

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

1991

An administrative handbook for implementation of year round education

Edward R. Schrier

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



Part of the [Elementary and Middle and Secondary Education Administration Commons](#)

Recommended Citation

Schrier, Edward R., "An administrative handbook for implementation of year round education" (1991).
Theses Digitization Project. 729.
<https://scholarworks.lib.csusb.edu/etd-project/729>

This Project 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.

California State University
San Bernardino

AN ADMINISTRATIVE HANDBOOK FOR
IMPLEMENTATION OF YEAR ROUND EDUCATION

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of

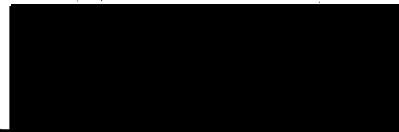
Master of Arts
in
Education Administration

By

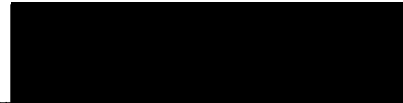
Edward R. Schrier, M.A.
San Bernardino, California

1991

APPROVED BY:



Advisor: Dr. David O. Stine



Second Reader: Dr. Kenneth E. Lane

Abstract

AN ADMINISTRATIVE HANDBOOK FOR IMPLEMENTATION OF YEAR ROUND EDUCATION

Edward R. Schrier, M.A.
California State University, San Bernardino, 1991

Statement of Problem

The recent movement of many school districts to leave the traditional nine month calendar for a year round calendar has multiplied the duties and responsibilities for school administrators. Many administrators find the transition in school calendar to be a very demanding process. This project is in response to a school district's need to provide a comprehensive handbook on year round education to assist site principals with implementation.

Procedure

Meetings were conducted with the Colton Joint Unified School District's assistant superintendent of instruction and the YRE district level principal to determine the district level materials needed by administrators to make the calendar transition in their schools. Current district materials and policies were reviewed. Five veteran principals, in their first year in year round programs, were interviewed to solicit their input. Material was compiled, edited, and organized for the printing of the handbook. An extensive review of current literature was conducted. Participation in the 1991 Annual National Association of Year Round Education Conference provided the current information and direction necessary to develop this handbook.

Results

The results have produced an administrative handbook containing eleven sections of information to foster a smooth transition in calendar and school organization. The handbook has been adopted and bulk printed by the Colton Joint Unified School District. The handbook was distributed to all the site administrators in the district.

Conclusions

It was found that the transition from a traditional school calendar to a year round school calendar contains a multitude of enormous tasks for the administrator. It is apparent that the primary motivating factor that school districts are making this change in calendar is for student housing and fiscal concerns. However, the educational benefits such as increased memory retention, reduction in stress and absence, and the ability to provide remediation during intersession are of equal importance.

Table of Contents

1.	Introduction	Page 1
2.	Review of the Related Literature	Page 3
3.	Statement of Objectives	Page 11
4.	Project Description	Page 12
5.	The Administrative Handbook	Page 15
6.	References	Page 122

INTRODUCTION:

As student enrollment steadily increases in California, state and local funding to schools can not support the necessary construction of new schools. Therefore, an alternative plan is necessary to relieve overcrowding. Rapidly growing school districts are utilizing an alternative plan termed "Year Round Education" (YRE). This alternative involves a restructuring of the traditional 180-day nine month calendar into a multi-track 180-day twelve month calendar. Multiple tracks of students and teachers are scheduled for instruction and vacations during different sessions through out the entire year. This results in the accommodation of a larger student population in a more efficiently utilized existing facility.

Recent state legislation from 1976 to 1990 has also stimulated the YRE movement in California. From the complex requirements for obtaining funding for construction outlined in the Leroy Green Lease Purchase act of 1976, to the 1990 amendments to AB 87 which made financial assistance available to districts utilizing multi-track programs, legislation has moved expanding school districts into year round schools.

However, a year round, continuous education has been found to have other benefits in addition to increased student housing. Students forget less of what they have learned over short breaks rather than lengthy summer vacations. Less time is wasted on the review necessary after long vacations. The frequent short vacations also have been noted to reduce both stress and absenteeism for students and teachers. The reduction in stress has resulted in a reduction in student drop out. In addition, students can receive immediate remediation during mid-year intersession rather than waiting until the year ends for summer school.

