el estudiantes) y Grado(s): _____

Por qué le interesa unirse al SSC? (Optional)

Aviso: Las reuniones del Concilio Escolar son públicas. Todos los padres y miembros de la comunidad son bienvenidos a asistir y aportar su opinión, incluso si no son miembros electos del consejo.

Chenoweth Elementary School

Koom Peb Tsevkawmntawv Lub School Site Council (SSC)

Tsevkawmntawv Lub School Site Council Yog Dlaabtsi?

Ntawm tsevkawmntawv lub School Site Council (SSC) yog ib rooj neeg muaj xws le cov namtxiv, cov naikhu, cov neeg ua haujlwm, hab cov tub ntshais kawm ntawv (ntawm secondary level) tsim lug moog ua haujlwm uake lug paab txhim khu peb lub tsevkawmntawv school's educational cov programs. Huv California, txhua lub tsevkawmntawv yeej tau txais pob nyaj txag specific federal hab state yuav tsum tau muaj lub SSC. Qhov nua paub tseeb tas ntawm cov tsevkawmntawv kws ua haujlwm—ntawm cov tsevneeg hab cov tub txawg tub ntse—muaj lub suab ncaaj ntsaim rua huv txheej txheej kev nrug txawv-txim.

Vim Le Caag Koj Lub Suab Ho Tseem Ceeb

Lub SSC plays ib teg haujlwm tseem ceeb heev huv kev vaam meej ntawm peb tsoom tub ntshais kawm ntawv. Raws le ib tug tub koom xeeb, koj yeej paab tau lug moog muaj xws le ntawm nua:

Ntawm Tsevkawmntawv Kev Vaas: Txhim khu hab tsom kwm saib xyuas ntawm tsevkawmntawv School Plan vaas rua Student Achievement (SPSA), kws yog teev cov specific hom phaj rua kev kawm academic excellence hab tub ntshais kawm ntawv kev noj qaab haus huv.

Saib Xyuas Ntawm Pob Nyaj Txag Taagnrho: Txav txim saib seb qhov twg nwg txhaj le zoo tshaaj plawg lug moog tso siv cov nyaj txag rua (xws le Title I) lug txhawb nqaa ntawm cov essential programs, classroom technology, hab cov resources kev cob qha.

Pej Xeem Tswv Cuab Zej Zog Nrug Tawm Tswv Yim: Tuam tug choj ntsuab ntsaab ntawm tsevkawmntawv cov thaajkhu hab cov tsevneeg kws peb paab serve lug paub tau tseeb tseeb has tas yeej nov lawm taagnrho puab cov suab ncauj suab lug.

Tub Koom Xeeb & Kev Cog Lug

Koom teg huv ntawm SSC yog ib txuj kev kws tseem ceeb heev lug moog muab kev paab rov qaab rua ntawm tsevkawmntawv pej xeem zej zog. Cov rooj sibthaam yeej typically ib lub hlis muaj ib zag xwb ntev le ib xuj moos. Tsi taag tseev kuam, yuav tsum muaj experience ua haujlwm ua ntej nyob rua huv tsevkawmntawv—qhov qualification tseem ceeb tshaaj plawg yog muaj kev hlub tshua pub rua peb tsoom tub ntshais kawm ntawv kev vaam meej hab kaam lug moog nrug sib tawm tswv yim uake. Nua yog teg haujlwm hab haujlwm ndlag tug ntawm ib tug tub koom xeeb:

Cov Namtxiv: Sawv ceev ntawm cov kev txhawj xeeb hab cov kev ca sab ntawm namtxiv pej xeem zej zog.

Cov Tub Koom Xeeb Naikhu Neeg Ua Haujlwm: Muaj kev kawm cob qha nyob rua saab huv hab ua le caag rua le caag huv ntaub ntawv.

Thaajkhu: Coj cov rooj sibthaam hab paub tseeb tas qhov kev vaas yeej ua haujlwm.

SSC Dlainm Form Kws Tsaus Sab

Yog tas koj txaus sab huv kev paab rua ntawm tsevkawmntawv lub School Site Council los kawm paub ntshais txug cov kev xaiv tsaa kws yuav muaj tuaj tom ntej nua, thov muab koj le information sau rua huv qaab nua hab muab return xaa rov qaab dlainm form nua tuaj rua ntawm Front Office.

