

PARENT/STUDENT HANDBOOK



CUSD NON-DISCRIMINATION STATEMENT

The Compton Unified School District prohibits discrimination, harassment, intimidation, and bullying in any programs or activities based on ancestry, color, disability, gender, gender identity, gender expression, immigration status, national origin, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, or any other basis prohibited by state and federal nondiscrimination laws respectively. The following employees are designated to handle questions and complaints:

Equity Compliance Officer: Patrick Sullivan, Director, dsullivan@compton.k12.ca.us • 501 S. Santa Fe Ave., Compton, CA 90221, (310) 639-4321 Ext. 55193 • **Title IX Coordinator:** Carlos Moran, Executive Director, camoran@compton.k12.ca.us • 501 S. Santa Fe Ave., Compton, CA 90221, (310) 639-4321 Ext. 46721. • **Section 504 Coordinator:** JaMaiia Bond, jbond@compton.k12.ca.us, • 2300 West Caldwell Street, Compton, CA 90220, (310) 639-4321 Ext. 63107

www.compton.k12.ca.us

Superintendent's Message

On behalf of the Compton Unified School District and our Governing Board, welcome to the 2026–2027 school year.

Compton Unified is a district defined by results, opportunity, and achievement. Our mission is clear: to ensure every student is prepared for success in college, career, and life. Today, our outcomes reflect that commitment.

Over the past several years, Compton Unified has produced academic gains and student outcomes that continue to challenge outdated perceptions. Our most recent 2027 results show continued growth across core academic areas, including a 2.9 percentage-point increase in English Language Arts, a 5.4 percentage-point increase in Mathematics, and a 10.6 percentage-point increase in science.

These results did not happen by chance. They are the product of strong instruction, high expectations, aligned systems, targeted intervention, expanded opportunities, and the hard work of our students, families, teachers, administrators, support staff, and Governing Board.

Compton Unified is also producing some of the strongest college and career readiness outcomes in California, including a 94% graduation rate, a 76% A–G completion rate, and a 72% College/Career Indicator. These outcomes place our district among the top-performing urban school districts in the nation and reflect a system preparing students with real options for life after high school.

Our students are not only graduating; they are graduating prepared. Through early college, dual enrollment, STEAM, robotics, engineering, coding, artificial intelligence, drones, Esports, Project Lead the Way, and career pathways, Compton Unified students are gaining access to opportunities that prepare them for a rapidly changing world.

Our district is home to National Blue-Ribbon Schools, California Distinguished Schools, Top Los Angeles County Schools, California Exemplary Dual Enrollment High Schools, and nationally recognized programs. These recognitions affirm what our results already show: Compton Unified is a district on the rise.

On behalf of the Governing Board and all employees of Compton Unified School District, we welcome you and look forward to partnering with you in your child's educational journey.

Darin Brawley, Ed.D.
Superintendent

**COMPTON UNIFIED SCHOOL DISTRICT
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Career Technical Education

Telma Bayona Ed.D.
Director
Early Childhood Education

TABLE OF CONTENTS

PREAMBLE

Superintendent's Message *Pages 2- 3*

Board of Trustees and Executive Cabinet

Table of Contents *Pages 4-8*

Mission Statement

- LCAP Goals

Foreword and Calendars *Pages 09-16*

- School Calendar [2026-2027] - ES, MS, & HS
- School Calendar [2026-2027] - CECHS
- **CUSD School Site Directory**
- **CUSD Directory of Centralized Services**
- Forms requiring Parents'/Guardians' Signatures

Table of Acronyms *Page 17*

Parental Notifications *Pages 18 - 20*

- Non-discrimination Statement
- Know Your Educational Rights
- Information Required for School Enrollment
- Confidentiality of Personal Information
- Family Safety Plans I You Are Detained or Deported
- Right to File a Complaint
- Checklist for Immigration Student and Families Attending Public Schools
- You do not have to share the following information with school officials
- Take Steps to Protect Student Information
- Take steps to prepare for situations where one or more parents or guardians are Detained or Deported
- Students of Detained or Deported Parents
- Immigration Enforcement: School Site Notification and Educational Equity

Know Your Educational

Rights (General) *Pages 21- 22*

- Your Child has the Right to Free Public Educ.
- Information required for Enrollment
- Confidentiality of Personal Information
- Family Safety Plans if You Are Detained or Deported
- Right to File a Complaint
- Lactation Accommodation for Parenting Students
- Directory Information

Rights and Responsibilities *Pages 23- 24*

- Rights of Students
- Responsibilities of Students
- Rights of Parents
- Responsibilities of Parents
- Rights of Teachers

- Teacher's responsibilities
- Rights of Administrators
- Responsibilities of Administrators

Parental/Guardians Rights to Information *Pages 24 - 25*

Parents' Right to Know Regarding Teacher

Qualifications

Page 25

Foster & Homeless Rights

Pages 25 - 27

- Right to Remain in Your School of Origin
- Right to Immediate Enrollment in School
- Right to Parental Credits for High School Students
- Graduation Rights
- College Rights
- School Discipline Rights
- Right to Your School Records

Educational Rights of High School Students *Page 27-28*

- Complaints
- Pupil Fees

Attendance

Pages 28- 35

- California's Compulsory education Laws
- Abolish Chronic Truancy (ACT) Program
- Absences
- Avoiding Absences, Written Excuses
- Chronic Absenteeism
- Excused Absences
- Excused Absences: Release Time for Religious Education
- Excused Absences: Short Term Independent Study (STIS)
- Independent Study
- Long-term Independent Study
- Excessive Absenteeism
- Unexcused Absences for Person Reasons
- Written Excuses
- Tardiness
- Truancy Definitions
- Arrest of Truancy/School Attendance Review Boards
- High School Campus Truancy Resolution
- Saturday School Program
- School Attendance Review Team
- School Attendance Review Board
- Communication with Parents
- When to expect District Calls

Academic Expectations & Requirements *Pages 35-39*

- Academic Honesty
- Academic Intervention Activities and Strategies
- Adv. Placement & Int Baccalaureate
- Acceleration/Promotion/Retention Kindergarten

- Transitional Kindergarten (TK)
- Acceleration from Kindergarten to First Grade
- Promotion Standards
- Retention at Other Grade Levels
- California High School Proficiency Examination
- Career Counseling & Course Selection
- Grade Reduction and Loss of Academic Credit
- Homework Policy
- Prospectus of School Curriculum
- Response to Instruction and Intervention
- Think Together After-School Program
- Every Student Succeeds Act

High School Graduation Requirements

Pages 40 - 45

- Career Technical Education
- Apprenticeship & Pre-apprenticeship Programs
- Report Cards and Grading Policy
- California Assessment of Student Performance and Progress
- College Going Culture
- Retroactive Grant of High School Diplomas: Departed and Deported Pupils
- Federal Student Aid
- Migrant and Newly Arrived Immigration Pupils: Graduation Requirements
- Extended School Year - Migrant Education
- Educational Equity: Immigration Status
- Students in Active Military Families
- Access by Military Recruiters
- Coursework and Graduation Requirements:
- Children of Military Families

Behavior Expectations and Consequences

Pages 45- 48

- Conduct and Discipline
- Teaching Social Competence
- Social Emotional Learning
- Restorative Practices (RP)
- Code of Student Conduct
- Due Process Rights
- Electronic Listening or Recording Devices
- Electronic Signaling Devices and Cellular Phones
- Gun-Free School Zone Act
- Gun Safety
- Mandatory Expulsion Violations
- Other Means of Correction

Conduct Violations

Page 48 - 51

Definitions of Prohibited Behaviors

Page 52 - 61

- Behavior involving Violence or Weapons
- Behaviors Involving Threats
- Behaviors Involving Drugs, Alcohol or Tabaco
- Behavior Involving Harassment/Bullying/Hazing
- Behavior Involving Property
- Behavior that May Require Intensive Intervention
- Behaviors Involving Disruption

- Possession, Selling, Furnishing a Firearm
- Branding a Knife
- Possession of an explosive
- Unlawfully Selling a Controlled Substance
- Causing serious physical injury
- Assault or battery of a school employee
- Quasi-Mandatory Expulsion Violations
- Parental Liability/Damage to Property
- Suspensions
- Site Administrator's Responsibilities Related to the Conduct Code
- Limitation on Imposing Suspension
- Suspension from Class
- Requirement of Parent/Guardian School Attendance
- Students Discipline: Expulsions
- Students in Special Education Programs
- Students with a Section 504 Plan
- Detention of Students after School
- Recess Restrictions
- Search of School Lockers

Education for Foster Youth

Health Services and Requirements

Pages 64- 71

- Confidentiality of Medical Information
- Confidential Medical Services
- Immunizations
- HPV: Cancer Prevention Act
- Type I Diabetes Information
- Administration of Anti-Seizure Medication
- Inhaled Asthma Medication
- Assistance with Medications
- **When Children Need Medication at School**

Pg. 60

- Student Food Allergies/California Allergy Resource
- Medical or Hospital Services
- Mental Health
- Required Entrance Health Screenings
- Child Heal and Disability Prevention CHDP)
- Concussion and Head Injuries
- California Youth Football Act
- Sudden Cardiac Arrest
- Pupil Swimming Safety
- Drug Education
- Emergency Treatment for Anaphylaxis
- Excuse from Instruction Due to Religious Belief
- Controlled Substances: Opioids

What Are the Risks and Side Effects of Opioid Use Be Informed

Page. 71 - 72

Pregnant and Parenting Pupils Rights

Health Care Education & Services

- Instructional Programs regarding Healthcare
- Health Insurance Coverage for Athletes
- California Healthy Youth Act
- Instruction for Pupils with Temporary Disabilities
- Home-Hospital Instruction
- California Comprehensive Sexual Health &

HIV/AIDS Prevention Education Act

- Condom Availability Program (CAP)
- Alcohol, Tobacco, Electronic Nicotine Delivery (ENDS), Drugs, Violence Prevention and Prohibition

Hazardous Materials

Page 75

- Asbestos Management Plan
- Pesticides Products
- Lead and Other Hazardous Materials

Transfers, Permits & Special Programs Pages 76-79

- Attendance Options/Permits
- Compton Early College (High School Diploma & AA)
- Dual Language Immersion Program (DLI) Transfers
- International Baccalaureate Program (IB) Transfers
- Residency
- Open Enrollment Act
- Transportation
- Intra-district (Within CUSD Boundaries) Open
- Revoking Permits
- Inter-district Attendance Permits (Outside the District Boundaries)
- Inter-district Attendance: Approval for Special reasons
- Inter-district Agreement with LAUSD
- Transfer of Student Convicted of Violent Felony or Misdemeanor
- Transfer of Victims.

Miscellaneous

Pages 79-90

- Bicycle Helmet Law/Walking or Riding a Bike to School
- Cal Grant Program
- Child Abuse and Neglect Reporting
- Civility on School Grounds
- Complaints against District Employees
- Corporal Punishment
- Custody disputes
- Dangerous Objects
- Disaster Preparedness Educational Materials
- Disruption in a Public School or Public-School Meeting
- Duty Concerning Conduct of Students
- Enrollment of Foster youth & McKinney Vento
- Foster Youth Educational Placement
- Free and Reduced-price Meals
- Freedom of Expression
- Homeless Children
- Education of Homeless Youth
- Harm or Destruction of Animals
- Investing for Future Education
- Local Control Accountability Plan

• Megan's Law

- Minimum Day Notification
- Notice of Alternative Schools
- Parent Involvement
- Parent Participation in School Meeting and Conferences
- Parent Engagement-School Accountability
- Title I Schools
- Non-Title I Schools
- Persistently Dangerous Schools
- Physical Education
- Property Damage
- Pupil Records
- Release of Juvenile Information
- Requirement of Parent/Guardian School Attendance
- Safe Place to Learn Act
- School Accountability Report Card (SARC)
- School Bus Passenger Safety
- School Safety
- Section 504
- Social Security Number
- Student's Civil Rights
- California Youth Football Act
- Sudden Cardiac Arrest
- Temporarily Disabled Students
- Test on Personal Beliefs
- Title IX
- Vehicle Searches
- Visitors to School
- Volunteers
- Walking or Riding a Bike to School

Program Options for All Parents English Learners and English Only Parents Pages 91-92

- Parents of English Learner Students (EL)
- Choosing a Language Acquisition Program
- Language Acquisition Programs Offered
- Black Student Achievement

School Uniform Policy and Dress Code Pages 93- 94

- Guidelines on School Uniforms
- Gang-Related Appeal
- Advantages of Mandatory Student Uniforms, Grades K-8
- Opt-Out Policy
- Sun Protective & Clothing & Use of Sunscreen

Sexual Harassment Pages 94-96

- What is Sexual Harassment
- Forms of Sexual Harassment
- Consequences for Sexual Harassment
- Grievance/Complaint Procedures
- Victim of a Violent Crime
- Harassment, Threats or Intimidation
- Competitive Athletes Seeking High Education Athletic Programs
 - Title IX Coordinator for Student-to-

Student Sexual Harassment Title IX
District Coordinator for Sexual
Harassment

- Terroristic Threats
- Suicide Prevention

SELPA/Special Education ***Pages 96– 98***

- Child Find System
- Community Advisory Committee (CAC)
- Disproportionate Representation
- Special Education Programs
- Resources Specialist Program (RSP)
- Designated Instruction and Services (DIS)
- Other Services

Technology & Internet Access ***Pages 98- 102***

- Acceptable Use of Technology
- No Expectation of Privacy
- Network Etiquette
- Privileges
- Responsible Use Policy for Students
- Definition of Technology
- Technology Device Types
- Terms and Conditions
- No Warranties
- Possible Encounter of Inappropriate or Controversial Material
- Release and Hold Harmless
- Security
- Use of the Internet
- Vandalism

- Textbook Policy **Page 103**
- Uniform Complaint Procedures UCP Annual Notice **Page 104**
- Anti-Bullying and Anti-Harassment **Page 108**
- Notice of Student Policy Prohibiting Sexual Harassment **Pages 109-110**
- Reasonable Accommodation for Lactating Students **Pages 111-112**
- Community Resources Guide **Pages 113-116**
- Annual Update Forms **Pages 184**
- Acknowledgement of Receipt & Review of Parent Handbook **Page 117**
- Release Form for Directory Inf, **Page 118**
- Cal Grant Program Option **Page 118**
- Annual Pesticide Notification Request **Page 120**
- Concussion Information Sheet **Page 109-110**
- Sudden Cardiac Arrest Infor. **Page 123-124**
- Prescription Opioids Information **Pg. 125-126**
- Notice Regarding Homeless Ed. **Pg. 127**
- College Admission Requirements &

Higher Education Information **Page 128**

- Assistive Technology Limited Loan **Pg. 129**
- Stop Sexual Harassment Flyer **Pg. 130**
- Internet Safety for Student **Page 131-132**
- UCP Complain Investigation **Page 132**
- Uniform Complaint Policy (UCP) Checklist for LEA **Page 133**
- Annual Update form **Page 134**
- Sporting Event/Game Incident **Page 135**
- 3 Ways to Get Mental Health Help **Page 136**

MISSION STATEMENT

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

OUR LCAP GOALS:

GOAL #1

All students will have equitable access to high-quality, standards-aligned instruction, instructional materials, and a comprehensive course of study delivered by fully credentialed teachers in safe, inclusive, and well-maintained learning environments. All students, including English Learners, foster youth, those eligible for free and reduced-price lunch, and other historically underserved student groups will receive differentiated instruction and targeted interventions to ensure mastery of grade-level standards and improved academic outcomes.

GOAL #2

Strengthen authentic partnerships with educational partners (families, students, staff, and community) to support student well-being, engagement, and academic success through meaningful communication, shared decision-making, and expanded opportunities for involvement, while fostering safe, inclusive, and supportive learning environments where students, families, and staff feel connected and valued.

GOAL #3

Prepare all students for success beyond graduation by expanding opportunities that promote college, career, and life readiness through rigorous academic preparation, career pathway programs, work-based learning experiences, and comprehensive counseling and support services that help students develop personalized pathways for success in higher education, careers, and the workforce.