The debate on whether or not YRE improves student academic achievement rages on. Advocates for YRE attribute dramatic achievement gains to the calendar while valid research indicates that this is not the case.

The transition from the traditional school calendar to a year round calendar involves extensive planning and organization on the part of the school site administrator. This project will yield a comprehensive handbook that will assist and guide the administrator in this arduous task.

REVIEW OF THE RELATED LITERATURE

Year Round Education (YRE) is not a new reform. The existence of a continuous education program can be found as far back as 1645 in Dorchester, Massachusetts. European immigrants in the 1800's wanting to assimilate their children into the American Culture supported a twelve month program. They felt that English would be learned quickly without a break in the summer (Cammarata 1961).

Year round education programs involve a re-structuring of the traditional 180-day, nine month school calendar. The 180-school year is divided into instructional sessions (tracks) with short vacations scheduled between the sessions. This results in continuous learning through out the entire year uninterrupted by a lengthy summer vacation. A multi-track program, which is usually established to eliminate overcrowding in a facility, results in one track of students and their teachers alternately scheduled to be on vacation while the other tracks are in session. A four-track calendar may increase a school's seating capacity by thirty-three percent while a three-track calendar may increase seating capacity by fifty percent (Brekke, 1991).

The most popular multi-track attendance calendars utilized today are the 45/15 Plan, the 60/20 Plan, and the Concept Six Plan. The 45/15 Plan divides students into two or four groups or tracks. Each track rotates on its own schedule with 45 days of instruction followed by 15 days of vacation throughout the entire year. The 60/20 Plan divides the school year into three-60 day instruction sessions divided by 20 day blocks of vacation. The Concept Six Plan provides for six instructional sessions of approximately 43 days each. Students attend four of the six sessions each year, but attend each two of the four sessions consecutively. This plan is based on 160 or more days of instruction and requires

increasing the instructional minutes per day to meet the statutorily required number of the instructional minutes in a school year.

The tremendous population growth facing California far exceeds the growth and migration in any other state. According to statistics provided by California's State Superintendent of Public Instruction, Bill Honig, public school enrollment in California is presently 4.6 million, it will exceed 5 million by Fall 1992, and 6 million by 1998. K-12 enrollment within the next decade, is expected to increase by the largest percentages in Riverside County (88.3) and San Bernardino County (78.4). Over-enrollment of students in limited facilities, in conjunction with insufficient state funding for new buildings, has conveniently pushed California's public schools to the forefront of the year round education movement. Of the 628 public and private schools on year round calendars in the nation, 489 are located in California. Seventy-nine of the 1,010 school districts in California are currently providing some form of year round education. More than three-fourths of the nation's year round schools are located in California (National Directory of Year Round Programs, 1989-90).

In addition to student overcrowding being a major cause for California schools to adopt year round schedules, state legislation from 1976 to 1990 has played a major role expediting these transitions (Heydt, 1991). The Leroy Green Lease Purchase Act of 1976 provided state funding for new school construction and modernization of old facilities. However since this act's requirements were so complex and it took between three and five years before the funds were actually received by the district, many school districts were forced to adopt year round programs during the wait. In 1978, Proposition 13 further worsened this problem by restricting the school district's ability to acquire revenue for property purchase and school construction through bond and tax elections. Finally, slight relief came in 1983 when SB 813 and 81 provided twenty-five dollars per student enrolled

in a year round school due to overcrowding. In 1985, AB 1027 and AB 694 provided incentive funding to assist with air conditioning and facility modification of year round schools. In 1988, AB 87 provided incentive payments of approximately 125 dollars per pupil enrolled in a year round school. Districts were also ranked with priority points towards new construction if more than thirty percent of the student population was enrolled year round. A mandate to implement year round programs came in 1989 with AB 1650 requiring that districts applying for new construction funding be required to have at least ten percent of the current student population enrolled in year round programs. The last approved legislation to date came in 1990 in the form of amendments to AB 87. This established a Year Round School Grant Program to offer financial assistance to districts implementing new multi-track year round programs.

Despite the much publicized and emphasized financial and physical benefits derived from such calendar changes, the educational benefits are of even more vital importance to the learning process. At a time in which the divergence from the traditional, outdated calendar is under such fierce fire from all sides, this review will focus on the documented studies, research, and surveys in an attempt to show that year round education is educationally beneficial for California students.