Namtxiv/Tug Tsom Kwm Npe: _____

Xuv Tooj Naab Npawb: _____ **Email:** _____

Tub Ntxhais Kawm Ntawv Lub Npe & Grade(s): _____

Vim le caag koj ho txaus sab lug moog koom huv SSC? (nyob ntawm kev xaiv teb los tsi teb)

Sau kuam ncu qaab: Tsevkawmntawv School Site Council cov rooj sibthaam yeej nyob rua public. Yeej txais tog taagnrho cov namtxiv hab cov tub koom xeeb pej xeem zej zog nrug tuaj koom hab nrug tawm tswv yim, taab txawm tsi yog tsaug xaiv tsaa lug moog ua ib tug tub koom xeeb ntawm lub council.

Dear Parent/Guardian,

We are excited to invite you to participate in our school's English Learner Advisory Committee (ELAC). Each year, our school begins the process of nominating and electing ELAC members, and we encourage all parents/guardians of English Learner students to take part. ELAC plays an important role in advising the principal and school staff on programs and services that support English Learners.

ELAC is responsible for:

- Providing input on the development of the Single Plan for Student Achievement, focusing on English learners
- Supporting the school in conducting a needs assessment
- Promoting the importance of regular school attendance
- Advising on ways to improve services for multilingual learners

Who can be a member?

- Parents/guardians of English learner students
- Members are elected by parents/guardians of English learners
- Parents may nominate themselves or another parent (with their permission)

If you are interested in serving on ELAC or would like to nominate another parent, please submit your nomination by the deadline below.

Nominations Due: August 28, 2026

Nomination forms may be submitted to the school office or completed on Parent Square.

We strongly encourage you to participate. Your voice and perspective are essential to improving programs and outcomes for our English learner students.

If you have any questions, please contact our school office at 209-385-6620.

Thank you for your partnership and continued support.

Sincerely,
Amber Hall
Principal

Parent Name	Phone number
Student's Name	Grade

Estimado Padre/Madre/Tutor Legal:

Nos complace invitarle a participar en el Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés) de nuestra escuela.

Cada año, nuestra escuela inicia el proceso de nominación y elección de los miembros del ELAC, y animamos a todos los padres/tutores de estudiantes que aprenden inglés a participar. El ELAC desempeña un papel importante al asesorar al director y al personal escolar sobre programas y servicios que apoyan a los Estudiantes que Aprenden Inglés (EL).

ELAC es responsable de:

- Aportar información para el desarrollo del Plan Único para el Logro Estudiantil, centrándose en los estudiantes de inglés.
- Apoyar a la escuela en la realización de una evaluación de necesidades.
- Promover la importancia de la asistencia regular a la escuela.
- Asesoramiento sobre cómo mejorar los servicios para estudiantes multilingües.

¿Quién puede ser miembro?

- Padres/tutores de estudiantes que están aprendiendo inglés
- Los miembros son elegidos por los padres/tutores de los Estudiantes de Inglés (EL).
- Los padres pueden nominar a sí mismos o a otro padre (con su permiso).

Si está interesado en formar parte del ELAC o desea nominar a otro padre, envíe su nominación antes de la fecha límite que se indica a continuación.

Fecha límite para la presentación de candidaturas: Aug. 28, 2026

Los formularios de nominación pueden presentarse en la oficina de Nancy Moradi.

Les animamos encarecidamente a participar. Su opinión y perspectiva son fundamentales para mejorar los programas y los resultados de nuestros estudiantes que aprenden inglés.

Si tiene alguna pregunta, comuníquese con la oficina de nuestra escuela en 209-385-6620

Gracias por su colaboración y apoyo continuo.

Atentamente,

Amber Hall

Principal

Nombre del Padre	Número de Teléfono
Nombre del Estudiante	Grado

Nyob Zoo Namtxiv/Tug Tsom Kwm,

Peb zoo sab lug moog thov caw koj tuaj koom huv peb cov tsevkawmntawv lub koom hum English Learner Advisory Committee (ELAC).

