1991

Guidelines for implementation to year round education

Michelle Greem

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Educational Administration and Supervision Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd-project/842

This Thesis is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
GUIDELINES FOR IMPLEMENTATION

TO

YEAR ROUND EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino
1991

In partial fulfillment of the requirements of the
Degree of Master of Arts in
Education: School Administration option

BY
MICHELLE GREEN
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of Purpose</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Proposed Steps</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>Review of Literature</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Scope</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Advantages and Disadvantages</td>
<td>7</td>
</tr>
<tr>
<td>III</td>
<td>Mechanics of Year Round Education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Form a Task Force</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Form a Steering Committee</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Survey the Community Attitude</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Selection and Description</td>
<td>14</td>
</tr>
<tr>
<td>IV</td>
<td>Expenditure Analysis</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Capital Costs</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Transition Costs</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Operating Costs</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Incidental Costs</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Incentive Funding</td>
<td>34</td>
</tr>
</tbody>
</table>
### Implementation

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration and Scheduling</td>
<td>38</td>
</tr>
<tr>
<td>Vacation/Holidays</td>
<td>39</td>
</tr>
<tr>
<td>Intercessions</td>
<td>40</td>
</tr>
</tbody>
</table>

### Conclusion/Recommendations

References

Appendices

Appendix A Community Survey

Appendix B Questions/Answers

Appendix C 4 Track Calendar

Appendix D Cost Worksheets

<table>
<thead>
<tr>
<th>Worksheet</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Capital Costs Avoided</td>
<td>59</td>
</tr>
<tr>
<td>1.2 Capital Costs Avoided</td>
<td>60</td>
</tr>
<tr>
<td>1.3 Capital Costs Avoided</td>
<td>61</td>
</tr>
<tr>
<td>1.4 Capital Costs Avoided</td>
<td>62</td>
</tr>
<tr>
<td>1.5 Capital Costs Avoided</td>
<td>63</td>
</tr>
<tr>
<td>1.6 Capital Costs Avoided</td>
<td>64</td>
</tr>
<tr>
<td>Feasibility Cost Form</td>
<td>65</td>
</tr>
<tr>
<td>1.7 Transition Costs</td>
<td>66</td>
</tr>
<tr>
<td>1.8 Operating Expenses; Cert.</td>
<td>67</td>
</tr>
<tr>
<td>1.9 Operating Expenses; Class.</td>
<td>68</td>
</tr>
<tr>
<td>1.10 Operating Costs</td>
<td>69</td>
</tr>
</tbody>
</table>

Appendix E Examples

Registration Letters and Forms

Track Selection Form

Back to School Reminder Letter
Introduction

Once again, California is leading the way toward change in education. This time it involves rescheduling the school year. The impetus for this change is the recent rapid growth in enrollments, the scarcity of money to build schools, and the timelag for construction of badly needed classrooms.

Year round education is a reorganization of the school calendar into instructional blocks and vacations distributed across the calendar year so that learning is continuous throughout the year.

The driving force behind the rescheduled school year is to serve more students in the same building and thus ease over crowding. Year round education in this state means multiple schedules, not additional school days for students. The movement to year round schools is controversial at both the state and local levels. Many schools resist the transition, while others embrace the new calendar. The issues presented in this study will help guide the schools and communities to better understand and hopefully simplify the process of breaking tradition and to catapult to Year Round Education.

Background

A concern of the nation's governors focused on anticipated enrollment growth and under utilization of existing physical school facilities. Representing an
investment of a quarter of a trillion dollars, schools are traditionally used for only 180 days of the calendar year. This concern resulted in the recommendation that "states should act to restore school buildings, including the adoption of year round school calendars" (Quinlan, 1987).

In California, interest in year round education programs has increased sharply over the past few years. Much of the interest occurs because many school district administrators are being forced to address problems of overcrowding in their schools, school buildings cannot be constructed nor funded in time to accommodate this rapid growth. Therefore, year round education offers an alternative to school construction.

Year round education is a western movement. When observing schools on year round calendars, 90% are found in the western United States with 79% in California alone (Hough, 1989). Several reasons may drive the occurrence, but clearly state policy, changing population trends, community preference, and administrator support emerge as dominant. Of these, community preference and administrator support may be the added weight that either tip the scale in favor of or against the successful implementation of year round education programs.
Statement of Purpose

The purpose of this study is to compose a structure for school administrators to plan and to implement year round education. This study will contain guidelines and steps towards implementing year round education. This study will assist administrators in preparing their school for year round education.

The emphasis in this study will be on implementing year round education at the elementary level. This study assumes the reader has a limited background in year round education.

Most studies on year round programs are case studies of the experience of one school or school district with the year round calendar and lack the essential elements of a step by step checklist to successfully transform traditional schools to year round education. The following is a suggested step by step checklist to implement year round education at the elementary level:

Proposed Steps

*Form a Task Force

*Form a Steering Committee

*Survey the community attitude

*Adopt a year round education calendar (number of tracks, 45-15, 60-20, 90-30)
*Hold public meetings
*Plan the staffing
*Establish registration and scheduling
*Notify parents of track assignment
Review of Literature

Year round education is not a new concept. Since the turn of the century, a few school districts, particularly in large urban areas such as Buffalo and Chicago, have operated schools for 11 or 12 months each year. The Hayward Unified School District was the first California district to operate a year round education program, primarily to improve the achievement of its students (Quinlan, 1987). Students attended school for 50 days and then went on vacation for three weeks. This pattern was repeated for the remainder of the school year.

Special legislation was passed to grant exemption from certain state reporting requirements and to provide financial support for the additional instructional days. When the legislation expired in 1975, the program was not renewed although the district showed evidence that test scores had improved and that parents, teachers, and students favored year round education. Because the extra funding was lost, the year round program continued under a 180 day plan.

By 1972, rapid growth in school enrollment, especially in San Diego County and the vicinity, prompted 15 school districts in this area to institute year round education programs to relieve overcrowded conditions. As the population growth continued, particularly in southern
California, more districts began year-round programs until the movement reached its peak in 1976-77 when 56 districts operated such programs in 200 schools. Nearly one-third of the districts operating year-round programs no longer suffer from overcrowded conditions, but they have chosen to continue year-round education for other reasons.

On September 27, 1987, the Isenberg Bill became law. This bill, AB 1650, prohibits the State Allocation Board, from approving an application for school project funding "...unless accompanied by a study examining the feasibility of implementing in the district a year-round multi-track educational program that is designed to increase pupil capacity in the district or in overcrowded high school attendance areas by at least 20 percent" (Education Code Section 17717.5d).

Furthermore, AB 1650 stipulates that no school district shall qualify for the lease of one or more portable classrooms "...except upon submitting a study examining the feasibility of implementing in the district a year-round multi-track educational program that is designed to increase pupil capacity in the district by at least 20 percent" (Education Code Section 17788.3).
Scope

Districts That Must Comply

All elementary and unified school districts must comply unless they meet or will meet the requirements of increased pupil capacity outlined in Education Code Section 17717.5(e). This Code defines increased pupil capacity in a district as,

"At least 10 percent of district pupils or 20 percent of pupils in the high school attendance area for which the district is applying for new facilities, in kindergarten or any of the grades 1 to 6, inclusive, are enrolled, or will be enrolled no later than July 1, 1990, in year round multi-track educational programs;" or, "at least 30 percent of district pupils in kindergarten or any of the grades 1 through 6, inclusive, or 40 percent of the pupils in the high school attendance area for which the percent of the pupils in the high school attendance area for which the school district is applying for new facilities are enrolled, or will be enrolled no later than July 1, 1992, in year round multi-track educational programs."

A letter must be written to the State Allocation Board describing the school’s schedule for implementing multi track year round programs in compliance with the expanded pupil capacity outlined in Education Code Section 17717.5(e).

Advantages and Disadvantages

Disadvantages

Some disadvantages associated with multi track plan include:

* disruption of family habits and lifestyles
* students unable to take sibling trips because of
the different vacation schedules
*may clash with other school districts for coordinating athletic and academic competitions
*lack of sufficient time for maintenance
*lack of a long summer vacation
*because few districts are 100 percent year round, different schedules require central cafeterias be kept open 12 months, at greater cost
*summer classes may be uncomfortable, without air conditioning
*lack of storage for teachers on vacation
*students and teachers not in the same room all year
*lack of savings may be offset by the possible need to air condition existing facilities
*start up expenses incurred, include the following: planning and preparation, public relations designing new curriculum and instruction development of computer tracking of student progress
*increase communication problems
*increases scheduling problems
*lack of child care
*may interfere with traditional summer activities
*families disrupted because of different school schedules
*prejudice against the program that exists in the public mind in places where the system never has been used

Advantages

Year round education programs have been implemented for a variety of reasons. They are as follows:

*increase capacity at a site
*brings increased ADA
*reduces overcrowding
*increases both school and community facilities
*provides shorter breaks between learning periods
*higher student interest and enthusiasm
*higher teacher enthusiasm, less burnout
*alleviates substitute shortage
*improves student learning
*higher learning retention
*saves time in reviewing materials
*provides seasonal vacations
*add flexibility to the curriculum
*provides additional classroom space
*a reduction in crime and vandalism
*eliminates boredom of the long traditional summer
vacation for the students
*families have more opportunities for vacation times that are not during peak tourist times
*offers extended year employment
*saves operating costs
*reduces school dropouts by expanding the opportunity for remedial instruction and allowing more frequent re-entry into the school system
*improved attendance of both teachers and students
*opportunity for providing support services on a year round basis - i.e., counseling and psychological services
*able to enter school at the beginning of the track nearest his/her birthday
Mechanics of Year Round Education

Year round education calendars do not differ markedly from traditional school programs. Usually, they offer the same curriculum; the main difference is in the scheduling. This section addresses practices and procedures specific to year round education programs at the school site to guide site administrators towards a smoother transition from a traditional school program to a year round education program. The practices and procedures include those related to the guidelines to form a task force, form a steering committee, survey the community attitude and adopt a year round education calendar. This section also describes year round education calendars that can be used to solve a district's facility problems.