The first of the obvious educational benefits of year round "education" is the elimination of long summer vacations. The three month break designed to allow children time to assist their parents during harvest in the predominantly agrarian society of the nineteenth century is no longer necessary. Additionally, a three month vacation hinders a student's ability to retain information learned previous to the long break. In 1978, the Board of Regents of the State of New York conducted a study of school calendars. The study entitled, Learning, Retention and Forgetting, indicates that "disadvantaged and migrant students suffer most severely from retention losses during non-schooling times"

(New York State Department of Education, 1978). This research also concluded that programs that shortened the time away from formal instruction, were indeed effective in reducing memory loss. Average and above average students are also done an injustice in this situation. The four to six weeks of review necessary for a slower learners after the long break in learning is equally a waste of valuable time for these average to above average students. The September-June calendar with its needlessly long summer vacation interrupts that continuity and the subsequent need for extensive review takes its toll on the achievement outcomes of most of our students, from the top of the achievement scale to the bottom (Ballinger, Jan. 1988).

Stress and absenteeism have been identified as both symptoms and causes related to the traditional nine month school calendar. In the case of the teacher, the high level of stress has been attributed to an increased rate of absenteeism. Seventy-four percent of teachers surveyed on a year round calendar indicated that shortened instructional terms divided by frequent vacations relieved stress in a systematic way (Christie, 1989). The lowers stress level has reduced teacher absences for stress related illness and the need for "mental health days" is reduced by the frequent short vacations.

On the other hand, the disadvantaged or migrant student frequently miss school due to family mobility or increased responsibilities at specific times of the year. Absences occur during seasonal moves to harvest crops or simply to baby-sit, work or assist in other ways at home. "More than likely, the situation will create stress and interfere with school learning when the child does return" (New York State Department of Education, 1978). Allowing these families flexibility in determining a suitable track for their child to attend school, may reduce the number of absences.

In the same respect, the Oxnard School District normally incurred an enormous loss in financial apportionment due to the unexcused absences of these students throughout the

adapts and provides the modern curriculum required in the changing world in which students live.

The one educational benefit of year round education that generates the most concern is the improvement in student academic achievement. Student test scores have been compared to measure the effect that the various calendars have on achievement. There are two factors that should be considered when gauging the effectiveness of continuous learning on academic achievement. "Year round schools are more likely to be found in communities with lower socioeconomic status and also serve twice as many limited and non-English speaking students as do traditional schools (Quinlan, 1987). This is explained by the fact that the majority of overcrowded schools are located in urban areas that are associated with these demographic characteristics.

The findings of the New York State Department of Education in a 1978 report, seemed to academically justify the establishment of year round schools in disadvantaged communities. The report indicates that the test scores of advantaged students remain the same or increase during the summer months. The subject areas that showed growth corresponded to the nature of the student's summer activities. Conversely, the test scores of the disadvantaged student declined proportionate to the number of weeks of schooling missed during the summer. This loss was calculated to equal three to four months of growth and skills achieved during the previous school year.

Similarly, the Oxnard California Elementary School District, with a predominance of disadvantaged, migrant, and Hispanic students, compared the academic achievement of traditional track students to multi-track students during a four year period. The study indicated a substantial increase in test scores during the four years in all tracks. Even though there was not significant differences between raw scores of either track, the author

concluded, "There appears to be evidence that the academic achievement of students is generally enhanced by the year round education program." (Brekke, 1986)

Likewise, the Fresno Unified School District which operated ten year round schools since the mid 1970's, analyzed California Achievement Test Scores between 1981 and 1983. The data from the multi-track, single track, and traditional calendar schools showed no evidence that the school calendar had any affect on student achievement. Extensive reviews done by Barbara Merino (1983) and the National Education Association (1987) also found no relationship between year round education and student achievement. The study conducted by the Stanford Research Institute (Pelavin, 1978) of students in grades 2, 5, and 7 enrolled in traditional and year round schools, appears to be the most extensive achievement comparison. A basic skills test was administered during three different times throughout the year. Results were analyzed to measure the rate of learning during school attendance and learning loss over the summer months. Multiple regression analysis found no significant difference in achievement between students on either school calendar. As inconclusive as this conflicting data may be, there are three facts to keep in mind; (1) no declining test scores have been attributed to year round education, (2) disadvantaged and limited English speaking students experience little reinforcement of learned skills when away from school, and (3) there are many other valuable academic benefits achieved through continuous education as indicated previously in this review.