GOAL #4

By the end of the 2026-2027 school year, Equity Multiplier schools will increase student academic achievement by at least 5 percent, as measured by state assessments and local performance indicators. This will be achieved through expanded access to high-impact tutoring, strengthened instructional support, targeted professional development in culturally responsive and standard-aligned practices, enhanced college and career readiness services, and the continuous improvement of learning environments. Student progress will be monitored through multiple measures, including state assessments, English language proficiency growth, course access and completion data, and other key indicators of student success across core content areas.

FOREWORD & ACKNOWLEDGMENT

Dear Parents/Guardians, Students and District Staff:

Welcome to the **2026-2027** 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 **Senior 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 child's school site, and through ParentSquare. Hardcopies are available at pupil services and at the district office.

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

JaMaiia Bond

Senior Director

Child Welfare & Attendance

Contributing Members:

Greg Ogomaka
JaMaiia Bond
Jennifer Kang-Moon

Rose Gonzales
Jorge Torres
Rosa Delgadillo

Abimbola Williams Ajala Ed.D.
Jennifer Graziano
Araceli Cortez Ruiz
Patrick Sullivan

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.

2026 – 2027 SCHOOL CALENDAR (Elementary, Middle and High)

TK – 8th (Elementary and Middle Schools)

School Days	Starts	Ends
First Trimester (61 Days)	August 13, 2026	November 6, 2026
Second Trimester (61 Days)	November 9, 2026	March 1, 2027
Third Trimester (61 Days)	March 2, 2027	June 4, 2027

(9th-12th) (Centennial, Compton, Dominguez, and Cesar Chavez High Schools & AB 288 Students)

School Days	Starts	Ends
First Quarter (42 Days)	August 13, 2026	October 12, 2026
Second Quarter (42 Days)	October 13, 2026	December 18, 2026
Third Quarter (48 Days)	January 4, 2027	March 15, 2027
Fourth Quarter (51 Days)	March 16, 2027	June 4, 2027

Legal Holidays:	[EC § 37220]	Observed on:
Independence Day	July 4 th	July 3 (Friday)
Labor Day	September 7 (Monday)	1 st Monday in Sept
Veteran's Day	November 11 th (Wednesday)	November 11 th
Thanksgiving Day	4 th Thursday in November	November 26 th
Christmas Day	December 25 (Friday)	December 25 th
New Year's Day	January 1 (Friday)	January 1 st
Martin L. King, Jr. Day	3 rd Monday in January	January 18 th
Lincoln Day	February 12 th	February 8 th
Presidents' Day	3 rd Monday in February	February 15 th
Memorial Day	Last Monday in May	May 31 st
Local Holidays:		Observed on:
Local Holiday		November 27 th
Local Holiday		December 24 th
Local Holiday		December 30 th
Local Holiday		December 31 st
Cesar Chavez Day		March 25
Local Holiday		March 26

Thanksgiving Break: November 23 - 27, 2026

Winter Recess: December 18, 2026 – January 1, 2027

Spring Recess: March 29, 2027 – April 2, 2027

Every Wednesday is Early Release Days: Alternating between Staff Development & Teacher Preparation Days

TK-8th -- Elementary & Middle Schools

Elementary School Dismissal = 1:15 pm, Middle School & High School Dismissal = 1:30 pm

September 3, 2026 (HS)	October 21, 2026 (HS)	January 6, 2027 (HS)	March 10, 2027 (HS)	April 7, 2027 (HS)
September 16, 2026 (HS)	November 4, 2026 (HS)	January 20, 2027 (HS)	March 17, 2027 (HS)	April 21, 2027 (HS)
October 7, 2026 (HS)	December 9, 2026 (HS)	February 10, 2027 (HS)	March 24, 2027 (HS)	May 12, 2027 (HS)
		February 24, 2027 (HS)		May 26, 2027 (HS)

Back to School Night – September 10, 2026 (Elementary); – September 9, 2026 (Middle); September 3, 2026 (HS)

Open House – April 7, 2027 (Elementary) Early Release 1:15 p.m.; March 10, 2027 (Middle) Early Release 1:30;

March 17, 2027 (High School) 5:00 p.m. – 7:00 p.m. for all levels

Parent-Teacher Conferences Minimum Days

Fall: October 14 – 16, 2026 (K-8) September 23 & 24, 2026 (High School)

Spring: February 2 – 4, 2027 (K-8) February 3 and 4, 2027 (High School)

Promotional Activities:

Elementary Schools: Friday, June 4, 2027 **Middle Schools:** Friday, June 4, 2027

High School Graduations: Thursday, June 3, 2027

COMPTON EARLY COLLEGE

2026 – 2027 SCHOOL CALENDAR

School Days	Starts	Ends
First Quarter (42 Days)	August 13, 2026	October 12, 2026
Second Quarter (46 Days)	October 13, 2026	December 18, 2026
Third Quarter (44 Days)	January 11, 2027	March 15, 2027
Fourth Quarter (51 Days)	March 16, 2027	June 4, 2027

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 7 (Monday)
November 11th (Wednesday)
4th Thursday in November
December 25 (Friday)
January 1 (Friday)
3rd Monday in January
February 12th
3rd Monday in February
Last Monday in May

Observed on:

July 3 (Friday)
1st Monday in Sept
November 11th
November 26th
December 25th
January 1st
January 18th
February 8th
February 15th
May 31st

Local Holidays:

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

Observed on:

November 27th
December 24th
December 30th
December 31st
March 25
March 26

Thanksgiving Break: None

Winter Recess: December 21, 2026 – January 8, 2027

Spring Recess: March 29, 2027 – April 2, 2027

Staff Development Early Release Days:

High School's Dismissal = 1:30 pm

August 20, 2026 (HS)	October 2, 2026 (HS)	December 4, 2026 (HS)	March 5, 2027 (HS)	May 7, 2027 (HS)
September 4, 2026 (HS)	October 16, 2026 (HS)	January 15, 2027 (HS)	March 10, 2027 (HS)	May 21, 2027 (HS)
September 18, 2026 (HS)	November 6, 2026 (HS)	February 5, 2027 (HS)	March 19, 2027 (HS)	
September 25, 2026 (HS)	November 25, 2026 (HS)	February 19, 2027 (HS)	April 16, 2027 (HS)	

Parent-Teacher Conference Fall October 14th & 15th, 2026 (Minimum Day)

Parent-Teacher Conference Spring February 24th & 25th 2027 (Minimum Day)

Back to School Night – August 20, 2026

Open House – March 10, 2027 5:00 p.m. – 7:00 p.m. (Release time 1:30 p.m.)

High School Graduations: Thursday, June 3, 2027

Compton Community College Graduation: Friday, June 11, 2027 **AA degree Recipients Only**

COMPTON UNIFIED SCHOOL DISTRICT

SCHOOL SITE ASSIGNMENTS 2026-2027

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

SCHOOL	PRINCIPAL	ADDRESS	EXT	PHONE	FAX
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HIGH SCHOOLS-4

Total Schools-32

33	9-12	Centennial	Bobby Walker, Ed.D.	2600 W. Compton Bl. Cpt. 90220	42810	310 635-2715	310 631-9164
33	9-12	Centennial	Rebecca Perez, Principal of Instruction	2600 W. Compton Bl. Cpt. 90220	66202	310 635-2715	310 631-9164
34	9-12	Compton	Larry Natividad, Ed.D.	601 S. Acacia Ave., Compton, 90220	58001	310 898-6040	310 631-3298
	6-12	Cpt. Early College	Pamela Maddox, Ed.D.	1200 E. Alondra Blvd. Cpt. 90221	68003	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	Carol Hsini	621 W. Poplar Street, Cpt. 90220	42860	310 898-6020	310 631-5725
31	6-8	Whaley	Emmanuel Ikeokonta	14401 S. Gibson Street, Cpt. 90220	42835	310 898-6070	310 638-7079
32	6-8	Willowbrook	Pamela Maddox Ed.D.	1200 E. Alondra Blvd. Cpt. 90221	67658	310 898-6080	310 537-2932

ELEMENTARY SCHOOLS-21 (K Plus)

41	TK-8	Anderson	Barbara Zondiros	2210 E. 130 th Street, Cpt. 90220	46715	310 898-6110	310 604-0517
42	TK-8	Bunche	Caroline Alvarado	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	Osbaldo Jimenez	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	Ikoko Mikle Ed.D.	905 N. Aranbe Ave., Cpt. 90220	46740	310 898-6160	310 631-5675
48	TK-8	Emerson	Sherry Osborne-Scott (Interim)	1011 E. Caldwell, Cpt. 90220	54201	310 898-6170	
49	TK-5	Foster	Cecelia McDuffie	1620 N. Pannes Street, Cpt. 90221	46750	310 898-6180	310 638-4553
50	K-8	Jefferson	Emily Dominguez	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	Susan Kang	1305 S. Oleander, Cpt. 90220	56001	310 898-6420	310 762-9847
53	TK-6	King	Susana Medina	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	Anisha Nicholson	1101 S. Dwight Street, Cpt 90220	46785	310 898-6460	310 632-5406
57	K-5	Mayo	Kalie Shaw	915 N. Mayo Ave., Cpt. 90221	46790	310 898-6310	310 638-5660
58	K-6	McKinley	D'Shalen Barber	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	Dorothy Jenkins (Interim)	700 N. Bradfield, Cpt. 90221	42890	310 898- 6350	310 632-0338
60	TK-8	Rosecrans	Aranzazu Garcia	1301 N. Acacia Street, Cpt. 90220	42885	310 898-6360	310 639-2224
61	TK-8	Tibby	Fajuana Cabaong Ed.D.	1400 W. Poplar Street, Cpt. 90220	42880	310 898-6370	310 638-7015
63	K-6	Washington	Alejandra Sanchez (POSA)	1421 N. Wilmington Ave., Cpt. 90222	42875	310 898-6390	310-669-9709

	Compton Adult	Doi Johnson	1104 E. 148 th Street, Cpt. 90220	55805	310 898-6470	310 898-6477
	Compton Academy of Technology and Innovation (C-Tech) High School	Lakeisha White	2601 N. Wilmington, Cpt. 90221	42706	310 604-2706	310 537-2932
	Community Day School (6-12)	Virginia Ward-Roberts Ed.D.	2300 W. Caldwell St., Cpt. 90220		310 604-4321	

ConnectED Schools

Verizon Schools

Non-Apple Schools

SCHOOL SITE ASSIGNMENTS

Assistant Principals

2026-2027

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

SCHOOL	ASST. PRINCIPAL / ADMINISTRATORS / COORDINATORS	ADDRESS	EXT	PHONE	FAX
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HIGH SCHOOLS

Total Schools-32

33	9-12	Centennial	Daniele Moatakef	2600 W. Compton Bl. Cpt. 90220	42811	310 635-2715	310 631-9164
33	9-12	Centennial	Ixchel Gill-Stanford (ISA)	2600 W. Compton Bl. Cpt. 90220	42812	310 635-2515	310 631-9164
33	9-12	Centennial	Christopher Calvin	2600 W. Compton Bl. Cpt. 90220	42812	310 635-2515	310 631-9164
34	9-12	Compton	Alejandro Lopez	601 S. Acacia Ave., Compton, 90220	67520	310 898-6040	310 631-3298
34	9-12	Compton	Citlalic Federico (Chavez)	601 S. Acacia Ave., Compton, 90220	67555	310 898-6040	310 631-3298
34	9-12	Compton	Emerald Branch-Gonzalez	601 S. Acacia Ave., Compton, 90220	67555	310 898-6040	310 631-3298
34	9-12	Compton	Clinton Fernicola	601 S. Acacia Ave., Compton, 90220	42700	310 898-6040	310 631-3298
34	9-12	Compton	Charles Watkins R. (Admin.)	601 S. Acacia Ave., Compton, 90220	42700	310 898-6040	310 631-3298
29	6-12	Cpt Early College	Mona Walker	1200 E. Alondra Blvd. Cpt. 90221	42834	310 639-4321	310-763-7065
29	6-12	Cpt Early College	Autra Adams (Instr Sup Ad)	1200 E. Alondra Blvd. Cpt. 90221	42834	310 639-4321	310-763-7065
35	9-12	Dominguez	Eric Garcia (Instr Supp Ad)	15301 San Jose, Cpt. 90221	68373	562 630-0142	562 630-0142
35	9-12	Dominguez	Miguel Taylor	15301 San Jose, Cpt. 90221	68300	562 630-0142	562 408-2367
35	9-12	Dominguez	Elisa Cano	15301 San Jose, Cpt. 90221	68354	562 630-0142	562 408-2367
35	9-12	Dominguez	Ryan Hensman	15301 San Jose, Cpt. 90221	68354	562 630-0142	562 408-2367

MIDDLE SCHOOLS-7

65	6-8	Bunche		12338 Mona Blvd., Cpt. 90220	42865	310 898-6010	310 638-4935
66	6-8	Davis	Walter Martinez	621 W. Poplar Street, Cpt. 90220	42860	310 898-6020	310 631-5725
31	6-8	Whaley	Emmanuel Taton	14401 S. Gibson Street, Cpt. 90220	42835	310 898-6070	310 638-7079
32	6-8	Willowbrook	Mona Walker	1200 E. Alondra Blvd. Cpt. 90221	42830	310 898-6080	310 537-2932

ELEMENTARY SCHOOLS (K Plus)

45	K-8	Carver		2505 W. 156 th St., Cpt. 90220	46735	310 898-6150	323 569-7133
62	K-8	Clinton	Julius Donohoo	6500 Compton Blvd., Cpt. 90221	64600	562 630-7912	562 630-7914
46	TK-8	Dickison	Yadira Rosas	905 N. Aranbe Ave., Cpt. 90220	46740	310 898-6160	310 631-5675
48	K-6	Emerson		1011 E. Caldwell, Cpt. 90220	54201	310 898-6170	None
50	K-8	Jefferson	Aracely Zambrano	2508 E. 133 rd Street, Cpt. 90220	54601	310 898-6190	310 537-3421
51	TK-8	Kelly	Francisca Owoaje, Ed. D	2320 E. Alondra Blvd., Cpt. 90221	46760	310 898-6410	310 632-0583
52	TK-8	Kennedy	Jennifer Guysayko-Vega	1305 S. Oleander, Cpt. 90220	56001	310 898-6420	310 762-9847
53	K-6	King		2270 E. 122 nd Street, Cpt. 90222	46770	310 898-6430	310 631-9208
54	K-8	Laurel		1321 W. Laurel St., Cpt 90220	46775	310 898-6440	310 639-8409
56	TK-7	Longfellow	Loed Lacayo	1101 S. Dwight St., Cpt 90220	46785	310 898-6460	310 632-5406
57	K-5	Mayo		915 N. Mayo Ave., Cpt. 90221	46790	310 898-6310	310 638-5660
58	K-6	McKinley	Loed Lacayo	14431 S. Stanford, Cpt. 90220	57201	310 898-6320	310 516-1322
47	TK-5	McNair		1450 W. El Segundo Ave., Cpt. 90222	42895	310 898- 6330	310 898-6098
59	TK-8	Roosevelt		700 N. Bradfield, Cpt. 90221	42890	310 898- 6350	310 632-0338
60	TK-7	Rosecrans		1301 N. Acacia St., Cpt. 90220	64002	310 898-6360	310 639-2224
63	TK-8	Tibby	Christopher Clarke	1400 W. Poplar St., Cpt. 90220	42880	310 898-6370	310 638-7015