Form a Task Force

A district must acknowledge the concern parents, students, and teachers have when those schools impacted find it necessary to change from the traditional school year. There is a great deal of uncertainty by all parties concerning the details of this change. A task force appointed by the local school governing board must be designated to address the parent and community concerns. It is the responsibility of this implementation committee to structure the agenda to
answer all concerns expressed by students, parents, teachers and the broader community.

The Task Force should include representatives from:

1. PTA(s) and other parent groups such as the School Site Council, Advisory Councils for Bilingual Programs and Chapter 1 so that information can be shared throughout the school community.

2. Students in the appropriate schools.

3. Administrative, certificated and classified staff in the schools.

4. Youth serving agencies such as the Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA and YWCA groups, Boys and Girls Club, and camping associations. To provide these groups, preparation time to revise their programs to deliver services to their members/clients without delay.

5. Public service agencies such as the local parks, recreation systems, public libraries which offer "summer vacation" programs and local law enforcement agencies because of their duties to the community.

6. Religious groups because of their religious instruction programs, summer camps and daily recreation programs.

7. Business community and youth employment agencies.

8. Child care providers.

Representatives from the school board, the school district and colleges and universities should be used as resources to answer specific questions task force members will generate in their discussion.

The Task Force study should include a thorough understanding of the proposed year round plan, whether it
is a single or multi track plan; the configuration of days being considered; the benefits and drawbacks to changing from the traditional calendar; and the need for a common calendar K - 5.

The Task Force study should include a district plan for providing all necessary student services such as activities with other schools not on a year round calendar; the opportunity for students to participate in extra-curricular and co-curricular activities in a multi track system; counseling and other student support services, particularly when multiple tracks are involved; and student access to both remedial and enrichment programs. The district plan should provide services to the school such as emergency repair and regular maintenance; consideration of possible air conditioning needs; plans for facility utilization using a multi track system; phase-in of schools if several schools or school levels are involved; and involvement in regular district wide events and activities.

The Task Force study should include plans for coordinating the various community services that support families such as before and after school child care and preschool child care, the need for youth serving agencies to adapt their programs to serve students with varying schedules, coordination with public and private agencies
and religious groups that provide religious instruction programs, and summer camps and recreation programs.

A complete reassurance to the parents and the community for an undivided instructional program and the availability of the total curriculum to all students in the year round school is a major responsibility of the Task Force. A complete reassurance to the parents and the community that qualified teachers and staff will be provided for all students regardless of calendar decisions and that all inservice/staff development activities undertaken by the district will be provided for the staff at all schools.

The Task Force should provide an implementation plan for a single or multi track calendar. The implementation plan should include recommendations that address the issue identified by the committee in its deliveries with significant explanation to support the recommendations. The plan should include ways to inform everyone involved with the new calendar and methods to resolve resistance to the decision.

Form A Steering Committee

The task force must form a steering committee consisting of members within the school that is transforming to year round education. The committee is composed of members from the community-at-large, PTA, teachers, principals, CSEA and Board members. The
committee formulates a plan for a smooth transition from traditional to year round education. The committee must meet with parent groups and community organizations.

Community awareness must be an ongoing event. The community must be informed every step of the way during the transition period. The PTA committee members continuously inform the community of the dates and times of the meetings. The members send out newsletters notifying parents of year round education meetings.

Survey the Community Attitude

The steering committee must survey the community attitude. The committee will hold public meetings and discuss the topics of year round education. Extensive information is given out to all participating parents including a survey shown in Appendix A. The results collected from the survey will assist the year round education task force in determining the topics to be discussed in more detail with the community. Some questions and concerns arise repeatedly during public meetings concerning year round education programs and are registered in Appendix B, together with summary findings and recommendations.

Selection and Description

Single Track/Multiple Track

Some districts implement a single track year round calendar for the purpose of reducing class sizes,
increasing instructional time, and improving academic achievement. For these districts, the need to increase the capacity of existing buildings is not a factor in the development of a year round calendar. Single track calendars which have all children in school at the same time will not expand the capacity of a school site. In many instances, year round education was initiated because the need for more space led them to adopt a multi track plan. Later the need subsided, but the schools chose to remain on a year round calendar for other reasons and converted to a single track program.

Multi track calendars with little or no overlap increase the capacity of a school site and reduce the need to build new facilities. This section focuses on those year round education calendars which can be used to solve a district's facility problems.

The school calendar in year round education is referred to as a "track." A "single track" is one where all students are on the same calendar. In a single track, all students and teachers are in school or on vacation at the same time. Multiple track (multi track) year round education programs are those in which students follow different calendars with staggered instructional blocks and vacation periods. At least one track of students is on vacation while the other tracks are receiving instruction. At no time can all the tracks be
on the school site at the same time, if facility capacity is to be increased. As students on one track return from vacation, students on another track start vacation, thus using the space vacated by the vacationing students.

A four track calendar can increase a school's capacity from 600 pupils to 800 pupils, a 33 percent increase, because one fourth of the school enrollment will be on vacation at any one time (Davis, 1990). In Appendix C, note that only three tracks are in session during any one month. Therefore, only three classrooms are needed for year round education while four classrooms would be required on a traditional calendar.

There are over 50 different scheduling patterns in use in year round schools (Davis, 1990). In California, three basic calendars are used by districts to increase building capacity. These calendars are 45/15, 60/20, and 90/30. Each of these plans is discussed in more detail in the following pages. After each description, a one page chart illustrates how the specific plan is organized.

There is no "best" calendar. Depending on the degree of overcrowding in the district, the students' academic needs, the flexibility of scheduling, the vacation periods, and the community's expectations; different plans meet different needs. The best calendar is the one that fits the district's needs.
45/15 Plan

This plan is the most popular year round education calendar in California. The 45/15 Plan divides the school year into four 45-day instructional periods separated by four 15-day vacation periods. The single and multi track 45/15 Plan provides the advantages of potential improvement in learning retention and seasonal vacations. However, this plan does not provide any space or cost savings.

The 45/15 multi track suffers the disadvantages common to all multi track programs which is the difficulty in scheduling maintenance and the lack of storage space for teacher materials. The 45/15 Plan requires more movement from room to room because a student will be in three different classrooms in the course of the school year. The school’s constant opening and closing of sessions will provide more scheduling disruptions at the site.

60/20 Plan

The school year is divided into three 60-day instructional periods and three 20-day vacation periods. Each pupil is in school for 180 days and on vacation for 60 days during a 12 month period. Although the plan can operate on a single track, it is most commonly found in the multi track version, usually with four tracks. The advantages of the multi track 60/20 plan are that there
45/15 CALENDAR MODEL

Reprinted from the Models of Year-Round Education Calendars,
Oxnard School District

Term in Session

Term not in Session

Entire student body and teaching staff are on vacation
60/20 CALENDAR MODEL

Reprinted from the Models of Year-Round Education Calendars, Oxnard School District

Term In Session

Term not In Session

Entire student body and teaching staff are on vacation
is longer instructional periods with an increase in site capacity by 33 percent. The disadvantage the 60/20 multi track suffers is the difficulty in scheduling maintenance and the lack of storage space for teacher materials.

90/30 Plan

The school year is divided into two 90-day instructional periods and two 30-day vacation periods. This plan is similar to a two semester calendar with equal length vacation periods. For students on this plan, the calendar involves only two transitions which is less than either the 45/15 or the 60/20 plans. With a four track 90/30 plan, the total number of transitions in a 12 month period at a single school site would only be eight. Building capacity is increased by 33 percent using a four track 90/30 plan. A single track plan does not increase building capacity.

With its six week vacation period, this plan moves away from the typical year round concept of continual learning throughout the year to maximize learning retention by minimizing the vacation period. The 90/30 plan has a great similarity to a traditional semester calendar which has appeal to communities resisting year round education.
90/30 CALENDAR MODEL

Reprinted from the Models of Year-Round Education Calendars,
Oxnard School District

<table>
<thead>
<tr>
<th></th>
<th>Term In Session</th>
<th>Term Not In Session</th>
<th>Entire Student Body and Teaching Staff are on Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ten-Day Winter Vacation
Expenditure Analysis

The best way to analyze the cost impact of a schedule change at a school is to compare the actual operation under one schedule with what it would cost to operate the same school under the alternative schedule. This comparison holds the educational process constant. Differences in costs do not have to be adjusted for site specific factors.