A good example of this is Janowski Elementary School in Houston, with its large 1,000 kindergarten through fifth grade population, discovered unique opportunities presented by implementing a year round schedule. First, by allowing the parents and community to participate in the planning of this new program, a sense of ownership and support escalated. Secondly, the predominantly Hispanic student population received the much needed continual instruction and reinforcement to improve their English proficiency.

Finally, the previously low basic test scores which were declining gradually each year, reversed the trend due to the remediation that was now available to students during the intersession (Ballinger, Kirshenbaum, and Poimbeauf, 1987).

In summary, the message that is being sent by proponents of year round education is being muddled due to the fear of misinterpretation by the educational community. This review focused on several educational benefits derived from year round education. Reductions in memory loss, stress, absenteeism, and the drop-out rate are all valuable reasons to operate schools on a year round calendar, however these are not the actual driving forces for doing so. The housing of more students in existing buildings is the sole reason for the change in school calendar. If this movement is to earn credibility, then the issues relevant to its inception should not be over-shadowed by claims of increased student achievement that can not be supported by valid research.

Finally, mandated year round education in California should be viewed as a long overdue reform for the educational process. Locking the doors to our schools for three months every year makes little sense in the highly technical demanding world in which we live.

STATEMENT OF OBJECTIVES:

1. Meet with the Assistant Superintendent of Instruction and the District YRE Principal of the Colton Joint Unified School District throughout the development process.
2. Review current state and district YRE materials and policies.
3. Review the literature and research related to YRE.
4. Interview the five site principals who began year round programs in the district this year.
5. Attend the 1991 Annual National Association of Year Round Education Conference.
6. Organize and review the material compiled.
7. Edit and de-personalize material to be included in handbook.
8. Develop narratives for material requiring further explanation.
9. Organize all documents for printing of the administrative handbook.

PROJECT DESCRIPTION

The objectives of this project have been met in the following manner:

Objective Number 1: Meet with the Assistant Superintendent of Instruction and the District YRE Principal.

This has been accomplished by arranging meetings with Nancy Norton, the Assistant Superintendent, during key points in the development of the handbook. I have met with Terry Adame, the District YRE Principal on a daily basis to obtain materials, direction, and approval of documents to be included in the handbook.

Objective Number 2: Review current state and district YRE materials and policies.

This has been accomplished by obtaining the State Education Codes, District Board Policies, and literature prepared by the District Curriculum Department relating to year round education.

Objective Number 3: Review the literature and research related to YRE.

This has been accomplished by consulting the educational retrieval compendium, micro-fiche, and periodicals contained in California State University at San Bernardino and University of California at Riverside. Information has also been procured by direct communication with the California State Department of Education and Dr. Charles Ballinger, Executive Director of the National Year Round Education Association.

Objective Number 4: Interview five site principals at year round schools.

This was accomplished by arranging meetings with: Mike Brown, Principal of Paul J. Rogers Elementary School; Dale Chilson, Principal of Woodrow Wilson Elementary School; Maryetta Ferre, Principal of Terrace View Elementary School; Charlotte Naugle, Principal of Walter Zimmerman Elementary School; and Gary Roberts, Principal of Reche Canyon Elementary School.

Objective Number 5: Attend the 1991 Annual National Association of Year Round Education Conference.

This had been accomplished by making reservations and securing school and district conference approval. Much of the latest research studies and implementation practices were learned through participation at twelve seminar sessions and personal contact with various speakers.

Objective Number 6: Organize and review the material compiled.

The material has been examined carefully for relevance to the handbook.

Objective Number 7: Edit and de-personalize material.

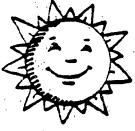
Material has been checked for accuracy and personal names of individuals and schools have been changed or omitted.

Objective Number 8: Develop narratives for materials.

Explanations have been prepared to preface materials, forms and procedures that are not self-explanatory.

Objective Number 9: Organize all documents prior to printing handbook.