ConnectED Schools

Verizon Schools

NonApple Schools

COMPTON UNIFIED SCHOOL DISTRICT

DISTRICT ADMINISTRATION 2026-2027

501 S. Santa Fe Avenue, Compton, CA 90221

(310) 639-4321

www.compton.k12.ca.us

NAME	POSITION	ADDRESS	EXT	PHONE
EXECUTIVE CABINET				
Darin Brawley, Ed.D.	Superintendent	501 S. Santa Fe Ave. Cpt., 90221	55125	604-6508
Shannon Soto, Ed.D.	Chief Administrative Officer	501 S. Santa Fe Ave. Cpt., 90221	55253	639-4321
Jennifer Kang-Moon, Ed.D.	Chief Academic Officer	501 S. Santa Fe Ave., Cpt., 90221	55012	639-4321
Jorge Torres, Ed.D.	Executive Director - College and Career Readiness	501 S. Santa Fe Ave., Cpt., 90221	55010	635-2715
Helen Rodriguez, Ed.D.	Executive Director - Special Education/SELPA	2300 W. Caldwell St., Cpt. 90220	46560	639-4321
Jennifer Graziano, Ed.D.	Executive Director - Educational Services (EL)	501 S. Santa Fe Ave., Cpt., 90221	55237	639-4321
Carlos Moran	Executive Director Human Resources	501 S. Santa Fe Ave., Cpt., 90221	46721	639-4321
Kenya Williams, Ed.D.	Senior Director - Educational Services (Secondary)	501 S. Santa Fe Ave., Cpt., 90221	46721	639-4321
Rose Gonzalez	Senior Director - Career Technical Education			
Tony Burrus	Chief Technology Officer, ITD	501 S. Santa Fe Ave. Cpt., 90221	46524	639-4321
William Wu, JD	Chief - School Police	501 S. Santa Fe Ave. Cpt., 90221	46576	604-6576
Leonardo Hernandez Jr.	Chief Facilities Officer & Bond Program Director	429 S. Oleander Ave., Cpt. 90220	55350	639-4321
JaMaia Bond	Senior Director - Child Welfare and Attendance	2300 W. Caldwell St., Cpt. 90220	46523	639-4321
Greg Ogomaka	Senior Director - Special Projects	16110 S. Harris Ave., Cpt. 90221	55142	639-4321
Vacant	Senior Director - Instructional Technology	501 S. Santa Fe Ave., Cpt., 90221	55017	639-4321
Telma Bayona	Director - Early Childhood Education	411 N. Tajauta Ave. Cpt., 90220	57214	898-6008
John Stuffer	Director - Communications	501 S. Santa Fe Ave., Cpt., 90221	67602	639-4321
DISTRICT LEVEL ADMINISTRATORS				
Rigoberto Roman, Ed.D.	Senior Director - Pupil Services	2300 W. Caldwell St., Cpt. 90220	63044	639-4321
Narin Khy-Ly	Senior Director - Research & Evaluation	501 S. Santa Fe Ave., Cpt., 90221	55098	639-4321
Patrick Sullivan	Director - Human Resources	501 S. Santa Fe Ave., Cpt., 90221	46721	639-4321
Rachel Collins	Director - Charter Schools	501 S. Santa Fe Ave., Cpt., 90221	53701	639-4321
Alicia Weyeneth	Director - Special Education	2300 W. Caldwell St., Cpt. 90220	53629	639-4321
Joanne Davidson	Principal on Special Assignment		55117	639-4321
Britney Jones	Principal On Special Assignment - Special Ed.	2300 W. Caldwell St., Cpt. 90220	63016	639-4321
Takisha Spears	Principal On Special Assignment - Special Ed.	2300 W. Caldwell St., Cpt. 90220	63017	639-4321
Lakisha Moore	Principal On Special Assignment - Black Student Achievement (BSA)	501 S. Santa Fe Ave., Cpt., 90221	55255	639-4321
Tamara Y. Carter	Principal On Special Assignment - STEP	1421 N. Wilmington Ave., Cpt. 90222	42875	898-6390
David Platt, Ed.D.	Coordinator - Instructional Technology	501 S. Santa Fe Ave., Cpt., 90221	55036	639-4321
Adax Clay	Coordinator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55036	639-4321
Liza De La Torre	Coordinator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55077	639-4321
Shawnte Clewis	Coordinator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55047	639-4321
Michael Clark	Coordinator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55036	639-4321
Ambar Damian	Coordinator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55222	639-4321
Paula Rodriguez Ph.D.	Coordinator - Educational Services (ELA)	501 S. Santa Fe Ave., Cpt., 90221	55036	639-4321
Nicole Crawford	Coordinator - Educational Services (ELA)	501 S. Santa Fe Ave., Cpt., 90221	55012	639-4321
Arlyn Villamor	Coordinator - Educational Services (ELA)	501 S. Santa Fe Ave., Cpt., 90221	55113	639-4321
Claudia Tomas-Lopez	Coordinator - Educational Services (EL)	501 S. Santa Fe Ave., Cpt., 90221	55093	639-4321
Chuen-Wei Ng	Coordinator - Educational Services (Science)	501 S. Santa Fe Ave., Cpt., 90221	55093	639-4321

Jazmin Villalpando	Coordinator - Ed. Services (Social Science)	501 S. Santa Fe Ave., Cpt., 90221	55012	639-4321
Minluvi Ramos, Ed.D.	Administrator - Educational Services (Induction)	501 S. Santa Fe Ave., Cpt., 90221	55047	639-4321
Christina Kang	Administrator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55226	639-4321
Royce Stuckey	Administrator - Educational Services (Math)	501 S. Santa Fe Ave., Cpt., 90221	55226	639-4321
Elvia Bernal Espinosa	Administrator - Educational Services (ELA)	501 S. Santa Fe Ave., Cpt., 90221	55226	639-4321
Megan Holmes	Administrator - Special Educational	2300 W. Caldwell St., Cpt 90220	55167	639-4321
Paulina Juarez Robalino	Administrator - Special Educational	2300 W. Caldwell St., Cpt 90220	55167	639-4321
Irma Hernandez	Administrator - Early Childhood Education	2300 W. Caldwell St., Cpt 90220	53629	639-4321
Tiesha J. Walker, Ed.D.	Administrator - Research & Evaluation	2300 W. Caldwell St. Cpt. 90220	63057	639-4321
Moshe Molcho	Administrator - ROP/CTE	501 S. Santa Fe Ave., Cpt., 90221	55066	639-4321

Name	Title	Location	Ext	Phone #
Lani Izumi	Sr. Director Student Nutrition Services	2300 W. Caldwell St. Compton, CA 90220	56681	(310) 639-4321
Antoinette Pearce	Assistant Director - Student Nutrition	2300 W. Caldwell St. Compton, CA 90220	56674	(310) 639-4321
Larry Shields	Accounting Manager, Student Nutrition	2300 W. Caldwell St. Compton, CA 90220	56682	(310) 639-4321
Jonita Dillard	Manager - Payroll/Benefits	501 S. Santa Fe Ave., Compton, CA 90221	55016	(310) 639-4321
Kimberly Davila	Director of Purchasing, Contracts, Warehouse, & Reprographics	501 S. Santa Fe Ave., Compton, CA 90221	55051	(310) 639-4321
Tony Burrus	Chief Technology Officer	501 S. Santa Fe Ave., Compton, CA 90221	55068	(310) 639-4321
Alex Muldrow	Operations Manager - ITD	501 S. Santa Fe Ave., Compton, CA 90221	55089	(310) 639-4321
Oluwaseyi Awoleye	Executive Director Fiscal Services	501 S. Santa Fe Ave., Compton, CA 90221	55037	(310) 639-4321
Jerome Adinoyi	Director of Fiscal Services	501 S. Santa Fe Ave., Compton, CA 90221	55020	(310) 639-4321
Maureen Okolue	Senior Budget Analyst -Fiscal Services	501 S. Santa Fe Ave., Compton, CA 90221	55003	(310) 639-4321
Leonard Hernandez Jr.	Chief Facilities Officer & Bond Program Director	2300 W. Caldwell St. Compton, CA 90220	55350	(310) 639-4321
Vacant	Sr. Director FMOT	2300 W. Caldwell St. Compton, CA 90220		(310) 639-4321
Melissa Allen	Sr. Director of Classified Personnel Services	501 S. Santa Fe Ave., Compton, CA 90221	55123	(310) 639-4321
Blanca Salamanca	Senior Secretary	501 S. Santa Fe Ave., Compton, CA 90221	55253	(310) 639-4321

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

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 anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact: **Carlos Moran, Executive Director, Human Resources, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310) 639-4321 X 55041** Email: camoran@compton.k12.ca.us

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: **Carlos Moran, Executive Director, Human Resources, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310) 639-4321 X 55041** Email: camoran@compton.k12.ca.us

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

- All children in California: Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

1. You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards. When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
- If the family meets the income eligibility requirements and no adult household member has an SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
- If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

2. Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information"—which allows for public release of basic student information—and consider whether to opt out of releasing of that.

3. Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" (example: <http://lirs.org/wp-content/uploads/2017/03/BNA-Be-Informed-SafetyPlanningToolkit.pdf>) that includes the following information: Name of a trusted adult to care for your child if no parent or guardian can.
- Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent or guardian is available

Excerpts: Xavier Becerra, California Attorney General, April 2018, Guide for Students and Families Manual.

Immigration Enforcement: School Site Notification and Educational Equity - EC 234.7, FC 6550 & 6552, HSC 1597.640 & Pro C 1502 & 2105

All children in the **Compton Unified School District** have a right to a free public education, regardless of their immigration status, or the immigration status of their parents or guardians. This school district will not deny enrollment to any child based on immigration status. **Compton Unified School District** is committed to providing a safe, welcoming environment for all students.

Our schools are "Safe Zones," where learning is protected. We will not allow immigration enforcement officers to enter any school site, or access student records, without a valid judicial warrant, court order, or subpoena. School personnel will not solicit, collect, or retain information regarding the citizenship or immigration status of students or their family members. We do not disclose student records to immigration authorities (such as ICE) without parent/guardian consent, a court order, or a subpoena. If an immigration enforcement officer enters a school campus, our staff will:

Immediately notify the Principal/Superintendent.

- Immediately notify the Principal/Superintendent.
- Verify the officer's identification and credentials.
- Ask for a valid, signed judicial warrant or subpoena.
- Ensure that no students are interviewed or removed from campus without legal justification and parent notification, if allowed by law.

In the event that an immigration enforcement action occurs at or near a school site, the **Compton Unified School District** will promptly notify parents/guardians, to the extent possible under law and consistent with the safety of students and staff.

The district strictly prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, national origin, or ethnicity. Students or parents who experience such actions are encouraged to report them to the site principal or through our Uniform Complaint Procedures. We encourage families to ensure that emergency contact information is updated, identifying a trusted adult who can care for their child in the event a parent is detained or deported

Students of Detained or Deported Parents

The student's parent has departed California against his or her will, and the student can provide official documentation evidencing the departure; and the student moved outside of California as a result of his or her parent leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state. Deported parents may designate another adult to attend school meetings and to serve as an emergency

contact. No charges or fees of any kind may be required for admission or attendance in these circumstances. This law applies to parents who were:

(1) in the custody of a government agency and were transferred to another state; (2) subject to a lawful removal order and who were removed or were permitted to leave California voluntarily before being removed; and (3) subject to any additional circumstances consistent with these purposes, as determined by the District.

The District may deem a student to have met residency requirements for school attendance if at least one parent or legal guardian of the student is physically employed within the boundaries of that district for a minimum of 10 hours during the school week, subject to the right of the district of residence or the district of employment to prohibit the transfer on various grounds provided for in Education Code section 48204(b), paragraphs (2) to (6).

The District is not required to admit the student to its school based on the employment of the parent, but it may not refuse to admit the student on the basis of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration. Once a student has been deemed to have residency and is enrolled in the District on this basis, the student does not have to reapply in the next school year to attend a school within the District, and the governing board shall allow the student to attend school through the 12th grade in the District if the parent so chooses and if at least one parent continues to be physically employed in the District.

KNOW YOUR EDUCATIONAL RIGHTS (General Information)

Your Child has the Right to Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of

immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

- All children have the right to free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools may accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

The California Attorney General's website provides “know your rights” resources for immigrant students and family members online at: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bci/school-guidance-model-k12.pdf>

Lactation Accommodations for Parenting Students (Ed. Code § 222)

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school must provide reasonable accommodations to a lactating student on a school campus to express milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following: *(see pages 99 – 100) Reasonable Accommodation for Lactating Students).*

Directory Information [EC § 49073]

“Directory Information” “Directory Information” can include the student's name, address, telephone number, email address, date and place of birth, honors and awards, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of athletic team members, degrees, honors, and awards received. 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.

The Compton Unified School District has determined that the following individuals, officials, or organizations may receive directory information: [Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)]

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, and radio and television stations.

Unless *Compton Unified School District* is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, *Compton Unified School District* shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student’s personally identifiable information. *Compton Unified School District* will not release information to third parties for immigration enforcement purposes, except as required by law or court order

The deadline to opt out of directory information sharing is **October 1, 2026**. Directory information regarding a 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.

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a student's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary student information.

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 collaborate 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 ensure that their children arrive at school on time and prepare to work.
- To visit school periodically to participate in conferences with teachers, counselors, or administrators is 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 according to 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 always hold students accountable for their actions.
- 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 based on 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, enforce school rules, 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.

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, aiding 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 with services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the *Director, Patrick Sullivan, Human Resources Department, 501 South Santa Fe Ave. Compton, CA 90221, (310) 639-4321, ext. 55041.*

FOSTER & HOMLESS 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 collaborate 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:

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

EDUCATIONAL RIGHTS OF HIGH SCHOOL STUDENTS (ED. CODE §§ 49069.5, 51225.1, 51225.2)

"High mobility" high school students, which include students who are in foster care, homeless, recent immigrants, migrant students, former juvenile court school pupils, or from military families, have the following rights when transferring to a new school after completion of their second year of high school:

1. Have the option to be exempted from all coursework and other requirements that are more than statewide course requirements for graduation, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate by the end of the fourth year of high school.
2. Have the option of attending a fifth year of high school in order to complete statewide graduation course requirements.
3. To consult with District staff and the student's educational rights holder regarding other options available to the student, including a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges. Such consultation must also include a discussion of how remaining for a fifth year of high school or accepting an exemption from the local graduation coursework requirements may potentially impact on the student's vocational plans or ability to gain admission to college, and also take into consideration the student's academic record and any other information relevant to making an informed decision.
4. Foster youth and homeless students have the right to consult with District staff and their educational rights holder regarding the option to remain in their school of origin.
5. Have their official transcript, reflecting the correct full and partial credits earned, sent to their new school within two business days. For foster youth, their official transcript must include a determination of the days of enrollment or seat time, or both if applicable, to ensure that transferring foster youth get full credit for coursework completed at their prior school.
6. Have their new school accept and issue the credits forwarded by the transferring school to prevent the student from unnecessarily retaking a course.
7. If exempted from local graduation requirements, and upon completion of statewide coursework requirements before the end of the fourth year of high school, the District may not require or request that the student graduate before the end of the student's fourth year of high school.

COMPLAINTS

Uniform Complaint Procedures (Ed. Code §§ 262.3, 33315; 5 C.C.R. §§ 4610, 4622, 4632) Pages 91 - 92

Anti-Bullying and Anti-Harassment (Legal Notice for Students and Parents/Guardians) Page 93

Notice of Student Policy Prohibiting Sexual Harassment Bp/AR 5145.7 - Sexual Harassment; BP/AR 1312.3 Pages 94 - 95

PUPIL FEES

A pupil enrolled in a public school **shall not** be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following: (1) a fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (2) a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment;

and (3) a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A complaint alleging the imposition of pupil fees for participation in educational activities may be filed with the school's principal under the UCP not later than one year from the date the alleged violation occurred. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

ATTENDANCE

California's Compulsory Education Laws *Compulsory Education- EC 48200*

Each person between the ages of 6 and 18 years is subject to compulsory full-time education. Each person shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located. A pupil shall not be enrolled for less than the minimum school day established by law. **Exceptions are for persons enrolled in charter school, home school or other private school enrollments, and other online charter school options.**

Regular school attendance is essential for student learning, academic success, and social development. Students who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians are legally responsible for ensuring their child attends school regularly and on time. The school is committed to supporting students and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other supports. **The goal for student attendance in Compton Unified School District is 98%, with fewer 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 collaborates 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 parents.