The unit of analysis is the school. The comparison of year round school costs to traditional operating costs must proceed on the basis that the same number of students are receiving the same basic instructional services. Holding enrollment constant has the same impact as presenting costs on a per child basis. It seems reasonable to insist that the basic comparison between schedule-related costs be made on the basis of an equivalent program for the same population. The pages which follow are factors that should be analyzed for fiscal implications if an elementary school is to convert to a year round school.

An analysis of costs associated with the implementation of the year round school must take into account five major factors:

1. avoided costs
2. transition costs
3. projected operating costs
4. incidental costs arising from unanticipated effects of conversion
Capital Costs Avoided

Many school districts consider converting to a year round school as a way of serving an expanding enrollment without building new schools or adding new classrooms to existing school sites. The outlay necessary to provide school buildings and classrooms is termed a capital cost. The procedures in this section will guide the administrator in calculating the cost worksheets in Appendix D under a year round calendar.

Procedure to Calculate Annual Capital Costs

1. Determine the number of classrooms needed or used to house the potential or actual expanded enrollment at a year round school under a traditional school calendar. Form 1.1 is used to determine the surplus classrooms generated if the district converted to a year round calendar assuming the pupil/teacher ratio or the educational program was not changed.

2. On the basis of the number and grade levels of classrooms needed, determine whether construction of one or more new schools is necessary or was accomplished to house the students, or determine whether new classrooms or portables would be or were added to existing school sites to house the students.

3. Determine the size and cost of new schools (Worksheet 1.2). Use this worksheet if the planners have indicated that a new school was or would be built to house the expanded year round school enrollment. The simplest way to estimate the cost of a new school is to use the actual cost of a similar school recently constructed or the insurance appraised replacement cost. Determine the cost of new classrooms to be added or already added to existing school sites (Worksheet 1.3 and 1.4). Worksheet 1.4 is used if the planners have indicated that leased or rented classrooms were or would be used to house the expanded year round school enrollment. Summarize the cost of
additional classrooms by funding source (Worksheet 1.5).

4. Using estimate bond life and current bond interest rates determine the annualized capital cost by funding source associated with the additional schools or classrooms (Worksheet 1.6). Use this worksheet to analyze the total capital costs avoided. Capital costs avoided are the costs of building facilities that would be incurred under a traditional school calendar that can be saved by the year round use of existing facilities. It is more likely that the funding for the capital costs would be obtained in the bond market. This worksheet will calculate the additional costs of bond financing and determine the annual payment amount.

5. Summarize the annualized capital cost by funding source (Feasibility Cost Form - Capital Costs Avoided). (Matthews, 1989)

Consideration of the following questions is necessary to determine the impact of capital costs. Can the cost of year round school be avoided or alleviated by combining grade levels, refining attendance boundaries, or busing students to facilities with room? Are double sessions a viable option? If portable purchases and/or new construction are delayed, what are the projected cost increases and what are the projected savings?

Year round school may become a necessary cost rather than an alternative one. The state will create new construction monies available only to those districts with a minimum of a 30% enrollment in year round education by July 1, 1992. The schools that enroll in year round education first remain at the top of the priority list for state funds. As each district turns to
year round education, each district will follow other districts that have already met state requirements and are in existing operation of year round education.

Transition Costs

Transition costs are incremental costs directly attributable to the conversion of traditional schools to year round schools. That is, there are costs that would not be incurred if the district remained on the current operating calendar. Transition costs represent a special category of capital costs; they are separated from the construction costs previously discussed primarily because they are costs incurred in the conversion to a different schedule rather than costs avoided. For example, purchase and installation of air-conditioning equipment is considered a transition cost. Utility expenses for using the equipment are treated as incremental operating costs. There are five categories of transition costs:

1. Planning - costs associated with reviewing a year round school in other school systems, developing a year round school and publicizing the new program to the community.

2. In-service training - costs for training school staff affected by the transition.

3. Instructional/curriculum materials and supplies - costs for purchasing materials specifically required by the new schedule.

4. Evaluation - costs specifically associated with evaluation of the impacts of the new schedule on students, teachers, parents, and community and costs of analyzing budgetary impacts of the program.
5. Capital outlay - costs of purchasing and installing equipment specifically required by a year round program. (Matthews, 1989)

For a school considering conversion to a different schedule, the primary guideline for identifying transition costs is that there are expenditures of school funds that would not be incurred without the new schedule. For example if one edition of a regularly published school newsletter is devoted to publicizing a new year round calendar, cost of the newsletter should not be treated as a transition cost because the newsletter would have been published anyway.

Worksheet 1.7 should represent estimated expenditures from school funds for distinct transition costs. Costs may be incurred for salaries of school personnel, travel, use of outside consultants purchase of materials and other costs. All such costs should be included in worksheet 1.7 provided that all costs will be directly related to the result of the conversion to a different calendar and will be paid by the school's general fund.

Planning

This category includes expenses incurred in the course of considering whether to adopt an alternative calendar and developing a plan for implementation of the new calendar. Schools considering adoption of an alternative calendar usually undertake research based on
the experiences of other schools that have implemented alternative calendars and involves transportation and entrance costs to workshops, conferences and visits to one or more schools. Sometimes consultants are hired to assist in development of a program suited to local needs and conditions. There may be additional costs associated with review and development of district policies regarding contract extensions and other administrative matters affected by a change in the school calendar which will include fees for research reports, materials, publications and policy developments. Most schools have incurred costs in developing information systems to handle the complexities of scheduling students and teachers in multiple attendance groups or tracks for year round education. These costs include administrative overtime for planning and implementing. Finally, many schools have undertaken community relations activities to inform parents, youth groups, local businesses, and other groups of how the new schedule may affect them.

In-Service Training

This category includes costs associated with preparing school staff affected by the transition. When special training sessions or teachers' meetings are held during regular school hours, costs are incurred for purchase of substitutes (release time), stipends, and/or overtime. Also, costs are incurred for the
administrative trainers and training materials. If special training sessions are held for teachers participating in intersession programs, there may be costs for training consultants. Special costs may also be incurred by parent/teacher/administrator problem-solving committees formed to facilitate the transition. Costs for classified trainers, classified release time and classified training materials must also be considered. All distinct transition costs for personnel and other resources associated with inservice activities must be included as appropriate on worksheet 1.7 in Appendix D.

**Instructional/Curriculum Materials and Supplies**

This area includes all costs of instructional materials purchased as a direct result of the transition. Examples are as follows: revise school curriculum, develop a curriculum for intersessions; revise testing, grading, evaluation calendar; and adjust programs for special needs including GATE, Chapter I/SCE, LEP, RSP, Migrant, Special Education, Handicapped, Speech, and Others.

**Evaluation**

Most schools that have converted to year round education have undertaken some study of the program's impact. One area frequently studied is student achievement and costs may be incurred for purchase,
administration, and scoring of student tests. There may also be costs for development, distribution, and processing surveys designed to measure local attitudes about the program. Additional costs may be necessary for hired consultants. Costs incurred in the preparation, printing, and distribution of evaluation reports should also be estimated. Include testing costs only for testing programs that would be conducted specifically because year round education had been introduced.

Capital Outlay

Many schools have purchased equipment specifically needed to operate under a year round calendar. For example, it has sometimes been necessary to install air conditioning systems or insulation materials in schools which are converting to year round education. Also, some schools have purchased equipment such as portable lockers and filing cabinets to store teachers' supplies and materials during intercessions.

Operating Costs

Operating costs are the recurring costs of conducting the educational process. The three major categories for operating costs are (1) staffing, (2) maintenance, and (3) operations.

Staffing

In comparing year round schools to traditional schools, the same teacher/pupil ratio should be used.
However, to provide comparable services for children on all tracks; administrative, classified, and support staff schedules must be modified. Year round education increases the administrative and clerical workload, particularly with the increased demands of scheduling and communication.

The eight options listed below are those currently in use at sites in California:

1. extended contracts
2. hourly pay to work summers
3. overtime pay
4. longer year, four day week
5. hire itinerant relief person
6. hire substitutes
7. hire more support staff
8. use outside contractors

Use Worksheet 1.8 for incremental costs for certificated personnel under year round class schedules. Include the following staff members:

1. administrators
2. regular teachers
3. bilingual teachers
4. ESL/sheltered English teachers
5. special day teachers
6. counselor
7. music teacher (1-3)
8. PE teacher (4-5)
9. project teacher
10. resource specialist
11. speech therapist
12. psychologist
13. nurse

Use Worksheet 1.9 for incremental costs for classified personnel under year round class schedules. Include the following classified staff members:

1. secretaries
2. clerks
3. community aides
4. data processing clerk
5. attendance clerk
6. librarian
7. cafeteria worker
8. noon duty supervisor
9. crossing guard
10. custodians
11. security guard
12. instructional aides
13. bilingual aides
14. RSP aides
15. special day aides

To a large extent, most district administrative positions and several classified positions are already 12 month positions. However, year round school may impact such positions temporarily (reworking the transportation schedule) or permanently (working bus drivers year round). To the extent that the impact is temporary, it should be calculated and charged to transitional costs. To the extent new staffing needs are permanent, they should be identified as operating costs.