The material contained within handbook has been divided into eleven sections.



Year 'Round Education

Administrative Handbook

Table of Contents

I.	Rationale	17
II.	Legal Considerations and Board Policies	25
III.	Implementation Timeline	54
IV.	Registration	57
V.	Year 'Round Contract Language	65
VI.	Staffing	72
VII.	Schedules	77
VIII.	Other Policies and Procedures	89
IX.	Logistics	96
X.	Communications and Surveys	105
XI.	Year 'Round Tips	120

I. Rationale

- 1. Year 'Round Education is Educationally Beneficial**
- 2. Flier, "We're Glad You Asked"**
- 3. Questions and Answers**
- 4. Advantages of Year 'Round Education**
- 5. The 60/20 Plan Used by the Colton Joint Unified School District**
- 6. Calendar**

YEAR 'ROUND EDUCATION IS EDUCATIONALLY BENEFICIAL

The tremendous population growth being experienced by California has pushed this state to the forefront of the Year 'Round education movement. This movement involves re-structuring of the traditional 180 day, nine month school calendar, which was necessary to accomodate the harvest responsibilities of our once predominately agricultural society.

While efficient facility usage and economic savings are characteristic of Year 'Round education, it is the many educational benefits afforded to all our students that necessitates the establishment of a progress that provides an opportunity for continuous learning.

A calendar that provides several brief vacations rather than one long summer vacation is less likely to interrupt the learning process. The student will return from brief vacations rejuvenated, motivated to engage in the next-session of school and will have retained much of what was learned before the vacations. The stress relief caused by frequent short breaks and reduced class size have resulted in a reduction in absenteeism. Undeniably, the more days present in school the more material that can be learned. Interestingly enough the benefits experienced by the students enrolled in Year 'Round Education are similarly experienced by the educators.

In the 1986-87 school year, the Colton Joint Unified School District, in anticipation of future trends in population and the learning needs of its students, began to organize a plan for the implementation of a Year' Round education program in its twenty-one (21) schools. Through extensive research, two district committees comprised of parents and educators made a recommendation to the school board that a plan for Year 'Round education be organized.

In the fall of 1989, the district school board elected to start six (6) elementary schools on a Year 'Round calendar beginning July 1990. Five of the district elementary schools: Reche Canyon, Rogers, Terrace View, Wilson and Zimmerman, have implemented a four-track system, while Smith and school uses a single-track system. Crestmore and Jurupa Vista schools are scheduled to make the transition to Year 'Round in July 1991.

August 1990



Why Year 'Round Education?

The year 'round calendar assists retention and lessens the need for reteaching after summer months. Shorter school sessions and breaks reduce fatigue and boredom.

More students can be accommodated on campus.

Smaller class sizes are created.

Year 'round is a long-term solution, not a temporary one, like relocatable classrooms.

The State Department of Education encourages districts to implement year 'round scheduling.

- Vacation breaks fall in a variety of seasons to offer families opportunities for alternative vacations, such as skiing, seasonal sports.
- Teachers can earn extra money as substitutes while they are "off track."
- One intersession will serve as "summer school."
- Fewer students on campus at one time helps reduce waiting times for lunch, restrooms, drinking fountains, parking lots, and library facilities.

How does the Track System Work?



Students at four-track year 'round schools are divided into four tracks of equal size. Three tracks are in session while the other track is on vacation. Youngsters attend school for 60 days then are off for 20, in three cycles. Students remain with the same teacher throughout the year. Year 'round students attend school 180 days, the same as students on the traditional September to June schedule. By having one-fourth of a school's population on vacation at one time, a school can hold one-fourth more students. A school with space for 600 students can hold 800 students on a year 'round calendar.

A single-track schedule places all of the students on the same track. Smith School chose this schedule to enable students to become accustomed to the year 'round system before adopting a multi-track system.

Track assignments are made on a first-come, first-served basis. When a new student registers at a year 'round school, every effort will be made to place the child in a track which gives him or her the maximum number of instructional days, but not to exceed 180 days for any fiscal year. All children in the same family are assigned to the same track, unless parents request otherwise.

Frequently Asked Questions . . .



Have other school districts tried a year 'round plan?

More than 137 districts in 27 states are operating year 'round schools. California is in the forefront of the development of continuous school programs, with a total of 59 school districts in year 'round schools.