Avoiding Absences, Written Excuses and Truancy Consequences - EC 48260, 48260.5 48262, 48263, 48263.6, 48263, 48264, 48263, 48267, 48268, 48269, 60901; WIC 236, 601, 601.3, 653.5, 654, and 651.5

COMPTON UNIFIED SCHOOL DISTRICT urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling, and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel, or other absences be avoided during the time that school

is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of classroom instruction and academic programs. The school calendar is designed to minimize issues for families who plan vacations around traditional holiday periods and thereby minimize student absences.

Following an absence, a student is required to bring a written note 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.

Notwithstanding **Section 48200**, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's 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, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, *so long as the absence is not more than five days per incident*.
- (5) For the purpose of jury duty in the manner provided by law.
- (6) Due to illness or medical appointment during school hours of a child of 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 a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil'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 of the school district. *Please note: attendance at religious retreats shall not exceed one school day per semester.*
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For purposes 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 Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event. *Please note: "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.*
- (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. *Please note: A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.*
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13) (A) If an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, *so long as the absence is not more than three days per incident*.
(i) To access services from a victim services organization or agency. *Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims.*
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be. *Please note: "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.*

Any absences beyond three days for the reasons described in 13(A) above shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the administrator's assessment of the necessity of the absence.

(14) Due to the pupil's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

A pupil with an excused absence 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 therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

A student absent from school under this section shall be permitted to complete all assignments and examinations missed during the absence that can reasonably be provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit, therefore. The teacher of the class from which the student is absent will determine which tests and assignments will be reasonably equivalent, but not necessarily identical, to exams and assignments that the student missed during the absence. For purposes of this section, attendance at religious retreats may not exceed one school day per semester. Absences under this section are considered absences when calculating average daily attendance and will not result in state prorated payments.

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 the student's return to school.
- c) The student attends the designated exercise, on the day of 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 with 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.

Independent Study - EC 51744, 51745, 51745.5, 51746, 51747, 51747.5, 51749, 51749.5 and 51749.6 and 56026 Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (15 school days or less) and long-term (16 or more school days) will require the IS engagement defined by the policies adopted by the local governing board.

The IS agreement must be signed any time during the school year for short-term IS or prior to beginning long-term IS. All IS agreements must include expectations of students, parent and supervising teachers, and must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how [school name] offers IS options, please contact: **Senior Director, Child Welfare and Attendance., 2300 West Caldwell Street, Compton CA 90220, (310) 639-4321 Ext.**

Long-term independent Study: For pupils scheduled for **more than 16 school days**, the written agreement shall be signed, **before the commencement** of independent study.

Excessive Absenteeism [EC §§ 48320-48324]

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

1. A school administrator may place the student under 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. A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring a note from home to the school office. **Excessive tardiness disrupts instruction and impacts student learning.**

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 full-day absences without a valid excuse or three tardies of more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Examples of truancy include missing an entire school day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the district.

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 schooldays 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.

For questions regarding attendance policies, please contact: **JaMaia Bond, 2300 West Caldwell Street, Compton, CA 90220, (310) 639-4321 Ext. 63107**

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.

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 documentation of parent notifications, contracts and all 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 student's failure 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.

Truant Consequences – EC 48260.5, 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5

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 students’ continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Parents must be notified if their child is identified as a truant. Parents are obligated to compel their child to attend school. District staff will offer to meet with the parents to discuss solutions and offer alternative educational options to help address the truancy. In addition, school personnel are available to meet with the pupil and family to develop strategies to support the pupil’s attendance at school and offer available mental health and supportive services. Research shows that missing 10 percent of school for any reason can translate into pupils having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

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 implementation 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 students 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 as 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 should 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 to 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, 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 prominent issues affecting you and your child. Parent Square's capabilities allow 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)

Advancement Via Individual Determination (AVID)

AVID is an internationally recognized system that helps prepare all students, especially those traditionally underrepresented to achieve their college and career dreams. AVID students are encouraged to seek their highest academic potential by setting challenging goals. They develop critical thinking habits through organizational skills, WICOR writing methods, Cornell note taking skills, Assistance in college/career search, Tutors, Inspirational guest speakers and College visits. Nationwide, AVID has a proven track record of bringing out the best in students and closing the achievement gap.

Academic Intervention Activities and Strategies

When a student is identified as struggling or at risk of failing, our schools provide interventions and remediation of 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.**

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

AB 1796 requires school districts, county offices of education, and charter schools to **annually notify parents or guardians of students in grades 9–12 about the availability of Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and career technical education (CTE) courses** offered at their child’s school. The notification must occur at the beginning of the first semester or quarter. 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 **Jorge Torres, Ed.D., Executive Director, College and Career Readiness @ (310) 639-4321 ext. 55224, email: jotorres@compton.k12.ca.us** or <https://www.compton.k12.ca.us/departments/educational-services/college-and-career-readiness>

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.

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 early admittance.

Parents/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 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 2025-25 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>

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 incentives 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]

California Proficiency Program – 5 CCR 11523 (9-12)

The California Proficiency Program (CPP) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CPP 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 pupil is eligible to take the CPP only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CPP regular administration will be conducted. A fee for each examination application shall not be charged to a student experiencing homelessness or placed in foster care who is also under the age of 25. For more information, including administration dates and registration deadlines, visit the following website:

<https://www.cde.ca.gov/ta/tg/cp.asp>

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 skills, knowledge and experience to help students. We also utilize many computers assisted learning solutions so that students can continue to work 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 should be reproduced and made available. The school may charge the prospectus an amount to cover duplication costs.

Student Support & Monitoring Team (SSMT)

The SSMT builds upon the foundation of a **Multi-Tiered System of Support (MTSS)** as outlined by the California Department of Education (CDE) which is a comprehensive approach to identifying, solving, and monitoring student academic, social-emotional and behavioral challenges. The goal of the SSMT is to provide a framework for collaboration to identify, analyze, intervene, and implement evidence-based strategies to meet the needs of all students. It seeks to create a uniform system of support and intervention implemented throughout the district, thereby ensuring that all students will have access to the same quality of support in any school within the district. The Multi-Tiered System of Supports, align resources and initiatives in ways that encompasses both RtI2 and PBIS to support academic and behavioral needs of all students. The California Common Core State Standards, Response to Instruction and Intervention (RtI³), behavior instruction through **Positive Behavioral Intervention & Supports (PBIS)**, Restorative Practices (RP) and Social Emotional Learning (SEL) are a part of the framework of Multi-Tiered System of Supports (MTSS) monitored by the SSMT.

This Multi-Tiered System of Support Team is a general education school-based problem-solving/progress monitoring team dedicated to identifying and supporting students who exhibit academic, social-emotional or behavioral challenges by providing early systematic assistance to students and connecting them to appropriate interventions and supports. It also provides positive solutions to teachers and families as they seek effective ways to maximize students' potential once they have exhausted all school-wide Tier I and selected Tier II Supports. The SSMT meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular education classroom. Students may be referred by grade level teams, individual teachers, other school personnel, or by parents.

The Purpose of the SSMT is:

- To identify and assist students with academic, social-emotional or behavioral challenges and intervene early in order to reduce the underachievement of students.
- To help teachers solve problems with students using the collective expertise of other appropriate professionals.
- To help parents when they have concerns.
- To attempt to document all reasonable interventions into AERIES and Beyond SST.

- To monitor the effectiveness of interventions provided.

A student may be referred to the SSMT for:

- Lack of academic progress/retention/accelerated promotion
- Increasing behavioral concerns
- Attendance/truancy issues
- Social adjustment
- Exiting Special Education or Section 504 Accommodations
- Alternative placement recommendation and/or returning from alternative placement.
- Parent concerns which do not appear to be resolved may include consideration for Section 504 Accommodation, special education services, placement in certain residential settings, and/or related mental health or medical concerns.

After-School Program

Compton Unified School District is excited to offer K-12 students an opportunity to join the After-School Program, now managed by the district. The after-school enrichment program provides opportunities for students to increase their academic achievement, find or broaden their interests in Science, Technology, 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 after-school program's Literacy and Math enrichment activities support the CUSD daily instructional program. The after-school program also offers enrichment activities provided by community partners who provide culinary arts, tennis, theater, and other engaging learning experiences. There is no cost for anyone enrolled in the program.

Note: Enrollment is limited. Registration is on a 'first come, first served' basis. When enrollment capacity 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 from school dismissal to 6pm. Excused absences include illness and occasional medical appointments. Students who are signed out early from the program must have a documented reason for the early release. Students must be picked up promptly at the end of the program by authorized adults. For all questions and concerns, please contact **Ms. Lesley Martin Director, Expanded Learning Opportunities Program (ELOP)** at (310) 639-4321, ext. 55091, or **Brad Martinez, Clerk Typist III** at (310) 639-4321, ext. 55249

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.



CSUSD COURSE REQUIRED FOR HIGH SCHOOL GRADUATION AND UNIVERSITY ADMISSION

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 Integrated Math 2/Geometry Integrated Math 3/Algebra 2 Statistics Pre-Calculus	<u>3 Years</u> Integrated Math1/Algebra Integrated Math 2/Geometry Integrated Math 3/Algebra 2 (or higher) 4 years recommended	<u>3 Years</u> Integrated Math1/Algebra Integrated Math 2/Geometry Integrated Math 3/Algebra 2 (or higher) 4 years recommended
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 3 years recommended	<u>2 Years (1 with lab)</u> Biological, Chemistry or Physics, (1 can be from G elective) 3 years recommended
World Language	2 Years World Language	<u>2 Years (Same Language)</u> 3 years recommended	<u>2 Years (Same Language)</u>
Visual and Performing Arts	1 Year Visual/ Performing Art	<u>1 Year (Same Discipline)</u> Dance, Music, Theatre or Visual Art	<u>1 Year (Same Discipline)</u> Dance, Music, Theatre or Visual Art
Career Technical Education	Recommended to Complete Pathway		
Electives	50 Credits	<u>1 Year (college prep)</u> Additional year of A-F or G elective	<u>1 Year (college prep)</u> Additional year of A-F or G elective
Physical Education	20 Credits		
Testing Req.	CAASP/CAST	AWPE	Multiple Indicators: GPA/AP/ College Courses/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 2026:** 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 2004-2005 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 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.

College & Career Technical Educación (9-12)- EC 51225.3, 51229,48980(l)

Career Technical Education (CTE) courses are offered to count toward graduation. The CTE courses that are offered at our schools (*satisfy/ do not satisfy- choose one*) the A-G for CSU/UC requirements for admission. For more information, please contact our academic advisors/counselors at: Ms. Rose Gonzalez, **Career Technical Education, 310-639-4321 x 55117**.

Compton Unified School District offers Career Technical Education (CTE) programs at each of its comprehensive high schools. These programs of study are a multi-year 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 on 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.

Apprenticeship Programs and Pre-Apprenticeship Programs - EC 48980, 48980.5

High school students in grades 11 or 12 may take advantage of the following local apprenticeship programs and pre-apprenticeship programs. **Please contact Rose Gonzales, Senior Director, Career Technical Education @ 310-639-4321 x 55117** for information or visit

<https://docs.google.com/document/d/1e0qqO7CaUtq3Q4YyNJ6VV5YNOndbe85McMZGmjQvi7U/edit?usp=sharing>

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. Since 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 12, 2026**
- Second Quarter (First/Fall Semester) Report Card – after **December 17, 2026**
- Third Quarter Report Card – after **March 15, 2027**
- Fourth Quarter (Second/Spring Semester) Report Card – **June 4, 2027**

Elementary/Middle Schools:

- First Trimester Report Card – after **November 6, 2026**
- Second Trimester Report Card – after **March 1, 2027**
- Third Trimester Report Card – **June 4, 2027**

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 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 as well as the ability to opt out of these opportunities. 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. All family and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or if an opt out form has been completed to maintain the students' ability to graduate. Parents /Guardians will be notified if student is exempted.

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

A student identified as a migratory youth who transfers between schools any time after the completion of the pupil's second year of high school or as a newcomer student and is enrolled in what should have been his or her third or fourth year of high school may be eligible to graduate under the state reduced graduation requirements if certain criteria are met. Qualifying students may be able to graduate with their four-year cohort with the state reduced graduation requirements of 130 credits or have the option to remain for a fifth year in order to graduate with the state or the full LEA graduation requirements. A student who graduates with the reduced requirements will have limited access to higher education and other post-secondary opportunities. A student who graduates under the local LEA graduation requirements may expand their post-secondary opportunities and be eligible to submit applications to the UC or CSU systems. Contact our counseling office to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

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 holders, 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.

Extended School Year - Migrant Education - EC 41601.6

Students who are identified as a "migrant child" in grades TK - 6 may be allowed to enroll in two public schools during summer, winter, or other intersessions - both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

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, immigration status have equal educational rights and opportunities including financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status.

Educational Equity: Government Instruction Conferences -EC224

The Sex Equity in Education Act exempts any discrimination based on male or female identity for pupils who seek to participation 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 bade on gender.

Educational Equity: Immigration and Citizenship Status - EC 200, 220, 234.1, 234.7, 66251, 66260.6, 66270, and 66270.3

All students have the right to a free public education regardless of immigration, citizenship status, or religious beliefs. Parents/legal guardians have the option to provide the school with emergency contact information, including secondary contacts to identify a trusted adult who can care for a minor student in the event the parent/legal guardian is detained or deported. Parents/legal guardians have the option to complete the Caregiver's Authorization Affidavit or other documents which may enable a trusted adult with authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint with Compton Unified School District if they are discriminated against, harassed, intimidated, and/or bullied based on actual or perceived nationality, ethnicity, or immigration status. Please see Uniform Complaint Procedures for

more information. The California Attorney General's website provides "Know Your Rights" resources for immigrant students and family members at: <http://www.oag.ca.gov/immigrant>.

Educational Equity: Discrimination: Antisemitism Prevention- EC 244, 262.3, 280, 33800, 48980, 51500, 51501, 60151 & 60152

Compton Unified School District is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics. Compton Unified School District is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with UCP Coordinator and provide evidence that supports the allegations. The district will investigate and respond to all formal complaints within 60 days. If **Compton Unified School District** fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE). [Resolution of Discrimination/Harassment Complaints - Equal Opportunity & Access \(CA Dept of Education\)](#)

To report a concern or request more information about our anti-discrimination policies, please contact: *Carlos Moran, Executive Director, Human Resources*, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310)639-4321 X 55041 Email: camoran@compton.k12.ca.us Website: [Non-Discrimination BU - Compton Unified School District](#)

Students in Active Military Families - Residency Retention and Matriculation (Ed. Code §§ 48204.6, 48980)

A student living in the household of an active-duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves.

A student from an active-duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, other items or money due to the school that was last attended, or if the student is unable to produce clothing or records normally required for enrollment.

If the parent or legal guardian's military service ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school.

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.

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 pupils 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 ***Jorge Torres Ed.D., Executive Director, Educational Services, 501 South Santa Fe Avenue, Compton, CA 90221, (310) 639-4321 Ext. 55120***

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, and 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. Compton Unified School District has adopted a list of the top 18 social skills to be taught to **ALL** students to achieve Social Competencies

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 if 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 collaborate 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.

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.

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 harm 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
- Develop problem-solving skills
- Improve relationships
- Creates empathy
- Increases the need to take responsibility
- Develop strategies for expressing feelings
- Promotes accountability

Code of Student Conduct

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 ensure due process for all students.

Electronic Listening or Recording Devices [EC § 51512]

The use by any person, including a pupil, 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 pupil, 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, stored in the phone collection box during 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 private 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.

Gun Safety Notification-EC 48986, 49390, 48391, and 49392

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

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].

Principal must immediately suspend and recommend expulsion when the following occurs 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)	
☐ (a)	Causing serious physical injury to another person, except in self-defense.	☐ (c)(1)	Possessing, selling, or furnishing a firearm.
☐ (b)	Possession of a knife, explosive, or other dangerous object.	☐ (c)(2)	Brandishing a knife at another person
☐ (c)	Unlawful possession of any controlled substance.	☐ (c)(3)	Unlawfully selling a controlled substance.
☐ (d)	Robbery or extortion	☐ (c)(4)	Committing or attempting to commit a sexual assault or sexual battery.
☐ (e)	Assault or battery upon a school employee	☐ (c)(5)	Possession of an explosive.