Maintenance

Of all the challenges posed to the year round program administrator, maintenance is among the greatest. The maintenance problem in the year round school is multiplied since building use (wear and tear) is increased and time to perform maintenance in the building is decreased. Administrators agree that increased maintenance is proportional to increased use, but often outside contractors have to be brought in to perform major maintenance activities in a tight time frame (Quinlan, 1987).
Alterations to the staffing needs may be mandatory prior to implementing year round education. Optional staffing may include the following for facility operation:

1. electrician
2. heating/AC mechanic
3. metalworker
4. carpenter
5. plumber
6. locksmith
7. electronic repair
8. painter

Maintenance includes those activities that are required to repair, restore or renovate school property including grounds, buildings and equipment (Stallings, 1990).

The cost items mentioned on the previous page are difficult to project ahead of time. Use worksheet 1.10 to itemize the following:

1. materials and supplies
2. equipment rental
3. maintenance equipment replacement
4. contracts for repair
5. restoration of grounds
6. restoration of buildings
7. restoration of equipment
8. reseeding lawns
9. painting
10. repairing roofs
11. repairing walls
12. repairing heaters
13. repairing AC units
14. repairing electrical
15. repairing plumbing
16. repairing fixtures
17. resurfacing
18. refinishing floors
19. repairing instructional equipment
20. repairing vehicles not for pupil transport.
However, given an increased usage factor (for example 25%), acceleration of normal maintenance can be anticipated (Quinlan, 1987) even though the state considers costs "equal" (Matthews, 1990).

**Operations**

Operations are those housekeeping activities concerned with keeping the physical plant open and ready for use (Stallings, 1990). The following are cost factors to be considered when operating the school site year round:

1. utilities - electricity, gas, water
2. trash disposal
3. laundry service
4. towel rental
5. equipment rental
6. supplies - brooms, brushes, disinfectants, fuses, garbage cans, light bulbs, fluorescent tubes, mops, wax, soap, toilet paper, paper towels
7. office supplies
8. equipment replacement

To calculate the incremental utility costs under year round school, assume the charges from September to June would remain the same. Take the utility bills for June or September (whichever month would more closely approximate the months of July and August), and multiply them by 2 to determine the July and August utility costs.

**Incidental Costs**

A number of districts have reported that unexpected factors have contributed to cost differences between traditional and year round programs (Quinlan, 1987).
They are noted below for consideration only.

- reduced student absences, increased ADA
- reduction in vandalism (Oxnard)
- reduction in burglary (Oxnard)
- lower teacher salaries due to difficulty earning university credit
- rise in meetings, "everything has to be done twice"
  * PTA meetings
  * open house
  * school programs and performances
  * staff development inservices
  * CAP testing
  * CTBS/standardized testing
  * other testing
  * health screening
  * faculty meetings
  * club sponsors, meetings
- increased negotiations due to extended contracts
- possible increase in substitute costs
  * more coverage, increased availability if off track teachers' substitute
  * more costly if off track teachers are paid more than regular substitutes
- possible decrease in substitute costs
  * better teacher attendance
- will depreciation and replacement schedules change for equipment if it is used year round
- increased replacement of furniture
- increased need for text replacement (wear and tear)

**Incentive Funding**

The state provides year round education incentive grants to school districts that convert to year round education to relieve the overcrowding in their schools. The Year Round Education Incentive Program really is two programs. The first is the "Instructional Incentive Grants" program which is intended to encourage school districts to convert their schools from a traditional calendar to the multi track year round calendar. The second is a "Facilities Incentive Grants" program which is intended to address the high cost of constructing
school facilities and to regulate State costs (Matthews, 1989).

To qualify for the "Instructional Incentive Grants" program, a school must be eligible for school construction funding and have an approved application on file with the State Allocation Board. Establishing eligibility for a given level of funding is a two step process. First, the district Governing Board must certify by resolution that the applicant's facilities are being operated on a year round basis due to overcrowding and that the district intends to continue to operate these facilities on a year round basis. Second, the school must submit an incentive grant application to the State Allocation Board by December 31 in the year that they are seeking funding. Once the determination is made that a school site is eligible, then the State will pay the district $25 for each student attending the year round school.

The "Facilities Incentive Grants" program is much more complicated. The State Department of General Services, Office of Local Assistance, issued a State Allocation Board Guidebook. The Guidebook provides the following synopsis of the eligibility criteria:

1. The school district must demonstrate substantial overcrowding by at least 5 percent on a district wide or high school attendance area or individual facility basis as demonstrated by current enrollment. This criterion can be established by calculating the
percent of overcrowding at the individual applicant facility or by averaging the percentage on a district wide or high school attendance area basis for the year round facilities.

2. The district will operate a year round program to increase the capacity of the facilities and thereby reduce the need for new facilities or more costly alternatives.

3. The district intends to reach a goal of 15 percent enrollment increase beyond the capacity of its current facilities.

4. Other educationally sound remedies commonly used to relieve overcrowding have been examined and used where appropriate.

5. The district would be allowed to construct new facilities pursuant to state law absent the use of year round education. The district must demonstrate eligibility for new construction under the State School Building Lease-Purchase Law (Matthews, 1989).

By utilizing the above information, the district personnel can determine the incentive funding entitlement. It is important to note that, the entitlement may not be the amount of funding the district will receive. If there is more demand than the amount appropriated, districts that submitted claims for the incentive funding last year take precedence over the new applicants and the shortfall will be prorated among the new applicants. In 1988-89, there were applications for year round incentives totaling $34.8 million, while only $30 million was appropriated (Matthews, 1989).

Funding for air conditioning or insulation materials is another funding criteria. This funding is provided
for installation or upgrading or air conditioning equipment or insulation materials in schools which are converting to a year round calendar. This funding was NOT appropriated for in 1988-89 nor the 1989-90 state budget.

Cost Summary

This chapter addresses the procedure for determining the estimated overall impact of the year round calendar on the school budget. This procedure makes use of the information concerning capital costs avoided, transition costs and operating expenses. The procedure calls for calculating the difference between the estimated costs "Avoided" by operating a year round school and the estimated incremental costs incurred by operating a year round school. If this difference is positive, the year round program represents a saving to the school. If the difference is negative, then the year round education program costs more than the traditional 9-month school year.
Implementation

To schools considering implementation of year round education, the following recommendations are offered:

1. Involve the community in the planning of the year round program from the beginning. The cooperation and support of the community are important to the success of the program.

2. Allow adequate time for planning. Experienced administrators recommend a planning period of approximately 18 months.

3. Examine several calendar options to determine the one best suited to community needs. When selecting a calendar to accommodate elementary level demand, consider future secondary level needs, including an appropriate calendar. It is desirable for the district to coordinate its calendars if it uses more than one calendar.

4. Provide a clear and convenient option for parents who wish to have their students on a traditional calendar.

5. For a multi track year round program, develop a track assignment procedure that will serve the best interests of the student.

6. Investigate state incentive programs and special funding for air-conditioning and insulation of year round schools.

7. For a multi track year round program, plan for extra maintenance and for storage space for instruction materials.

8. Develop creative means of delivering staff development services to teachers and administrators to enhance year round education to its fullest.

9. Schedule standardized testing programs, including the California Assessment Program, so that each track has approximately the same number of weeks of instruction preceding testing as the traditional calendar schools have.
Registration and Scheduling

Schools must make an effort to place families on the same track unless specifically requested not to by a parent (Chapter 1010, Statutes of 1976). Students are assigned to a track in a variety of ways: geographic area, self selection by the parent, ability grouping, bilingual programs, enrollment date, class size equity, sibling assignment, space availability, and at random. A popular assignment practice is to allow track selection by the parent on a first come, first serve basis.

Schools assigning students to tracks on the basis of enrollment date place the student on the track providing the maximum remaining days of instruction in the school year (Quinlan, 1987). Ideally, tracks should be balanced in size, ability level and access to courses and services. The schools must inform parents months ahead of time when, where and how the registration and scheduling will take place. Appendix E contains examples of letters and registration forms addressed to the community.

Once registration and scheduling is complete, track assignments to the parents and students must be posted immediately. To reassure notification to parents and students of track assignments, track assignment postcards can be mailed home. Color coding the track assignments will calibrate easier reading for everyone.
Vacation/Holidays

Schoolwide holidays remain the same in year round education. When year round education calendars are being designed for the district, include exact vacation and holiday dates at the bottom of the calendar. Memos or letters must be sent out to the parents and students as a reminder of the days the students are due back in school from vacation. Appendix E includes examples of back to school reminder letters for administrative guidance.

Intercessions

Intercession is not a year round calendar, but is an optional, supplemental program incorporated into any year round education plan. The vacation periods are called intercessions, during which enrichment, acceleration or remedial programs are usually offered for the students on vacation. Intercession is similar to summer school. However, not all districts offer intercession programs because some lack the space or financial resources to do so. Unless classroom space is set aside for this program, then intercession courses must be held either at off-site locations after school or on weekends.