If a parent's vacation falls at a time when a child is in school, can the child be taken out of school?

Because year 'round calendars typically offer vacations throughout each of the four seasons, parents are encouraged to schedule vacations during those times.

■ *Will my child have access to special services, such as psychological testing, speech therapy, special education, and health services?*

Yes. All supportive services will continue.

■ *What is the same about year 'round and traditional schools?*

Both schedules have 180 school days, trimesterly reporting periods, winter vacations, traditional holidays, bus transportation, support services, and the same teacher throughout the year.

Colton Joint Unified School District

Year 'Round Education Meeting

Questions Frequently Asked by Parents

1. Have other school districts tried a year 'round plan?

YES. California is in the forefront of the development of continuous school programs, with a total of 81 school districts in year 'round programs, involving 443,806 students. This is a 17 percent increase in school districts participating in year 'round programs compared to the 1988-89 school year.

2. Will my child change teachers after each vacation break during the school year?

NO. Elementary teachers will be grouped with their students. That is, your child will remain with the same teacher during the regular school session.

3. Will my child have access to special services, such as psychological testing, speech therapy, learning disability groups, health services, etc.?

YES. All supportive education services will continue in the year 'round plan.

4. Since the junior high schools will not be on a year 'round plan, will graduating sixth graders enter the regular junior high school program late?

NO. The year 'round education plan has been scheduled to avoid this problem. However, depending upon the track to which your child is assigned, he or she may have a shorter or longer summer vacation before entering junior high school.

5. Will all of my children be on the same track?

YES. We will make every effort to have the family on the same track.

Questions Frequently Asked by Parents

Page 2

- 6. Does the term "track" tell me the days of instruction and vacation for my child(ren)?**

YES. A track is a set calendar of instructional days and vacation days for a student. Our students will be on one of four tracks. All students in the Colton Joint Unified School District will attend school the same total amount of time, as required by state law. The difference will be that the vacations will be three separate four-week vacations.

- 7. Will we gain more classroom space by going year 'round?**

YES. Four teachers can use three rooms on a staggered basis. One teacher and his or her students will be on vacation. When the next track goes on vacation, the teacher and students returning go into that room for the following 60 days.

- 8. Will the year 'round schools' classrooms be air conditioned?**

YES. The year 'round classrooms will be air conditioned.

- 9. Will year 'round education reduce class size?**

YES. A school district goal is to reduce class size by more efficient use of classroom space.

- 10. When will year 'round education begin in Colton?**

In July 1990, year 'round education will begin at Reche Canyon, Rogers, Terrace View, Wilson, and Zimmerman elementary schools. Jurupa Vista, currently under construction, will open as a traditional school for one year, then switch to the year 'round system in July, 1991.

COLTON JOINT UNIFIED SCHOOL DISTRICT

ADVANTAGES OF YEAR-ROUND SCHOOL PROGRAM

The advantages of a Year-Round School Program include, but are not limited to, the following:

1. Vacation periods in each of the three seasons of the year may provide children with a wider variety of family vacation experiences.
2. The need for long periods of review following the traditional 12-week summer vacation will be eliminated.
3. With more equally distributed periods of intensive learning and brief periods of relaxation throughout the year, the intellectual and emotional growth of children is enhanced.
4. Children avoid the typical summer boredom and loss of knowledge which occurs during the long three-month summer vacation breaks.
5. Principals of continuous schools report that the percentage of discipline referrals is substantially lower than on the regular September-June programs. Teachers feel that three vacation breaks during the year have had a positive influence in regards to student discipline and pupil absenteeism.
6. There is a reduction in vandalism at schools open year round. An empty school during the summer months has been a convenient target for vandalism and burglaries.
7. Generally, student/staff absenteeism in the Continuous School Program is less than in the September-June program. Teachers and administrators attribute this factor to the rest and recuperation which comes with three vacation breaks during the continuous school year, rather than the one long summer vacation.
8. Continuous schools makes year-round use of schools, and can accommodate up to 25% more students with the same number of school days and the same length of a student's school day as in the September to June (traditional) program.
9. The school climate is better because of the reduction in the number of students attending at one time. Lunch lines are shorter, less students on campus will cut down on discipline problems.
10. Teachers can earn more money by substituting during their off-track time. The contract can be extended for other personnel to accomodate the year-round calendar.