Txhua xyoo, peb cov tsevkawmntawv pib qhov txheej txheem ntawm kev xaiv hab xaiv ELAC cov tub koom xeeb, hab peb thov txhaub taagnrho cov namtxiv/cov tsom kwm ntawm cov tub ntxhais kawm ntawv kws tseem kawm lug Aaskiv English Learner lug moog ua teg haujlwm nua. ELAC cov haujlwm plays ib qho kws tseem ceeb heev lug moog paab tawm tswv yim rua tug thaajkhu hab lub tsevkawmntawv cov naikhu neeg ua haujlwm rua cov programs hab cov services kev paab kws txhawb nqaa rua cov tseem kawm lug Aaskiv kws yog English Learners.

ELAC teg haujlwm yog responsible rua:

- Paab tawm tswv yim rua ntawm Single Plan rua Student Achievement, tsom ntsoov rua cov tseem kawm lug Aaskiv English learners
- Txhawb nqaa lub tsevkawmntawv huv kev twv xeeb raws le qhov xaav tau
- Qha txug qhov tseem ceeb ntawm regular school attendance kws yog tuaj kawm ntawv tsi qhaj
- Cov kev nrug tawm tswv yim lug nce ntawm cov kev paab rua multilingual learners kws yog kawm ob hom lug

Leej twg txhaj ua tau ib tug tub koom xeeb?

- Cov namtxiv/cov tsom kwm ntawm cov tub ntxhais kawm ntawv kws tseem kawm lug Aaskiv English learner
- Cov tub koom xeeb yog xaiv tsaa lug ntawm cov namtxiv/cov tsom kwm ntawm cov tseem kawm lug lug Aaskiv English learners
- Cov namtxiv yeej rov qaab nominate xaiv tau nwg tug kheej losyog lwm tug namtxiv (nrug puab qhov kev tso cai)

Yog koj txaus sab lug moog nrug paab rua ELAC losyog ho nyam lug moog xaiv tsaa lwm tug namtxiv, thov xaa koj dlam ntawv nomination xaiv raws le tsi pub dhau qhov deadline huv qaab nua.

Nominations Xaiv Due: August 28, 2026

Nomination claim forms xaa tau moog cob rua tsevkawmntawv school office a Nancy Moradi.

Peb thov txhaub koj lug moog nrug koom teg. Koj lub suab hab qhov kev pum yeej tseem ceeb heev lug moog paab tau improving cov programs hab rua cov outcomes rua peb cov tub ntxhais kawm ntawv kws tseem kawm lug Aaskiv English learner.

Yog koj muaj lug nug dlaabtsi, thov hu peb lub tsevkawmntawv school office ntawm 209-385-6620.

Ua tsaug ntau rua koj kev koom teg hab kev continued txhawb nqaa.

Sau,
Amber Hall
Principal

Namtxiv Npe	Xuv Tooj Naab Npawb
Mivnyuas Npe	Grade

Confidential Household Income Survey – Merced City School District 2026-2027
Calculate State Funds for School

Household Last Name: _____ Phone: _____

PART I: Fill in the following information for children living in your household

Name of Child(ren) attending a California K-12 Public School			School Attending	Birth Date	Grade Level
Last	Middle	First			
1.					
2.					
3.					
4.					
5.					
6.					

PART II: Fill in the following for Household Size and Household Income

Section A. Based on your household size, check the appropriate box in that row, if your total annual household income is within the range displayed for Category 1 or Category 2. **(See instructions on back for clarification)**
Steps to Completing Part II

- Household Size:** Look at the "Household Size" column and find the number that matches how many people live in your house.
- Household Income:** Stay on that same line (row). Look at the income ranges in **Category 1** and **Category 2**. Check the box that matches how much money your family receives/makes together in a year. **Only select ONE box.**
- Can't find the income range?** If your family makes more than the income ranges in your household row, do not check a box. Go to **Part II Section C** and check the box.