Many districts utilize the intercession to provide categorical services. These intercession programs range in duration from one to three weeks and are voluntary.
Conclusion/Recommendation

Though the challenges are great, the process can be accomplished with greater ease if administrators concentrate on two things: early advance planning and constant communication with all who may be affected by the change. The elements of a successful year round program are (1) community, parent, and district support; (2) competent and dedicated teachers; (3) a well-planned and challenging curriculum; (4) a well-organized and energetic administration; and (5) necessary staff, facilities, and financial resources. In addition, flexibility and creativity are essential characteristics for a year round staff.

Potential year round school administrators must visit with other year round schools and must identify the problems that may arise within the year round schools. Schools with support for year round education should be paired with schools where parents and staff favor the traditional calendar. That way, the staff and students are shifted, according to their preference, to the appropriate school.
REFERENCES


Davis, Cathi, & Karen Steentofte. (1990). "Year Round Schools": School Facilities Institute, Sacramento, California.


Appendices
Appendix A

Community Survey
Landau Circle

Circle the numbers below that best answers your opinion.
5 - strongly agree; 4 - agree; 3 - disagree; 2 - strongly disagree; 1 - need more information

1. I am in favor of reducing the overcrowded schools.
2. I will keep my child in their present school if the school site goes to YEAR ROUND EDUCATION.
3. I prefer the school year to begin in September and end in June.
4. In a YEAR ROUND EDUCATION community, extracurricular activities will still be available and affordable to my child.
5. I am willing to serve on a commission that develops YEAR ROUND EDUCATION for Desert Sands School District.
6. I am in favor of YEAR ROUND EDUCATION.

Answer appropriately.

1. You are a parent of what age group? K - 2; 3 - 5; 6 - 8; 9 - 12; C.O.D.
2. How many children do you have in school? 10 9 8 7 6 5 4 3 2 1
3. Do you live in the desert round? yes or no
4. Would you prefer four (4) vacations, 15 days each, or three (3) vacations, 20 days each, or two (2) vacations, 45 days each, or one (1) vacation, 90 days - per year? 4 3 2 1 vacations
5. Is your son/daughter involved in an extracurricular activity? If so, what?
6. I would like further information regarding YEAR ROUND EDUCATION.

Name ____________________________ Child's name ____________________________
Address __________________________
____________________________ __________ __________________________
Phone = __________________________ School __________________________
Appendix B

Questions/Answers
Getting Started

Schools considering adoption of a year round program usually research the experiences of other schools that have implemented year round education. Often this involves visiting other districts with similar school research to their own. For example, Desert Sands Unified School District is comparable to Las Vegas, Nevada school districts because of the similar weather environment. The Las Vegas area could offer a lot of specific information that relates directly to Desert Sands Unified.

The Desert Sands School District's Citizen Advisory Committee, composed of volunteers, handled the public relations/community education aspects of the year round education plan, and the assistant superintendent served as the district's official media contact person.

Implementation

The most important element in the implementation of year round education is community support. When a school is confronted with potential overcrowding, it faces choices among new construction, busing, split sessions, portables, or year round education. Whatever alternative is chosen will affect the community in one way or another.

Year round education requires a redistribution of student support services. Nurses, speech therapists, and other specialists must be employed year round. Administrators in multi track programs need special assistance because of the added duties of coordination and communication.

Multi track year round education intensify wear and tear on facilities and leave little time for the increased demand for building maintenance. Storage of teacher and student materials during vacation is another consideration.


All Holidays are recognized as usual and every track will have a Christmas vacation.

Can teachers teach through the intercessions; either to lead to early retirement or to increase their salary?
Yes, plus teachers can opt for enrichment and remedial programs during the intercessions.

Will Year Round Education have an impact on the sports programs?

No. Students enroll on the same track as the sports program.

When do you take a family vacation if your child plays sports?

During the intercessions.

Administrative costs will increase. Will the schools get additional ADA for students enrolled in Year Round Education?

Yes, ADA will be at $25.

Will teachers give large assignments over the times off?

No. Sessions will end Unit plans prior to the break.

How will the P.E. program function during the summer months?

There is a probability that P.E. will adapt a nutrition and health/fitness lecture program and utilize the dance, aerobic, wrestling, gymnastics program in the multi purpose room.

Are funds being set aside to add air conditioning to the buses?

Funds will be allotted prior to the schools going to year round education.

Are the current air conditioning systems able to function properly on a Year Round basis?

Yes. Classified staff will be hired for the increased demand of maintenance.
Would administrative cost increase with year round education?

Yes, they will have a higher maximum salary, but their average salary might be expected to be lower than the overall average salary statewide.

How much smaller might the classroom size be?

Classroom sized is not expected to be decreased, but overcrowded schools is expected to drop dramatically.

What is the availability of portables?

Portables are available, but funds and space are not as readily available.

Can this state force us to go on Year Round Education?

If we want state funds toward progressive schools, we must submit a year round education proposal to the state.

Can the district withdraw from the state building fund? If yes, will developers' fees and bonds (local) be enough to fill our immediate and future classroom needs?

No, the bond issue will slow down desperate needed funding for our schools, but the district still needs to reduce overcrowding within the schools.

How much extra would it cost us to maintain Year Round Education?

Costs of year round are dependent to some extent on the particular organization and implementation of the program in each individual school. Excess expenditures appeared in many cases to be more closely related to community needs than to any requirement of the year round program.

How effective is Year Round Education for transferring students in and out of school districts?

Transfer students will attend school on the track that is in existence when they enroll.
Will the teacher/student ratio decrease or only the number of portables with Year Round Education?

The teacher/student ratio will remain the same.

How can all children in the same family be put on the same track if the entire school district does not implement Year Round Education?

As schools progressively enter year round education, families will have the first track choice for all existing members.

What about migrant students?; or children of divorced parents who are court-ordered to spend time with an out of town parent?; or summer band camp?

Parents are given the track of their choice for their children to attend schools to correlate with their family obligations and elective cycles.

What about those who do not live here in the summer for reasons of employment rather than enjoyment?

Separate arrangements will have to be made to correspond with family obligations.

Why not double sessions?

While double sessions may temporarily ease the overcrowding of schools, they would not be adequate to meet the school needs generated by the rapid growth in the school district. The district would still be in need of funds for new school construction.

Who will be involved in Year Round Education?

To comply with the legislation, it is estimated that approximately 2700 students (10% of the district) need to participate in year round education by 1992. The district will be initiating the program at selected K-5 schools.

What is the effect of Year Round Education on student learning?
School districts with more than a decade of experience with YRE report that their students achieve as well as those on a traditional calendar.

Will there be recreational opportunities for students who are on vacation during the fall, winter, or spring?

The year round school requires a greater degree of cooperation between the City Parks and Recreation Department and the school district. Since approximately 25% of the students participating in year round education are on vacation at one time, many of the summer vacation programs will need to be offered at other times of the year in order to accommodate the students in year round education.

What is multi-schedule year round education?

Multi-schedule year round education divides school populations into two to four groups who attend school on different schedules. While students attend school the same amount of time as a traditional schedule, the building is in session twelve months instead of nine. By overlapping schedules 25% more students can attend school.

Does my child go to school more or less on a year round school?

State law requires students attend a minimum number of minutes a year. Students of all districts will attend the same number of minutes whether on traditional or year round schools.

Is there any period in which all students and teachers have a common vacation?

Yes, all schools will be closed during the traditional winter vacation and other traditional federal and state holidays.

Do the children have the same teacher all year?

Yes, each class and teacher are self-contained. When a class goes on a 15 day vacation, the teacher is also on vacation.
Does year round education affect student learning?

Year round education provides better opportunities for continuous learning as time is needed for review each year, and increased possibilities for enrichment and remediation between sessions.

Will any track schedule require curriculum change?

No, school personnel will plan units of study to fit the time blocks of year round education.

How can I get my child into or out of year round education?

Boundary exceptions are individual requests for a student to attend a school outside his/her school attendance boundary. The requests are granted if reasonable and the preferred school has classroom space.

Will day care be a problem?

Day care providers will adjust to the change of scheduling in your area.

What happens to youth programs currently offered by the Recreation and Parks Department, YMCA, public library, scouts, and others as year round education is used?

Before year round schools were opened, a committee of youth program provided was formed to plan activities. Continued cooperation between the school district and other agencies will be needed by many of the agencies listed above reported new opportunities to offer programs on year round basis.

Will year round schools cost more to operate?

The "per student" instructional costs to the district will remain basically the same as on the traditional program.

How will a year round education calendar in the elementary schools compare with a traditional calendar at the high or junior high school level?
Some modification of family lifestyles could be necessary as there is no complete similarity between the year round education calendar and the traditional calendar.

Why not put the entire district on year round education?

Existing school sites can be changed to a year round schedule when they reach 120 percent of their permanent capacity or by petitioning the Board of Education asking for a change.

Are all tracks the same?

All tracks have the same minimum requirements set by the state, but if tracks are uneven, an individual track may have more sections of an exploration class.