Student Suspension and Expulsion – EC 35291, 48900, 48900.5, 48925, 48911, 49069.7 and Mandatory Expulsion Violations – EC 48915

LEAs are required to notify parents/guardians in writing at the beginning of each school year regarding all school rules related to discipline, including suspension and expulsion.

Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single suspension may not be issued for more than five (5) consecutive school days.

Expulsion is the removal of a student from: (1) the immediate supervision and control, or (2) the general supervision of school personnel. In general, other means of correction must be used prior to suspension except in specific circumstances.

Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student’s discipline file, available to access.

A teacher may suspend a student from class for any of the acts enumerated in EC Section 48900, except for misconduct of willful defiance as described in EC Section 48900 (k)(1). More information regarding class suspension by teacher is available at: **Human resources office, contact Patrick Sullivan**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a

certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription 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, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an 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 website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website 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 one 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) (I) An act of cyber sexual bullying.
 - (II) 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). A photograph or other visual recording, as described in this subclause, 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.
 - (III) 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.
- (B) 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.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
 - (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
 - (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
 - (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Prior to a suspension from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the opportunity to present their version and evidence. If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

Expulsion Recommendations

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at a school or at a school activity off school grounds, unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for either of the following:
 - The first offense for the possession of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis;
 - The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Expulsion Violations

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that they determine has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or furnishing a firearm;
2. Brandishing a knife at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery;
5. Possession of an explosive.

The principal or superintendent of schools may recommend expulsion for the remaining grounds.

For more information regarding student discipline, please contact: **Rigoberto Roman, Senior Director, Pupil Services, 2300 West Caldwell St., Compton, CA 90220 310-639-4321 X42701**

Definitions of Prohibited Behaviors

BEHAVIORS INVOLVING VIOLENCE OR WEAPONS

Caused, attempted to cause, or threatened to cause physical injury to another person (CA Education Code 48900(a)(1)); or Willfully used force or violence upon the person of another, except in self-defense (CA Education Code 48900(a)(2))

Examples: Verbally threatening bodily harm; throwing punches or kicks without contact; Mutual fighting; pushing/shoving (i.e., minor scuffle); hitting or kicking without mutual fighting. Additionally, a student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. A student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury, or serious bodily injury shall be subject to discipline under CA Education Code 48900(a).

Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object (CA Education Code 48900(b)) Weapons may include but are not limited to the following: gun, knife, stun gun, switchblade, BB gun, pellet gun, slingshot, metal knuckles, studded hand apparel, mace, pepper spray, metal pipe, fireworks, firecracker; or other objects not designed to be weapons but that are dangerous and not reasonably brought to school without written permission from the principal such as a screwdriver, Leatherman tool, Swiss army knife, butter or steak knife, laser pointing device. Examples: A student having a weapon in a pocket or backpack; selling or giving a weapon to another student. Possession, sale or furnishing a firearm at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Possessed an imitation firearm (CA Education Code 48900(m))

An **“imitation firearm”** means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm. **Examples:** Student having an imitation firearm on their person or in a place under their control, such as a backpack or locker.

BEHAVIORS INVOLVING THREATS

Harassed, threatened or intimidated a complaining witness (CA Education Code 48900(o))

Harassed, threatened, or intimidated a student who is a complaining witness or a 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. Examples: Verbal or written threats to a victim or other witness to prevent them from submitting a written statement or testifying in an expulsion hearing; retaliating against a witness who provided a statement or testimony.

Terroristic threats (Only applies to students in grades 4-12) (CA Education Code 48900.7)

“Terroristic threat” shall include any written/oral statement, by a person who willfully threatens to commit a crime which will result in death, great bodily injury, or property damage in excess of \$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 their safety, their family’s safety, or the safety of school property. Examples: Making a bomb threat or threatening injury via phone call, email, or text.

Behaviors Involving Drugs, Alcohol or Tobacco

Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of drugs, alcohol or an intoxicant of any kind. (CA Education Code 48900(c))

Examples: Being drunk or high; having drugs or alcohol on the student's person, in their backpack, locker or other place under their control; providing drugs or alcohol to another student; selling drugs or alcohol. Some examples of drugs or intoxicants include marijuana, hashish, prescription drugs, spray cans, nitrous oxide, etc.

Unlawful sale of controlled substances will result in an immediate suspension and expulsion referral.

Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished a look-alike substance. (CA Education Code 48900(d))

Examples: Offering or arranging to sell marijuana or prescription drugs and selling/delivering/furnishing oregano (instead of marijuana) or over-the-counter non-prescription pills (instead of prescription drugs).

Possessed or used tobacco or any products containing tobacco or nicotine (CA Education Code 48900 (h))

Examples: Student using the following products or having them on their person, in their backpack or locker, or elsewhere under their control: cigarettes; vapor/electronic cigarettes; cigars; miniature cigars; clove cigarettes; smokeless tobacco; snuff; chew packets; betel.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia (CA Education Code 48900 (j))

"Drug paraphernalia" includes all equipment, products and materials of any kind which are designed for use, or marketed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing...packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this division." (CA HSC Section 11014.5) **Examples:** Possessing or arranging to sell products such as Zig-Zag paper; roach clips; syringes; needles; chamber pipes; bongs.

Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma (CA Education Code 48900 (p))

Examples: Offering, arranging to sell or sell Soma, which is a muscle relaxer that works by blocking pain sensations between the nerves and the brain.

Behavior Involving Harassment/Bullying/Hazing

Sexual Harassment (applies only to grades 4-12) (CA Education Code 48900.2)

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- (d) 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 educational institution.

The conduct described above must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Examples: Inappropriate verbal comments, gestures, pictures or written materials of a sexual nature.

Caused, attempted to cause, threatened to cause or participated in hate violence (Only applies to students in grades 4-12) (CA Education Code 48900.3)

“Hate violence” means to willfully injure, intimidate, or threaten another person in their free exercise or enjoyment of their rights by force or threat of force, because of the person’s actual or perceived race, religion, ethnicity, national origin, disability, sex, sexual orientation, or gender identity. This includes destruction or damage to a person’s property to threaten or intimidate them as described above. Examples: Damaging a student’s locker or other private property with threats to harm the student based on sexual orientation or gender identity; hitting a student or threatening harm based on their national origin or race.

Harassment, threats or intimidation (Only applies to students in grades 4-12) (CA Education Code 48900.4)

For purposes of this offense, there must be intentional harassment, threats or intimidation directed against school district personnel or students that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. Examples: Verbal threats, written notes or electronic messages threatening physical harm; or communications that seek to intimidate or harass.

Hazing (CA Education Code 48900 (q))

For purposes of this offense, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Examples: Requiring a student to eat or drink disgusting food/material; endure physical abuse or engage in physically dangerous or humiliating activities as an initiation to join a student club or team.

Bullying/Cyberbullying (CA Education Code 48900 (r))

(The Anti-Bullying and Anti-Harassment Statement can be found on *page 93*)

Compton Unified School District is committed to prohibiting discrimination, harassment, bullying and bullying. Annual training will be provided for all staff working with students, to prevent bullying and cyberbullying. You can find a list of education websites that describe staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child receives any type of bullying at school, at school events, on the way to school, or from school to home, please report it to BRIM under "Upstander" or contact our district link that is available to help you identify and stop this behavior at: bully@comptonk12.ca.us (310) 898-6188

"Bullying" means any serious or widespread 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 have or can reasonably be predicted to have the effect of one or more of the following" EC § 48900 (r) (2nd):

Bullying EC§ 48900(r) (1) EC 234.4 and 32283.5(See Anti-Bullying and Anti-Harassment Statement on *Page 93*)

The Compton Unified School District is committed to the **prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media**. Annual training will be provided for 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 310 639-4321, Ext. 63015

For the conduct to meet the definition of **bullying** for purposes of this offense, it must be “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 CA Education Code 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:

- (A) Placing a reasonable student(s) in fear of harm to themselves or property, or causing a reasonable student to experience.
- (B) A substantially detrimental effect on their physical or mental health,
- (C) Substantial interference with their academic performance,
- (D) Substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

Students should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, color, creed, national origin, religion, ancestry, age, sex, sexual orientation, gender identity, or disability. (CUSD Board Policy 5145.3)

“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**.
 - IV. 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 recordings, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photography or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - V. 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.

BEHAVIORS INVOLVING PROPERTY

Committed or attempted to commit robbery or extortion (CA Education Code 48900 (e))

Robbery is the taking of private property (such as hats, jackets, shoes, clothing, etc.) in the possession of another person, from their person or immediate presence, taken against the person’s will by means of force or fear. Extortion is getting money or property from someone through the use of force or threats. Examples: Grabbing money, phone or other property from another student’s hand or pocket; threatening to cause physical harm or harm to someone’s property or reputation if the person does not turn over money or other private property.

Caused or attempted to cause damage to school or private property. (CA Education Code 48900 (f))

Examples: Defacing school facilities/materials; writing graffiti in instructional materials, on desks or walls; committing or attempting to commit arson/set fire to school property.

Stolen, or attempted to steal, school or private property. (CA Education Code 48900 (g))

Examples: Stealing or attempting to steal school instructional materials, keys, passwords, testing materials, computers, laptops, cell phones, or other personal electronic devices or money from school, employees, or other students. Possession, duplication, or use of school keys without authorization from school authority is prohibited and will be grounds for disciplinary action.

Knowingly received stolen school or private property (CA Education Code 48900 (l))

Examples: Receiving stolen school laptops, testing materials, or keys; or private property such as student cell or smart phones, laptops or money.

BEHAVIORS INVOLVING DISRUPTION

Committed an obscene act or engaged in habitual profanity or vulgarity. (CA Education Code 48900(i))

Obscene is defined as: relating to sex in an indecent or offensive way; offensive or disgusting by accepted standards of morality and decency. Vulgarity is defined as an act or expression that offends good taste or propriety.

Examples: Making obscene gestures or movements; regularly or repeatedly using profanity toward a school employee or other student(s); regularly or repeatedly making vulgar comments or gestures.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (CA Education Code 48900(k))

Examples: Being off task, out of seat, talking out of turn, talking back, using profanity, failing to complete assignments, failing to follow instructions, coming into class late, failing to bring supplies or materials. **Important**

Note: Students cannot be suspended or expelled for defiance/disruption

Behavior That May Require Intensive Intervention

This list does not include descriptions of some potential intensive intervention offenses that have already been defined above, including CA Education Code 48900 (b) (possession, use or sale of knife or other dangerous object); CA Education Code 48900(e) (robbery or extortion); (q) (hazing); CA Education Code 48900.3 (hate violence); or CA Education Code 48900.7 (terroristic threats)

Possessing, selling, furnishing a firearm (not an imitation weapon) (CA Education Code 48915 (c) (1))

“Firearm” is defined as an instrument used in the propulsion of shot, shell, or bullets by the action of gunpowder exploded within it. The word firearm includes a pistol, revolver or rifle, or any other device designed to be used as a weapon from which a projectile may be expelled by the force of any explosion or other form of combustion.

Examples: Having a gun on a student’s person; in their backpack, locker or other area under their control; selling a gun; furnishing/providing a gun to another person.

Possession, Sale or Furnishing a Firearm at School or at a School Activity Off School Grounds Will Result in Immediate Suspension and Expulsion Referral.

Brandishing a knife (CA Education Code 48915 (c) (2))

As used in this offense, "knife" means any of the following: any type of dagger, other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. “Brandishing” means to wave threateningly, as a weapon; to display ostentatiously; or a threatening or defiant gesture. Examples: Holding a knife and waving it angrily toward other student(s) or school staff.

Possession of an explosive (CA Education Code 48915 (c)(5))

Examples: For purposes of this offense, explosive means “any explosive, incendiary, or poison gas (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses; or any type of weapon (other than a shotgun or a shotgun shell) by whatever name

known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other

propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled. (18 United States Code 921)

Possession of an explosive at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Unlawfully selling a controlled substance (CA Education Code 48900 (c)/CA Education Code 48915(c)(3))

Examples: Selling marijuana, cocaine, methamphetamine, hashish, heroin, PCP, LSD, prescription drugs or other controlled substances.

Unlawfully selling a controlled substance at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Committed or attempted to commit a sexual assault or sexual battery (CA Education Code 48900 (n), 48915(c)(4))

Examples: Sexual assault includes committing or attempting to commit the following offenses: (1) rape, (2) sodomy, (3) lewd or lascivious act upon a child under 14 years old; (4) oral copulation, (5) sexual penetration accomplished by force, duress, menace, or fear of immediate and unlawful bodily injury; and (6) sexual intercourse, penetration, oral copulation, or sodomy where consent is obtained by fraud or false pretenses or by pretense that induces fear. Sexual battery is defined as “[a]ny person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of misdemeanor sexual battery.”

Committing or attempting to commit sexual assault or sexual battery at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Causing serious physical injury (CA Education Code 48915(a)(1)(A))

Examples: Stabbing a student with a knife; causing physical injury that required hospitalization; causing physical injury that caused extreme physical pain or prolonged impairment of bodily function.

Assault or battery of a school employee (CA Education Code 48915(a)(1)(E))

An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on another person. A battery is any willful and unlawful use of force or violence upon another person. Example: Swinging a fist in an attempt to hit a teacher, administrator or other staff; slapping, punching or kicking a teacher, administrator or staff. **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].

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 private 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 caused 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 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.

Student Discipline: Expulsions: Procedures – EC 48916, 48916.1, & 48926

Expulsion Process and Procedures

Expulsion is the most serious level of school discipline and may occur when a student commits certain violations of state law or district policy. According to AB 1230, LEAs are to adopt rules and regulations establishing procedures for the filing and processing of requests for readmission, the required review of expelled students for readmission, and the transition process for readmitted students.

If a student is recommended for expulsion:

The student and parent/guardian will receive written notice of an expulsion hearing.

The notice will include the date, time, and location of the hearing, as well as the reason the expulsion is being recommended.

At the hearing, the student has the right to:

- Be represented by a parent/guardian, advocate, or attorney
- Review the evidence presented by the district
- Present witnesses or evidence on the student's behalf

After the hearing, the governing board or administrative panel will determine whether the student will be expelled.

Educational Placement After Expulsion

If a student is expelled, they still have the right to continue their education. The district must ensure that an educational placement is provided to expelled students no later than three (3) school days after the issuance of the expulsion order. Possible educational placements may include: a district alternative education program, a community day school, a county office of education program, or another program designed to serve students who have been expelled. These programs provide academic instruction and support while students are serving the expulsion term.

Length of the Expulsion Term and Possible Extension

In many cases, an expulsion term may last up to one year. If, upon assessment, the student has not met the conditions of the rehabilitation plan, the governing board may grant one extension of the expulsion period (i.e., one semester). The district will continue to support and review the students' progress during the extension period to determine the student's readiness for readmission.

Individual Rehabilitation Plan

Students who are expelled will receive an individualized rehabilitation plan outlining the steps the student must take to be considered for readmission to school. The expelling district must ensure that the rehabilitation plan includes a periodic review and an assessment for readmission (45 days before the end of the expulsion term), is tailored to the individual student's needs, and specifically addresses the behavior that led to the expulsion.

The plan may be developed in consultation with school personnel who have knowledge or special expertise regarding the student's unique needs. The governing board will assist the student and parent/guardian in locating accessible opportunities and services necessary for the successful completion of the rehabilitation plan. The governing board cannot require students or parents/guardians to pay for any costs or services deemed necessary to complete the rehabilitation plan. The conditions of the rehabilitation plan may include:

- Regular attendance in the assigned educational program
- Participation in academic tutoring
- Demonstrating academic progress
- Participation in counseling or behavioral support services
- Completion of community service, job training, or other rehabilitative programs
- Participation in programs related to the behavior that led to the expulsion
- Other appropriate requirements determined by the district

The rehabilitation plan will be provided in writing to the student and the parent/guardian, along with the district's governing board-approved expulsion order.