Household Size	Category 1 – Total Annual Household Income is Within This Range:	Category 2 – Total Annual Household Income is Within This Range:
1	☐ \$0 - \$20,748	☐ \$20,748 - \$29,526
2	☐ \$0 - \$28,132	☐ \$28,132 - \$40,034
3	☐ \$0 - \$35,516	☐ \$35,516 - \$50,542
4	☐ \$0 - \$42,900	☐ \$42,900 - \$61,050
5	☐ \$0 - \$50,284	☐ \$50,284 - \$71,558
6	☐ \$0 - \$57,668	☐ \$57,668 - \$82,066
7	☐ \$0 - \$65,052	☐ \$65,052 - \$92,574
8	☐ \$0 - \$72,436	☐ \$72,436 - \$103,082

Section B. If household size is greater than 8, list household size and total annual income below:

Household Size: _____ Total Annual Income: \$ _____

Section C. If your total annual household income exceeds the ranges for your household size in **Part II Section A**, check here: ☐

Section D. Decline to respond? Check here ☐

PART III: Signature

I certify (promise) that the information provided on this form is true and that I included all income. I understand that the school may receive state and federal funds based on the information I provide and that the information could be subject to review.

Signature of adult household member _____

Date _____

Printed name of adult household _____

Confidential Household Income Survey – Merced City School District 2026-2027

Calculate State Funds for School

Household Last Name: _____ Phone: _____

If staff obtained the information on behalf of the parent, the bottom section **MUST** be completed.

OFFICE STAFF ONLY			
Date of Contact with Household Adult		Name of Household Adult Spoken with	
Printed Name of Staff		Signature of Staff	

The information submitted on this form is a confidential educational record and is therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. § 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution.

Who should I include in "Household Size"?

You must include yourself and all people living in your household, related or not (for example, children, grandparents, other relatives, or friends) who share income and expenses. If you live with other people who are economically independent (for example, who do not share income with your children, and who pay a pro-rated share of expenses), do *not* include them.

What is included in "Annual Household Income"? Annual Household Income includes the following:

- **Gross earnings from work:** Use your gross income, not your take-home pay. Gross income is the amount earned before taxes and other deductions. This information can be found on your pay stub or if you are unsure, your supervisor can provide this information. Net income should only be reported for self-owned business, farm, or rental income.
- **Welfare, Child Support, Alimony:** Include the amount each person living in your household receives from these sources, including any amount received from CalWORKs.
- **Pensions, Retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits:** Include the amount each person living in your household receives from these sources.
- **All Other Income:** Include worker's compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income received. Do not include income from CalFresh, WIC, federal education benefits and foster payments received by your household.
- **Military Housing Allowances and Combat Pay:** Include off-base housing allowances. *Do not* include Military Privatized Housing Initiative or combat pay.
- **Overtime Pay:** Include overtime pay **ONLY** if you receive it on a regular basis.

How do I report annual household income for pay received on a monthly, twice a month, every two weeks, or weekly basis?

- Determine each source of household income based on above definitions. Households that receive income at different time intervals must annualize their income as follows:
 - If paid monthly, multiply total pay by 12
 - If paid twice per month, multiply total pay by 24
 - If paid bi-weekly (every two weeks), multiply total pay by 26
 - If paid weekly, multiply total pay by 52
- Add annualized pay together to determine the total annual household income and check the box on the other side of this form if it is within either of the ranges displayed for your household size.
- If your household size exceeds the size on the chart, list household size and total annual household income in the space provided.

If your income changes, include the wages/salary that you regularly receive. For example, if you normally make \$1,000 each month, but you missed some work last month and made \$900, put down that you made \$1,000 per month. Only include overtime pay if you receive it on a regular basis. If you have lost your job or had your hours or wages reduced, enter zero or your current reduced income.

For additional information on Household Size and Household Income, please see the Eligibility Manual for School Meals on the U.S. Department of Agriculture Guidance and Resource Web page at <http://www.fns.usda.gov/cnd/guidance/default.htm>.