What happens if your child changes tracks?

Students changing tracks at the end of the year will have to repeat classes and will not be enrolled in the entire exploratory unit.

Can teachers change tracks?

No, teachers will be on the same track each year.

Does each track have the same number of students?

Each track is not filled to capacity to allow for revisions and adjustments. The number of students on each track at each grade level have to be even so the number of sections is the same on each track.

What do students think about the year round program?

Students had difficulty distinguishing their feelings about year round education from those about schooling in general. The most attractive feature of the year round program to the students was the vacation schedule. About half of the student body felt that they had learned more in the year round program because of the shorter vacations and less chance to forget what they had learned (Quinlan, 1987).
How do parents view year round education?

Parents' reactions to the year round programs were somewhat mixed. Many were pleased with the program, but several parents said that planning a family vacation was more difficult than with the traditional calendar (Quinlan, 1987).

How do teachers like the year round program?

Teachers believe that the continuity of instruction characteristic of year round education produces better quality instruction than the traditional program. They cite less review time and less retention loss as benefits of the year round program. Teachers feel a strong satisfaction with both the duration and frequency of vacations. Frequent relaxation relieves stress. Teachers like the opportunities provided by the intercessions, both for the chance to engage in creative teaching activity and for the chance to supplement their salary by extra or substitute teaching (Quinlan, 1987).

What different practices and procedures are found in year round schools?

Intercessions allow time for creative projects such as peer tutoring, and special writing seminars. Both teacher and student attendance tends to improve in year round schools. In addition, vandalism tends to decrease because of the consistent occupancy within the schools.

What conclusions and recommendations resulted from the study of year round education?

The major conclusion is that the year round education program is an acceptable alternative to the traditional calendar program. The year round program can relieve school overcrowding as well as postpone or avoid new school construction. It offers flexibility for curriculum planning and opportunities for extended teacher employment.
Appendix C
4 Track Calendar
Palm Springs Unified School District
Year Round School - 4 Tracks

1991

1992

Jul  Aug  Sep  Oct  Nov  Dec  Jan  Feb  Mar  Apr  May  Jun

A  2  26  25  5  10  4  2
B  2  27  26  20  5  4  3
C  2  30  28  21  6  2  5
D  31  24  26  9  3
DESIGN YOUR OWN YRE CALENDAR

52-WEEK SCHEDULE

Track In Session
Track Not In Session
Winter Vacation (includes entire student body and staff)

Reprinted from the Models of Year-Round Education Calendars, Oxnard School District
Appendix D
Cost Worksheets
## Cost Worksheet 1.1

**CAPITAL COSTS AVOIDED**

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TCS Classroom Use</th>
<th>School</th>
<th>School</th>
<th>School</th>
<th>School</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>1. Enrollment Served</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>2. Available Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In Use Single Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In Use Double Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Surplus Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCS Surplus Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Migrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Bilingual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Library/Learning Ctr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Cost Worksheet 1.2

**CAPITAL COSTS AVOIDED**

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Classrooms Required per class</th>
<th>Children per pupil</th>
<th>Sq. Ft. per child</th>
<th>Total Sq. Ft.</th>
<th>Dollars = Construction Cost per Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>1 - 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>7 - 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>9 - 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

- (7a) Total Construction/Furnishing Cost $ __________
- (7b) Other $ __________
- (8a) Cost Of Site Acquisition $ __________
- (8b) Site Development Cost $ __________
- (9) Total Development Cost $ __________
- (10) Insurance Appraisal/Replacement Cost $ __________

**FUNDING SOURCE**

<table>
<thead>
<tr>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ __________</td>
</tr>
<tr>
<td>$ __________</td>
</tr>
<tr>
<td>$ __________</td>
</tr>
<tr>
<td><strong>TOTAL</strong> $ __________</td>
</tr>
</tbody>
</table>
Cost Worksheet 1.3

COST WORKSHEET 1.3

CAPITAL COSTS AVOIDED

District Name ___________________________ School Year ______ School Site ____________

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Classrooms X Children</th>
<th>Children per class</th>
<th>No. of Children per pupil</th>
<th>Sq. Ft.</th>
<th>TOTAL X Sq. Ft. per Furnishing Cost</th>
<th>Dollars</th>
<th>Construction Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
<tr>
<td>1 - 6</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
<tr>
<td>7 - 8</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
<tr>
<td>9 - 12</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
<tr>
<td>Special</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
<tr>
<td>Total</td>
<td>______________________</td>
<td>_________________</td>
<td>__________________________</td>
<td>______</td>
<td>$ _____________________________</td>
<td>__________</td>
<td>$ ______________</td>
</tr>
</tbody>
</table>

(7a) Total Construction/Furnishing Cost $ __________
(8) Other Cost $ __________
(9) Total Construction Cost $ __________
(10) Insurance Appraisal Replacement Cost $ __________
(11) FUNDING SOURCE

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$ ______</td>
<td></td>
</tr>
<tr>
<td>$ ______</td>
<td></td>
</tr>
<tr>
<td>$ ______</td>
<td></td>
</tr>
<tr>
<td>$ ______</td>
<td></td>
</tr>
<tr>
<td>$ ______</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL $ __________
### Cost Worksheet 1.4

#### CAPITAL COSTS AVOIDED

<table>
<thead>
<tr>
<th>Grade Group</th>
<th>Classrooms Required</th>
<th>X Children per class</th>
<th>= No. of Children</th>
<th>= Annual Lease/Rent per Classroom</th>
<th>Annual Lease/Rent Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
<tr>
<td>1 - 6</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
<tr>
<td>7 - 8</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
<tr>
<td>9 - 12</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
<tr>
<td>Special</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>$ ____________________</td>
<td>$ ____________________</td>
</tr>
</tbody>
</table>

(6) FUNDING SOURCE Included in TSC Op. Costs? AMOUNT

<table>
<thead>
<tr>
<th></th>
<th>$ ____________________</th>
</tr>
</thead>
</table>

TOTAL

|                                                                   | $ ____________________ |

62
**Cost Worksheet 1.5**

**CAPITAL COSTS AVOIDED**

<table>
<thead>
<tr>
<th>District Name</th>
<th>Funding Source</th>
<th>Funding Source</th>
<th>Funding Source</th>
<th>Funding Source</th>
<th>Total</th>
<th>Classrooms Required</th>
<th>Number Children Housed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost Worksheet</strong></td>
<td><strong>Funding Source</strong></td>
<td><strong>Funding Source</strong></td>
<td><strong>Funding Source</strong></td>
<td><strong>Funding Source</strong></td>
<td><strong>Total</strong></td>
<td><strong>Classrooms Required</strong></td>
<td><strong>Number Children Housed</strong></td>
</tr>
<tr>
<td><strong>CMS 1.2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Schools</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CMS 1.3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Classrooms</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>or Portable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>to be Annualized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CMS 1.4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lease/Rental</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>


Cost Worksheet 1.6

CAPITAL COSTS AVOIDED

District Name ________________________________ School Year ______

Funding Source ______________________________ Bond Life ________________________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) PRINCIPAL</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>(2) BOND BROKER'S FEE/ISSUE COST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(3) TOTAL BOND AMOUNT</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>(Line 1 + Line 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(4) ANNUAL PAYMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a. Bond Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Bond Interest Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. Present Value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d. Annual Payment</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>(Line 3 - Line 4c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(5) TOTAL PAYOUT</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>(Line 4a x Line 4d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FEASIBILITY COST FORM

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Annualized Capital Cost</th>
<th>Lease/Rental Annual</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT GENERAL FUND</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>OTHER DISTRICT FUNDS</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Special Reserve</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Capital Facilities</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Sub Total Other District Funds</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>STATE FUNDS</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>LeRoy Greene Lease Purchase</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Sub Total State Funds</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>OTHER LOCAL FUNDS</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Mello Roos</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Sub Total Other Local Funds</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Completed By: ____________________________  DATE: ___________
Cost Worksheet 1.7

TRANSITION COSTS

District Name _____________________________ School Year ______

TRANSITION TO YRC

(1) PLANNING

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Research</td>
<td></td>
</tr>
<tr>
<td>b. Consultant services</td>
<td></td>
</tr>
<tr>
<td>c. Policy development</td>
<td></td>
</tr>
<tr>
<td>d. Information systems development</td>
<td></td>
</tr>
<tr>
<td>e. Community Relations</td>
<td></td>
</tr>
<tr>
<td>f. Other</td>
<td></td>
</tr>
</tbody>
</table>

(2) IN-SERVICE TRAINING

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Substitutes</td>
<td></td>
</tr>
<tr>
<td>b. Consultant services</td>
<td></td>
</tr>
<tr>
<td>c. Problem-solving committee</td>
<td></td>
</tr>
<tr>
<td>d. Other</td>
<td></td>
</tr>
</tbody>
</table>

(3) INSTRUCTIONAL/CURRICULUM
MATERIALS AND SUPPLIES

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
</table>

(4) EVALUATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student achievement</td>
<td></td>
</tr>
<tr>
<td>b. Surveys</td>
<td></td>
</tr>
<tr>
<td>c. Consultant services</td>
<td></td>
</tr>
<tr>
<td>d. Evaluation reports</td>
<td></td>
</tr>
<tr>
<td>e. Other</td>
<td></td>
</tr>
</tbody>
</table>