**YEAR 'ROUND CALENDAR
THE 60-20 PLAN**

The students rotate through the year until he/she has had three 60-day terms and three 20-day vacations. The length of the 60-20 terms vary according to holidays and state attendance regulations. Students are in session as close to 180 days as possible to meet all state requirement for school attendance.

II. Legal Considerations and Board Policies

CALIFORNIA STATE DEPARTMENT OF EDUCATION**Bill Honig****721 Capitol Mall; P.O. Box 944272****Superintendent****Sacramento, CA 94244-2720****of Public Instruction**

April, 1990

TO: District Superintendents

**FROM: Duwayne Brooks, Assistant Superintendent
Director, School Facilities Planning Division**

**SUBJECT: CALIFORNIA EDUCATION CODES AFFECTING YEAR-ROUND EDUCATION
PROGRAMS: A SUMMARY AS OF DECEMBER 1989**

Below is a list of Education Codes pertinent to the implementation and maintenance of year-round education (YRE) programs. Because these Codes are constantly subject to change by the legislature, we update this publication periodically. Yet even our efforts to publish the latest versions sometimes do not reflect the most immediate changes. Should you need, then, clarification of these Codes or reassurance that the ones herein are current, you should call our State Department Year-Round Education Consultants: Tom Payne (for programmatic issues) at (916) 322-6249, or Leroy Small (for facilities issues) at (916) 327-5462.

The YRE Education Codes are listed below by category:

- I. Establishing a Year-Round Program
- II. Year-Round Scheduling
- III. Incentives for Year-Round Education
- IV. Air-Conditioning Allocations
- V. Year-Round Facilities Feasibility Studies (AB 1650)
- VI. Intersession Funding
- VII. Year-Round Demonstration Project (Orchard Plan)
- VIII. Expired Codes
- IX. Resource Contacts

VALID CURRENT EDUCATION CODE SERIES

I. ESTABLISHING A YEAR-ROUND PROGRAM:

36710. Establishment and Operation. The governing board of any school district may, after notification to the Superintendent of Public instruction, establish and operate in one or more of the schools within the district, or in all schools within the district, a continuous school program pursuant to the provisions of this chapter.

37611. Public Notice. Whenever the governing board of any school district pursuant to Section 37610. determines to operate one or more schools of the district on a continuous school program, it shall publish, not later than November 1st of the school year preceding the commencement of such a program, its intention to operate a continuous school program in such a manner as to require any pupil to enroll in a continuous school program in a newspaper, then in any newspaper of general circulation that is regularly circulated in the district.

Publication of notice pursuant to this section shall be once each week for three successive weeks. Three publications in newspaper regularly published once a week or oftener, with at least five days intervening between the respective publication dates not counting such publication dates, are sufficient.

37612. Petition; Determination to Call Election. If after notice of intention to establish and operate a continuous school program in such a manner as to require any pupil to enroll in a continuous school program has been given, a petition signed by 25 percent of the electors of the district may be presented to the county superintendent of schools requesting that the school district not establish such a program. Such petition shall be presented no later than December 10th of the year in which the notice is given.

The county superintendent of schools shall examine the petition and, if he finds it to be sufficient and signed as required by law, order a ballot proposition, as provided by Section 37614, to be placed upon the ballot of the appropriate election as provided in Section 37613.

The governing board of the school district may request that an election be called and conducted irrespective of whether or not a petition is presented.

37613. Election. An election ordered or requested to be held pursuant to Section 37612 may be consolidated with the next districtwide election held 80 or more days after the order or request for an election is made or the county superintendent of schools may order a special election to be held at least 80 days after the election is ordered or requested.

37614. Form of Ballot; Election Results. (a) The ballot proposition used in an election called pursuant to Section 37613 shall contain the words "For the continuous school program of the (name of district) District to be operated in such a manner as to require any pupil to enroll in a continuous school program" followed by the words "Yes" and "No" so placed that the voter may clearly indicate his choice.

(b) If a majority of those voting for the ballot proposition, as provided by subdivision (a), at the election vote "yes" then the school district shall be permitted to commence the continuous school program so designated on the ballot and to continue operating any such program in the district until all such programs are terminated.