Readmission Review Procedures

An assessment of the student's progress toward completion of the rehabilitation plan will be conducted 45 days

before the end of the expulsion term to determine whether the student will be readmitted to the district. A student cannot be denied readmission because of financial or transportation barriers or a lack of viable opportunities to complete the plan. Upon a student's readmission, the governing board shall ensure that there is a procedure for the successful transition of readmitted students.

The governing board must readmit the student unless it finds that:

- (1) the student has not substantially met the plan *despite* having access to necessary resources and opportunities, or
- (2) the student continues to exhibit the behaviors that led to expulsion or commits new expellable acts.

If the student is denied readmission, the governing board is to provide the expelled student and the parent/guardian with written notice describing the reasons for denying the student readmittance into the regular school district program. This notice also includes the educational program in which the student is to be enrolled until the next readmission review and assessment (i.e., 45 days before the end of the expulsion term).

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 ten (10) or more days, which may result in a change of placement.
3. A **Manifestation Determination** meeting must be held 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 like 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.

7. **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 is 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.

Education of Foster Youth

Education of Foster Youth – EC 42238.01, 47605, 47605.6, 48204, 48432.5, 48850, 48853, 48853.5, 48911, 48911.1, 48915.5, 48918.1, 49069.5, 51215.1 and 51225.2

Students supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Students who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of students in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Every LEA is required to designate a staff person as the educational liaison for foster children to: ensure that foster youth are:

- * Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all pupils. This includes the right to remain in the school of origin and the right to matriculate with his or her peers.

- * Students in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of students in foster care.

- * Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.

- * Students in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the student is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue their education in the school of origin while the student is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the student in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the student attends high school as they have the right to attend until they graduate.

* If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute.

* No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.

Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.

* Not required to retake a course the pupil has satisfactorily completed.

* Students in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify students and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the Compton Unified School District in addition to the statewide coursework requirements. To qualify the student must be in foster care and have transferred schools after what would have been their second year of high school, the student cannot reasonably complete the additional local LEA graduation requirements within four (4) years, and the educational rights holder must determine that the graduation exemption is in the student's best interest. If these criteria are satisfied, the student may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

* Once a student is found eligible for this exemption, their eligibility continues even if the student's foster care case closes or the student transfers to another school. It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.

* Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a student is changing school placements so that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For students experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the student will remain in the school of origin and if transportation is needed.

* If a student in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

* If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures. For information regarding the right of foster youth, contact **Dr. Rigoberto Roman, Senior Director, Pupil Services, 2300 West Caldwell St., Compton, CA 90220 310-639-4321 X42701**

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,
- 3) the parent or guardian, with the knowledge of all options, declares otherwise in writing.

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.

In addition to parental notification requirements for an involuntary transfer to continuation school, suspension, or expulsion, notification must be made to the foster child's attorney and social worker, and for the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents. For further information of services and policies please contact related to homeless education rights, please contact: ***Senior Director, 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***

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, contact, ***Senior Director, Rigoberto Roman Ed.D., Foster Youth and Homeless, at (310) 639-4321 Ext. 63108, located at 2300 W. Caldwell St., Compton, CA 90220***

Education of Homeless

Education of Homeless Youth: 42 USC 11432 – EC 48551, 48852.5, 48853, 48857, 51225.1, 51225.2

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access to the same free and appropriate public education provided to students who have permanent housing.

Every LEA is required to appoint a homeless liaison to ensure parents and students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children.

A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- * In an emergency or transitional shelter;
- * In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings;
- * In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);
- * In a hotel or motel as a result of economic hardship;
- * Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- * Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth experiencing homelessness.

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

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all students. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, students, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for students experiencing homelessness.

Students experiencing homelessness are expected to attend school regularly and have the right to:

- * Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- * Education and other services (e.g., to participate fully in all school activities and programs for which a student

is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).

* Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the student experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.

* For the district to accept and issue partial credits for courses that have been satisfactorily completed by the student experiencing homelessness.

* Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer live within the attendance boundaries of those schools.

* Students experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the student attended in the last 15 months to which they have a connection.

* At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.

* Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact **Senior Director, Rigoberto Roman Ed.D., roman@compton.k12.ca.us Foster Youth and Homeless, at (310) 639-4321 Ext. 63108, located at 2300 W. Caldwell St., Compton, CA 90220**

Students experiencing homelessness may qualify for an exemption from local graduation requirements. Designated school staff shall notify students and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the Compton Unified School District in addition to the statewide coursework requirements. To qualify the student must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, the student cannot reasonably complete the additional local LEA graduation requirements within four (4) years, and the educational rights holder (or unaccompanied youth) must determine that the graduation exemption is in the student's best interest. If these criteria are satisfied, the student may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

Once a student is found eligible for this exemption, their eligibility continues even if the student's homeless status changes or the student transfers to another school. It is unlawful for a school, student, or educational rights holder to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.

Students experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Compton Unified School District Homeless Liaison must be notified if a student experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meeting where a manifestation determination is to be made.

For further information on the rights of students experiencing homelessness, please contact **Senior Director, Rigoberto Roman Ed.D., Foster Youth and Homeless, at (310) 639-4321 Ext. 63108, located at 2300 W. Caldwell St., Compton, CA 90220**

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 and charter school must appoint a homeless liaison to assist students and families. Please contact: **Senior Director, Rigoberto Roman Ed.D., Foster Youth and Homeless, at (310) 639-4321 Ext. 63108, located at 2300 W. Caldwell St., Compton, CA 90220** for more information of services and policies related to homeless education rights.

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.

Confidential Medical Services – EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardians. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. Staff will not notify parent when a student leaves school to obtain confidential medical services

Confidentiality of Medical Information Act CC 56.10

School linked service coordinator will have access to health care information which complies with federal healing the insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologist, and clinical counselors.

Immunizations [EC § 49403 and 48216, HSC 120336, 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.

HPV: Cancer Prevention Act

Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

Beginning January 1, 2016, parents of students in any school are not 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 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 medical exemption or personal beliefs exemption from immunizations for your students is available at **(310) 639-4321, ext. 63082.**

Type I Diabetes Information

SB 97 (2021) required that CDE develop informational material regarding type 1 diabetes and make this information available on the CDE's website. On or after January 1, 2023, SB 97 also requires LEAs to either include the material as part of Notice or make these materials available to parents and guardians when students first enroll in elementary school.

The CDE's Type I Diabetes Information sheet is attached and may be found here: <https://www.cde.ca.gov/1s/he/hn/type1diabetes.asp>

Administration of Anti-Seizure Medication (Ed. Code §§ 49468.2, 49468.3)

Parents of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency antiseizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a school nurse is not available. Upon receipt of the parent's request, the district must notify the parent that their child may qualify for an individualized education program or Section 504 plan. Before an emergency anti-seizure medication or therapy treatment may be ministered, parent must provide a seizure action plan to the district.

Inhaled Asthma Medication (Ed. Code § 49423.1)

Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by the school nurse or other designated personnel if the District receives the following: (1) a written statement from the physician or surgeon detailing the medication name, method, amount, and time schedules by which the medication is to be taken, and (2) a written statement from the student's parent requesting that the District assist the student in the administration of medication set forth in the physician or surgeon's written statement. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

Any student who is required to take, during the regular school day, medication prescribed for her or her by a physician or surgeon, may carry and self-administer inhaled asthma medication if the district receives the following: (1) a physician or surgeon's written statement confirming that the child is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration, and (2) parent written consent to the self-administration, a release for the school nurse or other designated school personnel allowing them to consult with the student's physician, and an agreement to release the district and school personnel from civil liability in the event of an adverse reaction as a result of self-administering medication. These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. Students may be subject to disciplinary action pursuant to Education Code section 48900 for using inhaled asthma medication in a non-prescribed manner.

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

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or **JaMaia Bond, Snr Director, Child Welfare and Attendance, 2300 West Caldwell Street, Compton, CA 90220, (310) 639-4321 Ext. 63107** of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the medication on the pupil.

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. Students may carry and self-administer an epinephrine delivery system 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.

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 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.

Student Food Allergies/California Allergy Resource Webpage (Ed. Code § 49414.2)

For information about protection students with food allergies, the California Department of Education has created California Food Allergy Resource internet webpage, which can be found here: <https://www.cde.ca.gov/1s/nu/sn/mgmb.asp>.

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.

Services Provided

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.

Menstrual Products – EC 35292.6 (applicable Grades 3-6)

The Compton Unified School District supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone number of the person responsible for maintaining this supply at this school site.

Mental Health - EC 49428

We provide a multi-tiered system of support for all students, including those with disabilities and those facing challenges in behavior and/or mental health. Our programs and services comprise of preventative practices, education and intervention. Our mental health support includes online and in-person support through counseling, therapy, social wellness, coping skills, support services for students and families experiencing learning difficulties, emotional challenges, anxiety management, family crisis, health concerns, drug, and alcohol related problems. We provide remote or in-person therapy sessions by our highly skilled professionals and also collaborate with partner agencies to ensure that each child can grow and thrive to their fullest potential.

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. For immediate assistance, please contact us on our Hot line: ***Mental Health Urgent Care Exodus Foundation UCC-MLK (562) 295-4617***

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.

A TB skin or blood test is recommended for students in grades TK through 12th if they are at risk for TB. If the skin or blood test is positive, you are required to prove that it is not transmissible, signed by your doctor.

Tuberculosis Screening – HSC 121475-121520

To ensure a healthy school environment, California law requires all students entering school for the first time—or transferring from outside the county—to undergo a tuberculosis risk assessment. Take the Pediatric TB Risk Assessment Form, included in the registration packet, to the student’s healthcare provider. The provider must complete the form up to one year prior to registration or up to 90 days after the student starts school. If the student’s provider is unable to complete the risk assessment within the time frame, please reach out to **JaMaia Bond, Snr. Director, 2300 West Caldwell Street, Compton, CA 90220, (310) 639-4321 Ext. 63107** for additional assistance in the completion of the pediatric risk assessment. Actual TB testing (skin or blood test) is only required if the provider identifies specific risk factors during this screening. Return the completed form to the student’s school site. If you do not have insurance, you may complete the risk assessment at one of the Department of Public Health walk-in sites or visit a low- or no-cost community clinics.

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 12 months prior to entry or by May 31* 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 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.*

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.

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.

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 should 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.

Pupil Safety: Parental Notification: synthetic drugs- EC 48980, 48985.5]

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless assessed, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

Emergency Treatment for Anaphylaxis [EC § 49414]

EC 49414 requires school districts to provide emergency epinephrine delivery systems to school nurses and

trained personnel and authorizes them to use epinephrine delivery systems for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

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 may 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 in 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**

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 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.

Pupil Health: Opioid Overdose Prevention and Treatment: Melanie’s Law - EC 32282, 47605, 47605.6, 49414.3, 49414.4 and 49428.16

School Districts may provide schools, grades 7-12, stock emergency naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

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 do not 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 it takes, 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 STUDENT RIGHTS - 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. Additional leave may occur if deemed medically necessary, as prescribed by a 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 they 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 leaving. 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 Pages 112 - 113 for Reasonable Accommodations for Lactating Students)*

HEALTH CARE EDUCATION & SERVICES [EC § 49452.9]

Instructional Programs Regarding Healthcare

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**.

The California Healthy Youth Act

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, unintended pregnancy **and menstrual health**; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) 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 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 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, and b) The name of the organization or affiliation of each guest speaker.

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.

Home-Hospital Instruction

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 whether 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.

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 comprehensive sexual health and HIV prevention education.
2. Request in writing that their child does 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 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 at least 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 safely 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, 51514 and 20 U.S.C. 1232h(b), (c)(1)(A) and (c)(2)

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.

Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

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 managing 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)

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 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 should 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.

TRANSFERS, PERMITS & SPECIAL PROGRAMS

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.

Compton Early College (High School Diploma and AA)

Compton Early College grades 6-12 are located on El Segundo & Willowbrook. The window for submitting a CECHS application will begin **October 12th, 2026 thru January 11th 2027 for 2027/2028 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.

Attendance: Residency and Alternative Enrollment Options - EC 35160.5(b), 46600, 48980(g)

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, paycheck 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 believe 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.

Please contact **Dr. Rigoberto Roman, Senior Director, Pupil Services, 2300 West Caldwell St., Compton, CA 90220 310-639-4321 X42701** for more information on the protections afforded to these student groups per California law. **Enrollment Options Interdistrict (leaving one district to enroll in another district)** The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. [[Permits and Transfer - Compton Unified School District.](#)]

A student who has completed grade 10 by June 30 may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district and must be treated the same as any other resident student.

Military Family: The school district of residence cannot prohibit the transfer of a pupil who is a *child of an active military duty parent* to a school district of proposed enrollment if that district approves the application for transfer.

For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation requirements are exempted for children of active military.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

A student who has completed grade 10 by June 30 may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district and must be treated the same as any other resident student.

If the interdistrict permit request is denied, [[Permits and Transfer - Compton Unified School District](#)] Once the parent has completed the final appeal process, and if the request is still denied, the education rights holder may

appeal to the Los Angeles County Office of Education within 30 calendar days of a final denial from the denying district. The County appeal process may take up to a maximum of sixty calendar days based on certain factors

A student who is appealing a denial for an interdistrict permit approval through the district or the County Office of Education may be eligible for provisional admission by the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies.

For questions about the interdistrict permit process, please speak to **Dr. Rigoberto Roman, Senior Director, Pupil Services, 2300 West Caldwell St., Compton, CA 90220 310-639-4321 X 42701**

You can find more information about the county appeal process and submit an appeal online here: <https://www.lacoe.edu/services/student-support/engagement/appeals-transfers-expulsions>

Intradistrict (school to school within the same district)

Residents of the school district may apply to other schools that serve the same grade levels within the district. *[Permits and Transfer - Compton Unified School District.]* No pupil who currently resides in the attendance area of a school can be displaced by pupils transferring from outside the attendance area. A student who is a victim of bullying shall be allowed an intradistrict permit to transfer if space is available at the same grade level. If there is no “intra-district” space to attend, the student may seek an “inter-district” permit to another district without any delay in release from the home district, but it does not guarantee entrance to an outside district.

The process to enter another school district will be according to the desired district’s transfer policies. A “victim of an act of bullying” means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

“Bullying” means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online.

Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

For questions regarding enrollment options, please contact **Dr. Rigoberto Roman, Senior Director, Pupil Services, 2300 West Caldwell St., Compton, CA 90220 310-639-4321 X42701**

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 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 2026-2027 will be February 1, 2026, through December 2026, but no later than March 1, 2027. 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 victims of bullying shall be allowed to transfer an Intra-District permit 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.

Transfer of Student Convicted of Violent Felony or Misdemeanor (Ed. Code §§ 48929, 48980)

The district's governing board has adopted Board Policy 5116.2 that allows for the transfer of students who have been convicted of violent felonies and designated misdemeanors to another school within the district if the offending student and the victim of the crime are enrolled at the same school if certain requirements are satisfied.

Transfer of Victims of Bullying (Ed. Code § 46600)

School districts must approve the request of a bullying victim, as defined, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's inter-district transfer request if the school district of proposed enrollment approves the transfer.

Forms and procedures are available at the **Office of Transfers and Student Permits Office (OTSP)** located at *2300 West Caldwell Street, Room E-4, Compton, CA 90220 or call at (310) 639-4321, ext. 63048, 67607 or 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. Each grade 12 student's GPA will be submitted by the October 2 deadline to California Student Aid Commission (CASC) electronically by the 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. Mandated reporters have been expanded in legislation to include all school employees; volunteers (a person who is over 18 years of age and who interacts with pupils outside of immediate supervision and control of the pupil's parent or guardian or a school employee), contractors; and governing board members.

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.

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. Complaints may be filed with the local law enforcement agency; you may also notify the district of an incident by contacting 310-639-4321 x55151.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense;
3. To obtain possession of weapons or other dangerous objects within control of a student;
4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Child Abuse Prevention: Pupil Safety: School Employee Misconduct: EC 32280-32282, 44010, 44242.5, 44830.1, 44939.5, and 51950

The Compton Unified School District is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and has adopted policies and procedures to prevent child abuse, address school employee misconduct, and promote safe school environments.