(5) CAPITAL OUTLAY

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Air conditioning</td>
<td></td>
</tr>
<tr>
<td>b. Equipment</td>
<td></td>
</tr>
<tr>
<td>c. Facility Modification</td>
<td></td>
</tr>
<tr>
<td>d. Other</td>
<td></td>
</tr>
</tbody>
</table>

(6) TOTAL

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
</table>
## OPERATING EXPENSES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- Days in St. Cont. and Ext. Cont. represent the number of days the employee worked in the respective locations.
- Daily Salary is calculated by dividing the total salary by the number of days worked.
- Total Salary under St. Cont. and Ext. Cont. are the cumulative salaries received under each condition.
- Inc. Ret., Inc. OASDI/ Med., Inc. H & W Budget, Inc. State & Unempl. Ins., and Inc. Workers Comp. represent the costs associated with each benefit category.
- Total Inc. Benefit Cost is the sum of all the benefits costs.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost Worksheet 1.9 - classified

OPERATING EXPENSES

District Name ________________________________ School Year ________

School ________________________________ Program ________________________________
## Operating Costs

**District Name** ____________________________  **School Year** ________

**School** ____________________________  **Program** ____________________________

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Amount</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Books &amp; Supplies (4000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Services, Other Operating Expenses (5000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Capital Outlay (6000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Other Outgoing/Support/Indirect (7000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Total Non-Salary Expenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E
Examples
Dear Landau Families,

This letter is dedicated to parents and children who ask questions; for they will discover that one question leads to another, and while seeking answers, they will learn.

**Why Do We Need Year-Round Education?**

Many schools in the Palm Springs Unified School District are overcrowded. At Landau, a portable classroom has been added and our library is now a classroom. Adding more portables would further overcrowd the playground, cafeteria, office and restrooms. New schools are very expensive, and there is no money available to build them.

The Palm Springs District Board of Education searched for the best way to allow more students to attend their neighborhood schools. They decided that year-round schools would be better than having double sessions. They knew that parents would worry about their children walking to and from school in the dark. Year-round schools will be a way of insuring that children continue to get a good education, and of helping neighborhood schools hold more children. A school that changes to a year-round schedule can house 25% more students. At any point in the year, three-fourths of the students are attending classes and one-fourth of the students are on vacation. Therefore, more students have the opportunity to attend their neighborhood school.

**All About TRACKS...**

Students in the year-round school will follow a 60/20 Plan. This means they will attend classes approximately 60 days and then be on vacation for twenty days. They will do this three times each year.

The students are divided into four groups called TRACKS. Each TRACK of group has its own schedule and vacation which are different from the other TRACKS. The TRACKS are identified by letters A, B, C and D. Inside this newsletter you will find a 1991-92 Year-Round Calendar which shows the schedules for the four TRACKS.

Choosing a TRACK is a matter for your parents and the school to decide together. Parents probably will want brothers and sisters to be on the same TRACK (each TRACK will have all the grades from kindergarten to fifth grade). Parents will want to choose a TRACK which has vacations which best suit the family's lifestyle. For example, a winter vacation is super for families that ski or like to go to Mexico; a fall or spring vacation is great for camping or going to Disneyland.

About 70% of families get their first or second choice TRACK. Families can request a change of TRACK the next school year if they need to do so.

When you are assigned a TRACK, your family will receive a color-coded calendar that tells when you should be in school (approximately 12 weeks in a row) and when you will be on vacation (4 weeks in a row). If your friends are assigned to different TRACKS, you will still be in school with them for one-half to three-fourths of the year.

(Continued)
From the Principal (cont.)

Most students, families, and teachers grow to like a year-round schedule as they experience the variety of vacation choices it provides. Shorter vacations help students remember their schoolwork, and after a vacation the review work is less.

Vacations
Students ask many questions about year-round schedules. In a year-round school, you do not go all year round. TRACKS alternate their vacations and their in-school sessions. To find out when the vacations are scheduled for each track, refer to the calendar. Depending on your TRACK, you will have three four-week vacations, plus a seven-day winter holiday. When students and their teacher are on vacation, their supplies and materials will be stored, so that the TRACK returning from vacation can move into the vacated room. If supplies and materials have been stored, they will be moved to a new room ready for students to occupy when they return from vacation. Students and their teacher will stay together for the entire 180-day school year until promotion to the next grade.

Students who are interested in participating in special activities are allowed to return to school when their TRACK is on vacation and with principal's approval. However, they are not allowed to "hang around" during school recesses, P.E., or lunchtime, unless they have been assigned a specific task during these hours.

If you miss school to go on a vacation with your parents, you may make up the school work. You must apply in advance to get your principal's permission for the independent study.

How will Year-Round School Affect Me?

THINGS THAT WILL STAY THE SAME:
- If you think school is fun, you will continue to think that school is fun.
- The number of school days in the year (180) will be the same.
- The length of the school day will not change.
- The times that school starts and is dismissed will be the same.
- The legal holidays (such as Thanksgiving, Martin Luther King Day, Lincoln's Birthday, etc.) will be observed with a day off school.
- You will have the same teacher all year.
- Activities will be the same.
- Detentions will continue as usual.
- Field trips will be scheduled by teachers as usual.
- School will not be in session on weekends.
- Schoolwork should not be any harder or easier than it is now.
- You could still get "stuck" walking to school with your sister or brother if you have one.

THINGS THAT WILL BE DIFFERENT:
- You will have three vacations during the year instead of one!
- You will be in school part of the summer.
- TRACK A will be in school all summer.
- Review time will be less because you won't forget as much.
- You may be on vacation when some of your friends are in school.
- Year-Round Education is here to stay in Palm Spring, and in most other school districts in California and the nation.

Most kids who like school already will like year-round school. Many kids think summer is too long, too hot and boring. They prefer having two or three shorter vacations plus the winter holidays which are offered by Year-Round Education schedules.

Schoolwork Concerns
Year-Round Education may seem easier to many students because it will be easier to remember over the shorter vacation periods. For others it may be less "boring" because a shorter amount of time will be spent on review.

A typical day at Landau will change very little. Your classroom will have the same equipment, the same teachers will be teaching, and the minutes spent on each subject will be the same. There will be classes for Special Education. Tests will be given as usual. There will still be report cards and parent conferences. Near the end of each TRACK'S school year, you and your parents will be informed by your teacher if you have been promoted.

Landau School will be the same. The main difference is that Landau will open all year with a rotating schedule that allows about 25% more students to attend. When Dr. Cole takes her vacation, there will be an assistant principal in charge and school will operate as it normally does.

Lots of information will be shared over the next few months to make our transition from the traditional to the YRE school as smooth as possible for all of our families. I am always available to talk and answer questions. Just call 324-8141.

Sincerely,

LANDAU AIR WAVES
April 5, 1991

Dear Parents,

As we prepare for track preference registration on Saturday, April 6, I thought I would share some information that might have an influence on when you register and which track(s) might be best for your family.

REGISTRATION HOURS
Parents of students who are now attending Landau may register their children beginning on Saturday, April 6 from 7:00 to 10:00 in the morning and continuing Monday, April 8 through Friday, April 12th (all day).

PARKING FOR REGISTRATION
All gates to the Landau yard will be open from Friday, until after registration on Saturday. If the front parking area is full drive your car to the double gate on Landau Boulevard and park in back on the basketball courts or large blacktop areas in the Landau play area. The restrooms will be open, also.

PLACE OF REGISTRATION
Registration will be held in the cafeteria. Doors will be plainly marked. All track schedules will be posted. Teacher assignments for next year will be posted. There will be an information table to answer any last minute questions beginning at 6:00 A.M.

You may come and line up as early as you want but we will not open registration until 7:00 A.M. Bring your completed track preference registration form that was given out by your child’s teacher.

WHO CAN REGISTER A CHILD?
A parent, guardian, or adult (over 16 years of age) may register children from one immediate family. You may not register children from another family if you are also registering your own children.

WHAT WILL BE THE SCHOOL HOURS DURING YEAR ROUND EDUCATION?
From September through June school hours will be tentatively 8:10 A.M. to 2:20 P.M. for all students 1st
through 5th grade. Kindergarten hours will be
AM 8:10 A.M. - 11:30 A.M. PM 11:00 A.M. - 2:20 P.M.
Due to the heat in July and August we will have "summer
hours." During these 2 months we will start early and
release the students early. Summer hours will be
7:00 A.M. to 12:55 P.M. Kindergarten hours will be
AM 7:00 A.M. - 10:20 A.M. PM 9:35 A.M. - 12:55 P.M.

For parents who wish child care from 1:00 to 5:00 during
July and August, Camp Learn-A-Lot will be running a
special program for our students here at Landau.
Information on this program will be available in the
office.

DO I HAVE TO REGISTER FOR A TRACK?
If you have no preference as to vacation months you do
not have to register your child. On Monday, April 15,
all students who have not indicated a track preference
will be placed in classes. Every child now attending
Landau will be assigned to a track and a teacher for next
year.