Encuesta Confidencial sobre Ingresos Familiares – Distrito Escolar de la Ciudad de Merced 2026-2027. Calcular los Fondos Estatales para la Escuela

Apellido de la familia: _____ Teléfono: _____

SECCIÓN I: Proporcione la siguiente información acerca de los niños que vivan en su hogar

Nombre del niño o niños que asisten a una escuela pública de California del kindergarten al doceavo grado			Escuela a la que asiste	Fecha de nacimiento	Grado
Apellido	Segundo nombre	Primer nombre			
1.					
2.					
3.					
4.					
5.					
6.					

SECCIÓN II: Proporcione la siguiente información acerca de la cantidad de integrantes y los ingresos del hogar

Sección A. Según el tamaño de su hogar, marque la casilla correspondiente en esa fila, si el ingreso anual total de su hogar se encuentra dentro del rango que se muestra para la Categoría 1 o la Categoría 2. (Consulte las instrucciones del reverso para mayor claridad).

Pasos para Completar la Parte II

- Tamaño del Hogar:** Vea el "Tamaño del Hogar" en la columna y encuentra el número que coincida con la cantidad de personas que viven en su casa.
- Ingresos Familiares:** Manténgase en esa misma línea (fila). Observe los rangos de ingresos en **Categoría 1** y **Categoría 2**. Marque la casilla que corresponda a la cantidad de dinero que su familia recibe/gana en conjunto durante un año. **Seleccione solo UNA casilla.**
- ¿No encuentras el rango de ingresos?** Si los ingresos de su familia superan los rangos de ingresos indicados en la fila correspondiente, no marque ninguna casilla. Vaya a la **Parte II Sección C** y marque la casilla.

Cantidad de integrantes del hogar	Categoría 1 –	Categoría 2 –
	El total de ingresos anuales de su hogar está dentro de este rango:	El total de ingresos anuales de su hogar está dentro de este rango:
1	☐ \$0 - \$20,748	☐ \$20,748 - \$29,526
2	☐ \$0 - \$28,132	☐ \$28,132 - \$40,034
3	☐ \$0 - \$35,516	☐ \$35,516 - \$50,542
4	☐ \$0 - \$42,900	☐ \$42,900 - \$61,050
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6	☐ \$0 - \$57,668	☐ \$57,668 - \$82,066
7	☐ \$0 - \$65,052	☐ \$65,052 - \$92,574
8	☐ \$0 - \$72,436	☐ \$72,436 - \$103,082

Sección B. Si la cantidad de integrantes de su hogar es mayor que 8, anote la cantidad de integrantes y el total de ingresos anuales de su hogar a continuación:

Cantidad de integrantes: _____ Total de ingresos anuales: \$ _____

Sección C. Si el total de ingresos anuales de su hogar excede los rangos para el tamaño de su hogar en la **Parte II Sección A**, Marque aquí: ☐

Sección D ¿No desea responder? Marque aquí: ☐

SECCIÓN III: Firma

Certifico (prometo) que la información que proporciono en este formulario es verdadera y que he incluido todos los ingresos. Entiendo que la escuela podría recibir fondos federales y estatales basados en la información que proporciono y que dicha información podría estar sujeta a revisión.

Firma de un miembro adulto del hogar

Fecha

Nombre impreso del adulto del hogar

Encuesta Confidencial sobre Ingresos Familiares – Distrito Escolar de la Ciudad de Merced 2026-2027. Calcular los Fondos Estatales para la Escuela

Apellido de la familia: _____ Teléfono: _____

If staff obtained the information on behalf of the parent, the bottom section **MUST** be completed.

OFFICE STAFF ONLY			
Date of Contact with Household Adult		Name of Household Adult Spoken with	
Printed Name of Staff		Signature of Staff	

La información que se presenta en este formulario es un registro académico confidencial y por lo tanto está protegida por todas las leyes de confidencialidad federales y estatales que conciernen a los registros académicos incluyendo, entre otros, la Ley de Confidencialidad y Derechos Educativos de la Familia (FERPA) de 1974, en su forma enmendada (artículo 1232g del título 20 del Código de los EE.UU. [U.S.C.]; parte 99 del título 34 del Código de Reglamentos Federales [CFR]); el título 2, división 4, parte 27, capítulo 6.5 del Código de Educación de California (California Education Code), comenzando en la sección 49060 y siguientes.; la Ley de Prácticas Informativas de California [California Information Practices Act] (sección 1798 y siguientes del Código Civil de California [California Civil Code]) y el artículo 1, sección 1 de la Constitución de California.