The School/District maintains written policies that clearly define appropriate interactions and professional boundaries between pupils and all adults on campus, including school employees, volunteers, contractors, and governing board members. These policies are intended to protect pupils and staff and to prevent misconduct, abuse, and grooming behaviors.

The Compton Unified School District's policies limit and regulate electronic, text, and social media communications between pupils and adults. Communications must be professional, school related, age-appropriate, and transparent. Private or inappropriate electronic communications with pupils, especially those excluding parents/guardians, are prohibited.

Under California law, all school employees, volunteers, contractors, and governing board members who work with pupils are mandated reporters of suspected child abuse or neglect. Mandated reporters are required to report known or reasonably suspected abuse to the appropriate authorities. The Compton Unified School District provides annual mandated reporter training, including recognizing abuse, grooming behaviors, reporting duties, and professional boundaries.

The Compton Unified School District provides age-appropriate child abuse and neglect prevention education to pupils, including instruction on recognizing inappropriate behaviors and accessing help or reporting concerns. Parents/guardians will be notified of this instruction and may exercise opt-out rights as allowed by law.

Any pupil, parent/guardian, employee, or community member who has concerns regarding misconduct, boundary violations, or suspected child abuse is encouraged to report concerns promptly to school administration or through appropriate reporting channels.

Policies regarding professional boundaries, supervision, mandated reporting, and pupil safety are available upon request at the school office and on the [\[Home - Compton Unified School District\]](#). These policies have been adopted by July 1, 2026, and reviewed annually.

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 South Santa Fe Avenue, Compton, California 90220, (310) 639-4321 Ext 55041.** 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 overseen by the courts.

The school has no legal authority 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 overseen 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.

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/pupilsafetyeducmat.asp>. The materials are available in multiple languages and can be used to help families prepare for several 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.

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

Compton Unified School District has 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. Schools will still require eligible parents to apply to stay in compliance for accounting purposes only. Schools serving grades 1 through 6 will serve breakfast or a morning snack to non- school-age children with a guardian present.

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 permanent night-time 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, Senior Director 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.

Human Trafficking Prevention (grade 6-12) – EC 49380, 49381

Compton Unified School District is committed to maintaining a safe and supportive learning environment for all students. California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

Age-appropriate human trafficking prevention information may be provided to students as part of health education, safety instruction, or other school-based programs. Instruction is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.

Students and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger
- Connecting to the National Human Trafficking Hotline by calling 1-888-373-7888, Text “HELP” or “INFO” to 233733 or online at <https://humantraffickinghotline.org>

Reports to the hotline may be made confidentially, and support is available 24 hours a day.

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.

School districts, charter schools and county offices of education are required to adopt and annually update their Local Control Accountability Plans ("LCAP"). A complaint alleging noncompliance with the LCAP may be filed under the District's UCP and may be filed anonymously. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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.

Menstrual Products – EC 35292.6 (applicable grades 3-12)

The Compton Unified School District supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

Minimum Day Notification [EC § 48980(c)] (New Information)

Parents and guardians are hereby notified of the scheduled minimum days, also referred to as "Early Release Days," as well as student-free staff development days. Please note that every Wednesday is designated as an Early Release Day during the 2026-2027 school year at all elementary and middle schools. For high school early release days, please refer to the High School Calendar (pages 11-12). Parents and guardians will be notified by their schools of any changes to the schedule.

School facilities: drinking water: water bottle filling stations -EC 38040

Water plays a significant role in maintaining a student's overall health. Students, teachers and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the library, computer lab, and science lab.

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 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.

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
4. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process

and its subject matter. This opportunity shall be a continuous, permanent process.

5. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Parent Involvement

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 collaborate 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.

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 a school emergencies, behavior or discipline concern 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 Special Projects at 310-639-4321 X 55144 located at 16110 South Harris St., Compton, California 90221.* 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 fund 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].

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 record which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. CUSD shall disclose educational records without parental consent to school officials with legitimate educational interests, federal, state, or local education authorities and upon request from officials of another school district in which a pupil seeks or intends to enroll.

School officials with legitimate educational interest may access pupil records without parental consent as long as the official needs to review the records 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' requests 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 collaborate 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.

Right to Request Teacher and Paraprofessional Qualifications- ESSA 1112(e)(1)(A), EC 45330, 48980

Parents may request information on the professional qualifications of their child's teachers and paraprofessionals. Upon request, Compton Unified School District will provide details regarding teacher licensing, state qualification criteria, and grade/subject certifications, teacher emergency or provisional status, teacher's degree major, graduate certifications, and field of discipline and paraprofessional qualifications. To request this information, contact *Patrick Sullivan Director, Human Resources Department, 501 South Santa Fe, Compton, CA 90221, (310) 639-4321, Ext. 55041.*

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

Compton Unified School District is committed to maintaining a learning environment that is free from bullying, 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. This policy applies to all acts related to school activity or school attendance occurring within any school under our jurisdiction. 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.

Under the **Athletes' Bill of Rights**, all students have the right to protection from discrimination based on sex in all athletic programs, access to participate in all academic and extracurricular activities, including the right to apply for athletic scholarships and the right to ask the Athletic Director about athletic opportunities offered by the school. The Compton Unified School District provides specific guidance and a list of statewide resources aimed at

preventing teen dating violence. This guidance is designed to improve pupil safety and strengthen connections between students and supportive adults. Resources can be accessed on our website at [Human Resources - Compton Unified School District](#)

The Compton Unified School District has adopted a Uniform Complaint Procedure (UCP) to address complaints of discrimination or bullying. School personnel who witness an act of discrimination or bullying must take immediate steps to intervene when it is safe to do so. Incidents of racial discrimination or harassment at athletic events must be reported using the standardized form available at [Human Resources - Compton Unified School District](#). To report an incident and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact ***Patrick Sullivan Director, Human Resources Department, 501 South Santa Fe, Compton, CA 90221, (310) 639-4321, Ext. 55041.*** To report an incident, contact the school principal and [Bullying - Compton Unified School District](#).

Effective **July 1, 2026**, our campus maintains at least one all-gender restroom that is unlocked and available to all students during school hours.

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>.

Athletics, Safety, and Civil Rights - CIF Bylaw 210C, EC 221.8, 230, 32050, 32051, 35179.4, HSC 124238.5, 20 U.S.C. § 1681, PC 245.6

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: Dangerous, Violent, or Unlawful Activities - EC 32280, 32282, 47605 & 47605

The Compton Unified School District is committed to providing a safe, secure, and peaceful learning environment for all students and staff. The Compton Unified School District school site is required to have a Comprehensive School Safety Plan, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. The plan is required to include how parents and guardians of pupils, teachers, administrators, and school

personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

In accordance with California Education Code Section 32281, each school site in the district has developed and maintains a Comprehensive School Safety Plan (CSSP) designed to address campus risks and prepare for emergencies.

* Fire/Evacuation Drills: Conducted [monthly/frequency].

* Lockdown/Active Shooter Drill: Conducted [frequency, e.g., twice a year].

* Earthquake Drills: Conducted [frequency].

We teach our students and staff about emergency procedures in a developmentally appropriate, trauma-informed way. We emphasize that drills are to prepare us, not to scare us. Teachers will explain to students what to do for each type of drill in a calm manner.

We will notify families via [email/Parent square] at least [72] hours/days before a scheduled drill. Please ensure your contact information is updated in our system. In addition, parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

If a real emergency occurs, the school will notify parents using **Parent Square, phones & emails**. Please ensure your contact information is accurate.

Our full CSSP, which includes procedures for disasters, child abuse reporting, and school discipline, is reviewed and updated annually by March 1st.

The **Compton Unified** comprehensive school safety plan is available for review at Special Projects. If you have any questions regarding safety procedures, please contact **Gregory Ogomaka, Senior Director 16110 S. Harris Ave., Compton, CA 90221, Phone: (310) 639-4321, x55220, Fax: (310) 632-2825** [Driving Direction](#)

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 decline 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.

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 [Title IX - Compton Unified School District](#) or contact: ***Carlos Moran, Executive Director, Human Resources***, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310)639-4321 X55041
Email: camoran@compton.k12.ca.us

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.

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, no 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.

The Office of Special Projects provides information to parents regarding student and parent engagement activities.

Selection of an Instructional Program Not Offered at Home School and the California Multilingual Education Act (Ed.G.E) Initiative-Proposition 58

In November 2016, California voters approved Proposition 58, the California Education for a Global Economy Initiative. This proposition gives school districts more control over multilingual/biliteracy programs. CUSD will implement the following process in accordance with this proposition.

- English Learners will be able to enroll in language acquisition programs outside of English immersion classes without their parents having to sign an annual exception waiver.
- Parents and guardians of students enrolled in the school may choose a language acquisition program that best suits their child.

If more than 20 parents/guardians from a single grade level or 30 parents/guardians schoolwide collectively request a multilingual or biliteracy program, the school must explore the feasibility of creating one “to the extent possible”. This is applicable to English Learners as well as English-proficient students who want to learn another language.

Parent/Guardian must receive a response from the CUSD within 60 calendar days of the request.

NOTE: Upon completion of the assessment process, the New Student Orientation Center will enter the assessment results into the district’s database. A copy of the District Enrollment Form (including the Home Language Survey, assessment results in English and in Primary Language, and Parent Notification Packet) is placed in the student’s cumulative Emergent Bilingual folder (yellow jacket).

Black Student Achievement

The Department of Black Student Achievement (BSA) was established in 2021 to address the achievement gaps of underperforming black students evidenced by CAASPP scores. The BSA Department has put into place a multitiered system of supports inclusive of interventions, professional development, extensions, college and career access, mentorship, student engagement and parent engagement. One of the highlights of the department is the annual visit to Historically Black Colleges and Universities Tour, which takes place during the week of Spring Break. All expenses are paid for the students to attend this highly educational trip. Additionally, the BSA department regularly takes students on STEM and Career Exploration fieldtrips to SPACE X, Microsoft, JA Finance and to educational conferences in order to extend their learning and give them access to a range of educational experiences and careers. For more information about Black Student Achievement, you may contact: *Ms. Lakisha Moore, at 310-639-4321 X 46515*

At the district level, there are two black parent groups established to engage parents. The first is the **Black Parent Advisory Committee (DBPAC)**, and the second group is the **Black Parent Language and Literacy Club**. These groups provide a safe place for parents to advocate for students analyze student data, learn and work with sites and district leaders to meet the academic needs of black students.

In addition to district level DBPAC and BPLLC, each school also has a Black Parent Advisory Committee (BPAC) is a place for parents and staff to discuss student data, learn together and work to create solutions in service of black student achievement Meetings are held monthly.

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 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 TK - 8

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

- Improving time attendance at school.
- Saving money on designer clothing at school (cost effective).

- Helping prevents 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 should 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. [Sexual Harassment - Compton Unified School District](#) more information about the district's sexual harassment policy or to report incidences of sexual harassment, please contact: IX Coordinator: ***Carlos Moran, Executive Director, Human Resources***, 501 Santa Fe Ave., Compton, CA 90221 Telephone: (310)639-4321 X 55041, camoran@compton.k12.ca.us

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 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 orientations 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]

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 ***Carlos Moran, Executive Director, Human Resources***, 501 Santa Fe Ave., Compton, CA 90221
Telephone: (310)639-4321 X 55041, cmoran@compton.k12.ca.us

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 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.

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: ***Rigoberto Roman Ed.D., Pupil Services, 2300 W. Caldwell St., Compton, CA 90220, (310) 639-4321 Ext. 63045 or School Police Ext. 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.

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 *Carlos Moran, Executive Director, Human Resources*, 501 Santa Fe Ave, Compton, CA 90221 Tel. (310)639-4321, x 55041, camoran@compton.k12.ca.us

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]

Suicide Prevention Policies: EC 215

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities. A young person (ages 10–24) in California dies by suicide approximately every 16 to 24 hours on average. Recognizing that early prevention and intervention can drastically reduce the risk of suicide and is a collective effort of all adults that support and work with students, including parents/legal guardians, caregivers, families, local community organizations, mental health practitioners, and related professionals.

Compton Unified School District has developed and implemented preventive strategies and intervention procedures that include the following:

[CUSD Suicide Prevention Board Policy 5141.52](#)

[CUSD K-6 Readability BP 5141.52 Suicide Prevention](#)

[Suicide Prevention Guide II](#)

[PMRT - Suicidal Ideation Protocol](#)

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

The district is required to provide 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, Special Education and Individualized Education Program (IEP) – [EC § 56301; 20 USC 1401(3); 1412(a)(3); 34 CFR 300.111(c)(d)]

Under state law, each public school system is responsible for finding children with disabilities in its area. All students with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parents/guardians and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian.

The school has an obligation to identify, locate, and evaluate students who may have disabilities and who may be in need of special education and related services. Parents/guardians may request an assessment at any time by submitting a written request to the school.

If a student is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parents/guardians are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their child's educational needs and consent to or decline proposed services, as permitted by law.

Students with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and support are determined by the IEP team and are based on the students' unique needs.

Parents/guardians of students with disabilities have rights known as procedural safeguards, which include the right to receive prior written notice of proposed actions, review educational records, independent educational evaluations (IEEs), when applicable, and the right to resolve disagreements through IEP meetings, mediation, due process hearings and state complaint procedures. A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a student with an IEP reaches 18 years of age, educational decision-making rights transfer to the student unless a legal exception applies. Parents/guardians will be notified prior to this transfer of rights.

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 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 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 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 special education pupils 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 Success and Monitoring 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 educational programs and services provided by the district.

Mild-to-Moderate SDC:

In this program, the instruction is in core curriculum with adaptations and accommodations that are based on the scholar's individual needs. Scholars receive elective courses with their general education peers where available. When possible, scholars should be mainstreamed in core classes.

Moderate-to-Severe SDC:

This program is a more restrictive SDC class, which uses a modified curriculum. The curriculum taught in a moderate-severe SDC class is often called "Life Skills" or "Functional Skills." The curriculum taught is scholar-centered; therefore, certain skills may be best taught in the natural environment in which the activity would normally take place, community-based instruction. These scholars also participate in elective classes where available with the support of a paraprofessional. If a scholar is placed in this setting and remains there until high school, they are not on a diploma pathway. They would be on a Certificate of Completion pathway.

STEP SDC:

The STEP program is for scholars exhibiting severe emotional and behavioral challenges. These challenges are often associated with significant learning and behavioral difficulties and are served in the STEP program, K-8 grades. These classes teach academics. Curriculum, such as reading, language arts, math, and sciences are taught. In addition, intensive behavioral intervention and mental health services are provided when appropriate.

Resource Specialist Program (RSP):

The resource program provides scholars with learning differences assistance in developing strategies which allow them to learn through their strengths and to circumvent their weaker areas. Resource is a special education program for a scholar with a disability enrolled in either a special class and/or general education class and who needs specialized supplementary instruction in an individual or small group setting for a portion of the school day. Scholars who receive resource specialist services are enrolled in general education classes. These services are provided with the appropriate accommodations to the core curriculum as outlined in their Individualized Education Plans (IEP) by the resource specialist. Resource specialists' services are offered at every K-12 school.

Designated Instruction and Services (DIS):

Designated Instruction and Services are special education related services that are necessary for a scholar to benefit from his/her special education program. When deemed necessary, and as determined by the IEP team, DIS/related services may be provided to the scholar. Scholars who receive DIS services are enrolled in general education and special education classes. They are provided with additional specialized instruction by qualified staff, e.g., Speech Therapist, Occupational Therapy and/or Physical Therapy, Adaptive Physical Education, and Counseling.

Other Services Include:

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

- 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. L Room 19 or 17 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 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.

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.

The District may close an account or deny access at any time deemed necessary. The administration staff, or faculty of the Compton Unified School District may revoke or suspend specific user accounts.