CAN ANYONE REGISTER EARLY OR GET PRIORITY OVER OTHERS?
Under no circumstances can anyone register early. I must
be fair and go according to the system decided upon for
registration. No numbers have been given out in advance.
The first person in line will get #1 and it will proceed
that way.

HOW WILL THE STUDENTS BE PLACED IN CLASSES?
When you register for a track, the space in each grade
level is filled on a "first come - first served" basis.
At the registration desk you will be given a priority
number. You will be given one number for your entire
family. We place children in each class based on this
number. For example: if you want
Track C 4th grade as a first choice and get in line and
you are the 60th person in line you will get number 60.

Next week, we in the office will start with #1 and place
that family first on their track preference and go on
through the numbers. When we get to your #60, if there
is still room in the 4th grade or in the 4/5 combination
grade (for 4th graders) on Track C you will be assigned
to one of those two classes. If both of those classes
are full, we will look at your 2nd track preference and
place your child there.

WHAT IF I WANT OR/DO NOT WANT A COMBINATION CLASS
There are "combination" classes on all tracks with two
grade levels in one class. If you would prefer your
child to be in one of these classes you may write that on
your registration form and if you do not want your child in this class you may write that, also.

If you indicate you do not want a combination class and the straight grade level class is full on your 1st track choice, we will then go to your 2nd track choice for a straight grade placement.

If you write nothing, we will assume you prefer a straight grade first and would take a combination class second and remain on your 1st track preference.

**WHAT IF I WANT TO REQUEST A CERTAIN TEACHER?**

Some families do not prefer a special track but want a special teacher for their child. If you are making your track requests based on this, please indicate on your registration form "Mrs. Smith only on Track B", 2nd choice "Mrs. Gray only on Track D", 3rd choice "Mrs. Thomas only on Track C". That way, if Mrs. Smith is full when we get to your priority # instead of placing your child in another class on Track B at your child's grade level, we will go to your 2nd request, "Mrs. Gray on Track D".

**WILL ALL MY CHILDREN BE ON THE SAME TRACK?**

All children in the same family will be assigned to the same track unless you request they be separated. If space is not available in all the grade levels needed for your children on your 1st choice of track we will place them on your next track choice, where we have grade level openings for all of them.

**WHAT ABOUT "LATCH KEY" CHILD CARE?**

Child care through the "Latch Key" Program will be available before and after school for all tracks the same as we have now. Track A students may enroll in the "Latch Key" Program for all day child care during the 3 months they are on vacation. This program fills up quickly so please call contact Susan Brister at 320-8894 as soon as possible if you are interested.

**ARE THERE OTHER CHILD CARE PROGRAMS AVAILABLE WHEN CHILDREN ARE ON VACATION?**

We are meeting with the Boys and Girls Club of Cathedral City, the YMCA and other independent camp and child care providers to bring programs here for all tracks, all year. More information will be coming within the next month. We had our first meeting this week and there seems to be many interested groups.
WHEN DO WE REGISTER NEW KINDERGARTNERS?
Kindergarten registration is a very involved process requiring proof of immunizations, physical examination, birth certificate, etc. so we do not want to slow down the track selection process for the remainder of the school.

Parents who have other students attending Landau need to register their kindergartners from 11:00 - 2:00 on Saturday, April 6 or anytime up to April 12 and can use the same priority # received in the morning.

WHEN WILL I KNOW MY CHILD’S TRACK AND TEACHER?
Class lists for 1991-92 will be posted on the school office window after 5:00 P.M. on Friday, April 19th.

WHAT IF I DO NOT LIKE MY TRACK ASSIGNMENT?
If you are unhappy with your child’s placement you have three options.

1. We will have a waiting list for all classes. You may put your name on this list.
2. You may change to any other available track.
3. You may submit an intra-district transfer request through Mr. Jim Hurst at the District Office to go to another school.

I hope this letter answered many of the questions you have had regarding registration. If not, I am just a phone call away at 324-8141 and I will be at school EARLY Saturday morning.

See you then!

Principal
Dr. Cole
Dear Parent or Guardian,

As you know, track selection for students for Year Round Education will begin on the morning of April 6, 1991. It will help us make the selection process go as quickly as possible if you will read and follow the guidelines below.

1. You must use the form on the following page to make your track selection. The form must be filled out correctly and completely. If the form is incorrectly or incompletely filled out, it will be returned to you and you will lose your priority number.

2. When you hand in the form, it will be numerically stamped in two places with your priority number. You will be handed back the bottom portion as your receipt. Priority numbers will determine which students and parents get their first choice of track. We will begin accepting the forms at exactly 7:00 A.M., Saturday morning, April 6, 1991.

3. You CANNOT bring in forms for other families. Each family should bring in their own form. If a parent cannot bring in the form, another family member or friend may, provided that the person is not bringing in an additional enrollment form. If you choose not to bring in the form on April 6th, you may send in the form any time until April 12, 1991. These students will be assigned on a space-available basis.

We fully expect our track selection process to move smoothly and quickly. For that reason, no questions will be answered by the staff members accepting the selection forms. There will be a separate area set aside as an information center. Once again, please be reminded that only correct, complete track selection forms will be accepted. If the form is not complete, it will be returned to you and you will have to reapply and accept a new priority number. Thank you for your cooperation in this matter.

Sincerely,
Complete only one form per family. List your children in grades K-5 who are presently attending this school.

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>GRADE NEXT YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have a child entering kindergarten next year, please indicate first and last names below:

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TRACK SELECTION**

*Please indicate with a 1 your first choice, a 2 for your second choice, a 3 for your third choice or 4 for your fourth choice.*

<table>
<thead>
<tr>
<th>Vacation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months:</td>
<td>Oct</td>
<td>Sept</td>
<td>Aug</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>Feb</td>
<td>Jan</td>
<td>Dec</td>
<td>Nov</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>May</td>
<td>Apr</td>
<td>Mar</td>
</tr>
</tbody>
</table>

Do you want all your children assigned to the same track?

- [ ] YES
- [ ] NO (Explain on back)

Parent Signature __________________________ Date ____________

Address ____________________________ Tel. __________________________

- [ ] DHS
- [ ] LAN

Track Selection: Please indicate with a 1 your first choice, a 2 your second choice, a 3 for third choice or 4 for fourth choice:

- [ ] A
- [ ] B
- [ ] C
- [ ] D

Selection forms may be returned to your school from 7:00 A.M. until 10:00 A.M. on April 6, 1991. Initial deadline for turning in forms will be April 12, 1991.
Dear Parents:

We have had numerous meetings to explain our year round program and it is now time for you to make some decisions. For the first time, you as parents will have four choices of scheduling your child's vacation time. Remember, in doing this it is not possible to "short change" your children since they will come to school the same number of days (180) provided by traditional calendars. Also, each track provides for 180 days of instruction.

Attached is the year round school calendar from which you may select your choices of when you want your child to attend school. If you have more than one child, they will all be placed on the same track, unless you specify otherwise. Study the calendar and fill out a card for each child who will attend our school next year. I will make every effort to give you your first or second choice of track schedules.

If you have questions regarding these forms, we will be having another parent meeting, which will be a repeat of a previous meeting on choosing tracks.

IT IS VERY IMPORTANT THAT YOU RETURN THE ENCLOSED REGISTRATION CARD TO YOUR CHILD'S TEACHER BEFORE THIS DATE.

If the card is returned late or not returned at all, your child will be placed on any of the four tracks after the track requests of others have been met.

Parents will receive written notification of their child's placement by . If you do not receive this information, please call our school office.

Sincerely,

Principal
Dear Parents:

We are pleased to welcome your child to the Kindergarten program of our school.

We are including a school calendar for the coming year to indicate the dates on which your child will attend class.

Your child is enrolled in Track A
Track B
Track C
Track D

The school year for your child begins on:

Name of Teacher:

Room Number:

Class Hours:

We look forward to seeing you and your child on the first day of the appropriate session.

If you have any questions, please notify the school.

Sincerely,

Principal
Dear Parents:

We are happy to inform you of your child's track assignment for the coming school year. This assignment was based primarily on your choices listed on the Year Round School Track Selection Form.

We hope that you are satisfied with the track specified below, and that you and your family are looking forward to the new school year.

Sincerely,

Principal

Student Name
Grade
Track

This is the green red blue yellow schedule on the calendar.

The first day of school will be
Dear Parents of Track Students:

It is time for Track vacation.

Last day of school:
First day back to school:

You will be receiving a reminder letter one week before the students are to return.

Remember, there are often vacation learning opportunities for your children here at our school and in the community. If you have any questions about this or the vacation schedule, please feel free to call our school office. We hope this will be an enjoyable time for you and your family.

Sincerely,

Principal
Dear Parents of Track Students:

I hope that you and your children have enjoyed your vacation. It is now time for students on Track to prepare to come back to school. Your child starts school again on [insert date].

If you have any questions, please call our school office. Thank you for your cooperation.

The following list is to provide you with your child's NEW classroom number:

Teacher
Room

Teacher
Room

Sincerely,

Principal