¿A quién debo incluir en "cantidad de integrantes del hogar"?

Debe incluirse a usted y a todas las personas que vivan en su hogar, sean parientes o no (por ejemplo, hijos, abuelos, otros parientes o amigos), que compartan ingresos y gastos. Si vive con otras personas que son económicamente independientes (por ejemplo, que no comparten ingresos con sus hijos, y que pagan una cuota proporcional de los gastos), no las incluya.

¿Qué está incluido en los "ingresos anuales del hogar"? Los ingresos anuales del hogar incluyen lo siguiente:

- **Ingresos brutos del empleo:** Utilice sus ingresos brutos, no la paga que lleva a casa. El ingreso bruto es la cantidad que gana antes de impuestos y otras deducciones. Puede encontrar esta información en su recibo de pago o, si no está seguro, su supervisor puede brindarle esta información. Sólo debe declarar el ingreso neto para los ingresos generados por algún negocio, granja o alquiler de bienes de su propiedad.
- **Asistencia social, pensión para menores, pensión de manutención para ex cónyuges:** Incluya la cantidad que cada persona que viva en su hogar reciba de estas fuentes, incluyendo cualquier cantidad que reciba de CalWORKs.
- **Pensiones, retiro, seguro social, ingreso suplementario de seguridad (SSI, por sus siglas en inglés), beneficios para veteranos (VA, por sus siglas en inglés) y beneficios por discapacidad:** Incluya la cantidad que cada persona que viva en su hogar reciba de estas fuentes.
- **Todos los demás tipos de ingresos:** Incluya la compensación por accidentes laborales, los beneficios por desempleo o huelga, las contribuciones regulares de personas que no vivan en su hogar y cualquier otro ingreso que reciba. No incluya los ingresos de CalFresh, WIC, beneficios educativos federales o pagos por el cuidado adoptivo temporal (conocido en inglés como foster care) que reciban los integrantes de su hogar.
- **Subsidios de vivienda para militares y paga por combate:** Incluya los subsidios de vivienda fuera de la base. No incluya la paga por la iniciativa de vivienda militar privatizada o la paga por combate.
- **Paga de horas extras:** Incluya la paga de horas extras SÓLO si la recibe regularmente.

¿Cómo declaro los ingresos anuales del hogar por la paga que recibo mensualmente, dos veces al mes, cada dos semanas o semanalmente?

- Determine cada fuente de ingresos del hogar en base a las definiciones anteriores. Los hogares que reciban ingresos en diferentes intervalos deben anualizar sus ingresos de la siguiente manera:
 - Si le pagan mensualmente, multiplique la paga total por 12
 - Si le pagan dos veces al mes, multiplique la paga total por 24
 - Si le pagan bisemanalmente (cada dos semanas), multiplique la paga total por 26
 - Si le pagan semanalmente, multiplique la paga total por 52
- Sume la paga anualizada para determinar el total de ingresos anuales del hogar y marque la casilla del otro lado de este formulario si está dentro de los rangos que se muestran para la cantidad de integrantes de su hogar.
- Si la cantidad de integrantes de su hogar excede la cantidad que se indica en la tabla, anote la cantidad de integrantes y el total de ingresos anuales de su hogar en el espacio provisto.

Si hay cambios en su ingreso, incluya el salario que reciba regularmente. Por ejemplo, si gana normalmente \$1,000 al mes, pero faltó un tiempo al trabajo el mes pasado y ganó \$900, anote que recibió \$1,000 al mes. Sólo incluya la paga de horas extras si la recibe regularmente. Si perdió su empleo o le redujeron la cantidad de horas o el sueldo, anote cero o el ingreso reducido actual.

Para obtener más información sobre el número de integrantes y los ingresos del hogar, consulte el manual de elegibilidad para recibir comidas escolares (conocido en inglés como Eligibility Manual for School Meals) en la página web de orientación y recursos del Departamento de Agricultura de EE.UU. en <http://www.fns.usda.gov/cnd/guidance/default.htm>.