Any attempt to violate this policy may result in one or all of the following actions: restricting network access; loss of network access; disciplinary or legal action including, but not limited to, suspension or expulsion and/or criminal prosecution under appropriate local, state and federal laws; assessment of the cost of damages to hardware/software.

Responsible Use Policy for Students

I understand that I must read this document carefully with a parent/guardian. I understand that using digital devices (whether personal or school owned) and the network is a privilege and when I use them according to the Responsible Use Policy, I will keep that privilege. I also understand that violations could impede my access to technology, and it could be subject to disciplinary action.

Definition of Technology

The Compton Unified School District's electronic information and technology services include:

- Aeries Student Information System
- Google email and applications (Drive, Meets and Classroom)
- Wired and wireless network access
- Students may be assigned accounts for educational purposes, some examples: Kahoot, Khan Academy, 9 dots.

Technology Device Types

- Computers in Computer lab
- Chromebooks
- iPads/Tablets

Terms and Conditions

As a representative of this school, I agree to follow the CUSD Code of Conduct and commit to the following responsible use guidelines:

Personal Responsibility

- I will use digital devices, networks and software in support of education and research and with the educational goals and objectives of the Compton Unified School District.
- I will not reveal my home address or personal phone number or the addresses and phone numbers of others.
- I will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including innovative technology.
- I understand that bullying in any form, including cyberbullying, is unacceptable.
- I will log out of unattended equipment and accounts in order to maintain privacy and security.
- I will not share any school or District usernames and passwords with anyone.
- I will not access the account information of others.

Illegal Activities

- I understand that the use of the district network for illegal, political, or commercial purposes is strictly forbidden.
- I will report any misuse of the network to an Administrator. Common misuse can be viewed as any message(s) sent or received that indicate or suggest porn, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below.
- I understand the transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- I will notify an Administrator if I identify a security problem and understand that any user identified as a security risk will be denied access to the information system.

- I will not participate in vandalism and report any that I become aware of. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system.

Intellectual Property

- I will follow all copyright (<http://copyright.gov/title17/>) guidelines.
- I will not copy the work of another person and represent it as my own and I will properly cite all sources.
- I will not download illegally obtained music, software, apps, and other works.

District Resources

- I understand that all district computers/network/internet usage, including any personal device in use on our district website, is not considered confidential and is subject to monitoring by designated staff
- to ensure appropriate use, including electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
- I understand that resources are limited, and I will not download excessively large files, nor stream music or videos for personal use.
- I understand that I am permitted to have an electronic device during the instructional day provided that the use is permitted by the teacher and does not disrupt the instructional process, as determined by the classroom teacher.

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.**

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
- Use 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 a crucial 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 familiar 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 contact *Dr. Jennifer Moon, Chief Academic Officer, Educational Services, (310) 639-4321, ext. 55012* with any concerns or inquiries regarding textbooks and library.

Uniform Complaint Policy and Procedure – 5 CCR 4600 *et seq.*

Compton Unified School District (CUSD) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Compton Unified School District shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including, but not limited to allegations of discrimination, harassment, intimidation, or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by the CUSD that are subject to UCP as cited below. The CUSD shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of Regulations, Title 5, Sections 4600-4695, and the policies and procedures of the Compton Unified School District.

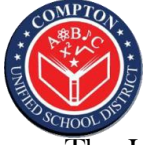
[All programs and activities for UCP offered by Compton USD are listed in the UCP checklist below]

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation.

Complaints must be filed in writing with Compliance Officer. The district will complete the investigation and issue a written Decision (Investigation Report) within *60 calendar days* from receipt of the complaint.

Please contact ***Carlos Moran, Executive Director, Human Resources***, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310) 639-4321 X 55041 Email: camoran@compton.k12.ca.us, if you would like more information on how to file a complaint with the school or district. The parent may appeal to CDE within *30 calendar days* if not in agreement with the final report. For more information on the CDE appeal process, you may visit:

<https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>



Uniform Complaint Policy (UCP) Checklist for LEA

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

The LEA is 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: Provide appropriate UCP notification for each that your LEA may have in place:

- ☐ Accommodations for Pregnant and Parenting Pupils
- ☐ Adult Education
- ☐ After School Education and Safety
- ☐ Agricultural Career Technical Education
- ☐ Career Technical and Technical Education, Career Technical, Technical Training (state)
- ☐ Career Technical Education (Federal)
- ☐ Child Care and Development
- ☐ Compensatory Education
- ☐ Course Periods without Educational Content
- ☐ Education of Pupils Placed in Foster Care, Pupils Who are Experiencing Homelessness, Former Juvenile Court Pupils Now Enrolled in a School District and Children of Active Military Families
- ☐ 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 or Athletic Team Names, Mascots, or Nicknames
- ☐ School Plans for Student Achievement
- ☐ School Safety Plans
- ☐ School Site Councils
- ☐ State Preschool
- ☐ State Preschool Health and Safety Issues in LEAs Exempt from Licensing

Post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in active military families, migratory and newcomers, as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2.

This notice shall include complaint process information, as applicable.

For more information about UCP, go to CDE webpage: <https://www.cde.ca.gov/re/cp/uc/>



Uniform Complaint Procedures (UCP) Annual Notice 2026–27

Compton Unified School District

The *Compton Unified School District* annually notifies our students, employees, parents or guardians of its students, district advisory committees, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The annual written notice of the complaint procedures shall be in English, and when necessary, in the primary language or mode of communication of the recipient of the notice. 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 Programs
- 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 California *Education Code* (EC) sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, 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 *EC* 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, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (*ESSA*)
- Instructional Materials and Curriculum Constituting Unlawful Discrimination
- Local Control and Accountability Plans (*LCAP*)
- Migrant Child Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School or athletic team names, mascots, or nicknames
- Schoolsite 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*) or designee deems appropriate.

Filing a UCP Complaint

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.

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

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Carlos Moran
Executive Director
Human Resources Department
501 South Santa Fe Ave., Compton, CA 90221
(310) 639-4321 ext.55041
camoran@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*.

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, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

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

We advise complainants of civil law remedies, including, but not limited to, 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 complaint 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 *California Code of Regulations*, Title 5 (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.



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 and 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/information, 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 school under the authority of Compton USD, the Superintendent of the school district, and the county superintendent of schools in enacting policies and procedures that govern Compton USD. **(CA Ed. Code Sections 220, 234.1 (a) and 260; CA penal Code (PC) section 422.55; CA Code of Regulations; Title 5 (5 CCR) Section 4900, 4902, & 490; Code of Federal Regulations, Title 34 (34 CFR) Section 106.8 (a)) 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 pupil 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 and coming from 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 **Rigoberto Roman Ed.D., Pupil Services**, at (310) 639-4321 Ext. 63021, 2300 W. Caldwell Street, Room A Compton, CA 90221 Email: rroman@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, an appeal can be filed with **Patrick Sullivan, Human Resources** at (310) 604-6721, 501 South Santa Fe Avenue, Compton, CA 90221

Email: dsullivan@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

NOTICE OF STUDENT POLICY PROHIBITING SEXUAL HARASSMENT

BP/AR 5145.7 – Sexual Harassment; BP/AR 1312.3 – Uniform Complaint Procedures

The Compton Unified School District prohibits sexual harassment directed toward any student by anyone, at school, or at any school-sponsored or school-related events. The district strongly encourages all students to report incidents of sexual harassment to the District's Title IX Coordinator or to any school site administrator. Any employee who receives a report or observes an incident of suspected sexual harassment shall also notify the District's Title IX Coordinator or a school site administrator. The district prohibits retaliatory behavior toward any person who brings forth a complaint of sexual harassment brought forth by or on behalf of any student will be processed in accordance with District Administrative Regulation 1312.3 – Uniform Complaint Procedures, a copy of which is available on the District's website or may be obtained at the front office.

Examples of types of conduct which are prohibited, and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually, sexual battery, or sexual coercion
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications, such as through social media or text messaging, which contain comments, words, or images described above

To Report a Complaint of Sexual Harassment or Obtain Additional Information Related to this Posting, You May Contact any School Site Administrator or: contact **Carlos Moran, Executive Director, Human Resources**, 501 Santa Fe Ave, Compton, CA 90221 Telephone: (310) 639-4321 X 55041 Email: camoran@compton.k12.ca.us

Any Student Who May Be a Victim Sexual Harassment (Complainant/Victim)

- He has the right to file a formal written complaint with the District.
- Will be provided support services by the District/school site, upon notice of their complaint, which may include counseling/academic services, or a "no contact" order.
- May agree to engage in procedures to informally resolve their complaint.
- Will be given the opportunity to explain and provide evidence related to their complaint.
- Will receive notice of the outcome of their complaint, as well as information about how to appeal the outcome their complaint to the California Department of Education, should they disagree with it.
- May file their complaint directly with the US Department of Education, Office for Civil Rights.

The individual Named in the Complaint (Respondent/Alleged Offender):

- Will be informed of the claims brought forth against them.
- Will be provided support services by the District/school site, while any complaint is pending against them, which may include counseling/academic services, or a "no contact" order.
- May agree to engage in procedures to informally resolve the complaint brought forth against them.
- Will receive notice of the outcome of the complaint brought forth against them.

The District/School Site:

- Will process all complaints of sexual harassment brought forth by or on behalf of any student in accordance with District Administrative Regulation 1312.3 – Uniform Complaint Procedures.
- Will report complaints of sexual harassment to the District’s Title IX Coordinator or designee for processing. Within three business days, the designee may informally discuss with the parties the possibility of mediation. Within 10 business days, the designee will initiate an investigation into the complaint, if appropriate. At the conclusion of the investigation, the designee will issue notice of the outcome to the Complainant/Victim and Respondent/Alleged Offender.
- Will assist in installing support services for the Complainant/Victim and Respondent/Alleged Offender while any complaint is pending.
- Will keep all complaints and allegations of sexual harassment confidential, except as necessary to conduct the investigation or take other subsequent necessary action.
- Will implement appropriate corrective actions in cases where it is found that conduct occurred in violation of the District’s policy prohibiting sexual harassment.



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 collaborating directly with their instructors, supervisors or departments. Requests for accommodations may also be made to the **Patrick Sullivan, Director, Human Resources, 501 South Santa Fe Avenue, Compton, CA 90221, (310)-639-4321 Ext. 55041** dsullivan@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 should 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 is 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 Accommodation:

If you wish to request accommodation 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:

*Director, Patrick Sullivan
Human Resources Department
501 South Santa Fe Avenue
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 -----	562-295-4617
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
ACKNOWLEDGEMENT OF RECEIPT AND REVIEW of
The Parent/Student Handbook by Parent/Student

Dear Parent/Guardian:

The Compton Unified School District is required annually to 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)

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Compton Unified School District
RELEASE FORM FOR DIRECTORY INFORMATION
2026-2027

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 Unified 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 for a Student Experiencing Homelessness

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

Recent legislation passed that does allow directory information for a student experiencing homelessness to be shared to facilitate *free oral and vision health screenings*. If you do not want your students' information to be shared for this purpose, you must provide written notification that you do not consent to this release.

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:
- | | |
|--|---|
| ☐ PTA (if applicable) | For 11th or 12th grade students only: |
| ☐ Health Department | ☐ United States Armed Forces |
| ☐ Elected Officials | ☐ Universities or Other Institutions of Higher Education |

Media Release

1. The student may be interviewed, photographed, or filmed by members of the media.
2. 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
CAL GRANT PROGRAM OPTION
(For students in the 11th grade)

PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN TO YOUR SCHOOL BY
Date: **September 30, 2026**

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 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)

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Compton Unified School District
ANNUAL PESTICIDE NOTIFICATION REQUEST
2026-2026

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)

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Compton Unified School District

CONCUSSION INFORMATION SHEET

2026-2027

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 cannot 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
Cannot recall events <i>prior</i> to hit or fall	Confusion
Cannot 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	

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 severe 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 underreport symptoms of injuries. And concussions are no different. As a result, the education of administrators, coaches, parents, and students is the key for student-athletes’ 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 whether 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 is better to miss one game than to 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

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Compton Unified School District

SUDDEN CARDIAC ARREST INFORMATION SHEET

2026-2027

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) do not 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 are 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 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:

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 the bottom portion only. Please keep the upper portion for your information.

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

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

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COMPTON UNIFIED SCHOOL DISTRICT

2026-2027 PRESCRIPTION OPIOIDS INFORMATION SHEET

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following 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 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 do not 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 **2026-2027 NOTICE REGARDING HOMELESS EDUCATION**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitle 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 lack 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 eligibility; school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison, ***Senior Director 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 run away 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.

It is not a crime to live in one of the above situations and schools are here to assist you and your children with enrollment and appropriate services. This information will not be shared outside of the educational entity.

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

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



Compton Unified School District **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 aids 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>



STOP SEXUAL HARASSMENT

Students do not have to endure sexual harassment under any circumstance.

Compton Unified School District takes all complaints of sexual harassment seriously and will investigate and address identified sexual harassment by taking reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future harassment. Supportive measures will be implemented during an investigation to ensure a safe school environment. To the extent possible, complaints will be kept confidential.

Report a charge of sexual harassment to: Patrick Sullivan
dsullivan@compton.k12.ca.us

You can also notify your teacher, principal, or any other school employee.

For more information: [Link to LEA Policy](#)





Compton Unified School District **2026-2027 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 child 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.

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 UCP COMPLAINT INVESTIGATION

The staff member, position, or unit responsible to receive and investigating UCP complaints and ensuring our compliance in our agency is:

Name or title: _____.

Unit or office: _____.

Address: _____.

Phone: _____.

Electronic mail address: _____.

Patrick Sullivan, Director Human Resources Department, 501 South Santa Fe Avenue, Compton, CA 90221 (310) 639-4321 Ext 55041 dsullivan@compton.k12.ca.us is knowledgeable about the laws and programs assigned to investigate.

The *Compton Unified School District*. will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC*) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.



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

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: _____

Link to CDE fillable form: [Sporting Event and Game Incident Report Form - Equal Opportunity & Access \(CA Dept of Education\)](#)

Sporting Event/Game Incident Report

This form is to document incidents of racial discrimination, harassment, and/or hazing that occur at high school sporting games or sporting events. Anyone who experiences, witnesses, or becomes aware of such behavior is encouraged to complete and submit this form to the local educational agency (LEA) as soon as possible after the incident.

You may also report a hate incident or hate crime to the [California Civil Rights Department's CA vs. Hate Resource Line and Network](#). Reports can be made [online](#) or by calling (833) 866-4283, Monday to Friday from 9 a.m. to 6 p.m.

Your Contact Information

Name:

Email Address:

Telephone Number:

Mailing Address:

Incident Details

Type of Incident: ☐ Racial Discrimination ☐ Harassment ☐ Hazing

Location of Incident:

Sporting Game or Event Name:

Date(s) of Game or Event:

Names of individuals involved in the incident (students, parents/guardians, school staff, coaches, etc.).

Describe what occurred, making sure to focus on why you believe the incident involved racial discrimination, harassment, or hazing.

☐ Additional pages attached.



3 FORMAS DE OBTENER AYUDA DE SALUD MENTAL DE MANERA ANÓNIMA



LÍNEAS TELEFÓNICAS (HOTLINES).

Hay líneas telefónicas disponibles 24/7 para brindar apoyo e información sobre salud mental general y problemas específicos, incluyendo:

- Línea Nacional de Prevención del Suicidio:
- 1-800-273-TALK (8255)
- Línea de Texto para Crisis: Text HOME al 741741



APLICACIONES (APPS).

Existen aplicaciones disponibles para Android y iPhone que ofrecen recursos y apoyo de salud mental, incluyendo Pacífica, 7 Cups y Talkspace.



ESPACIOS EN LÍNEA (ONLINE SPACES).

Existen espacios en línea que ofrecen apoyo entre pares, conversaciones en chat o terapia.

*Information provided by the MHFA curriculum.

MENTALHEALTHFIRSTAID.ORG



**MENTAL
HEALTH
FIRST AID®**

Para mas informacion, por favor contactar: _____

Numero de Telefono: _____

Correo Electronico: _____