(c) If a majority of those voting for the ballot proposition, as provided by subdivision (a), at the election vote "no" then the school district shall not be permitted to commence with the continuous school program so designated on the ballot.

37615. Required Time Lapse Between Program Proposals. If a continuous school program operated in such a manner as to require any pupil to enroll in the program is terminated by the governing board or prohibited pursuant to subdivision (c) of Section 37614, the governing board shall not determine to operate one or more schools of the district on a continuous school program in such a manner as to require any pupil to enroll in a continuous school program for at least two years following termination or election.

37616. Consultation. Prior to implementing a continuous school program in any school of the district, the school district governing board shall consult in good faith in an effort to reach agreement with the certificated and classified employees of the school, with the parents of pupils who would be affected by the change, and with the community at large. Such consultation shall include at least one public hearing for which the board has given adequate notice to the employees and to the parents of pupils affected.

In school districts where a continuous school program is implemented in fewer than all of the schools maintained by the school district, the governing board of such a school district shall make every reasonable effort to assign certificated employees who prefer the regular school schedule to schools of the same level retaining the regular school schedule.

37617. Grouping of Students. The governing board of any school district operating pursuant to the provisions of this chapter shall divide the students of each selected school into as many groups as necessary to adequately accommodate a

continuous school program so established and conducted. Students of the same family shall be placed in the same group unless one or more of such students is enrolled in a special education class or unless the parent or guardian of such students requests that the students be placed in different groups.

37618. School Calendar; Rotating Shifts. The governing board of any school district operating pursuant to the provisions of this chapter shall establish a school calendar whereby the teaching sessions and vacation period during the school year are on a rotating basis.

37619. Holidays. Each selected school shall be closed for all students and employees on regular school holidays specified in Section 52720, Article 3 (commencing with Section 37220) of Chapter 2 of this part.

37620. Sessions and Vacations. The teaching sessions and vacation periods established pursuant to Section 37618 shall be established without reference to the school year as defined in Section 37200. The schools and classes shall be conducted for a total of no fewer than 175 days during the academic year.

37630. Compulsory Full-Time Education; Enrollment and Attendance. The provisions of Article 1 (commencing with Section 48200), Article 3 (commencing with Section 48220) to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 of Division 4 of this title, and all other laws, relating to compulsory full-time education and the enrollment and attendance of pupils in the kindergarten, elementary, and secondary grades shall be applicable with respect to the regular schooldays prescribed for the entire academic year established for the school at which a program pursuant to this chapter is conducted, and to the attendance area established for such school.

37631. Courses of Instruction. The courses of instruction offered at a school maintained pursuant to this chapter shall meet all applicable requirements of law, including the requirements prescribed by or pursuant to Sections 51550, 51551, and 51820, and Chapter 2 (commencing with Section 51200) of Part 28 of Division 4 of this title relating to physical education. For such purposes the instructional program shall be designed to provide at least the overall equivalent in instruction in each course of study required by law to be provided in kindergarten and grades 1 to 12, inclusive, upon a pupil's completion of the work prescribed for any particular grade.

37632. Separate Salary Schedule. The governing board of any school district operating the continuous school program pursuant to this chapter shall prescribe a separate salary schedule for the certificated employees of the district who

are employed at any school maintaining the continuous school program pursuant to this chapter, and who, because of such employment, will be engaged in rendering services for the district for a greater number of total days during the academic year than would be the case for a regular academic year.

37640. Support from State School Fund. Each school district maintaining a continuous school program in any school within the district pursuant to this chapter shall be entitled to receive the same support, but not more support, from the State School Fund due to the average daily attendance at such school that it would have received if the school had been operating under the provisions of law relating to the regular school year, including summer school.

37641. Procedure for Computation of Allowances, Apportionments and Disbursements. The Superintendent of Public Instruction shall prescribe an appropriate procedure for the computation of allowances, apportionment and disbursements from the State School Fund which are to be made to any school district maintaining a continuous school program pursuant to this chapter for any one or more of the purposes specified in Sections 41300 and 41301 for the average daily attendance at any school operating such a program.

37642. Eligibility for Allowances, Disbursements, and Apportionments. The allowances, disbursements, and apportionments under this article shall be made with respect to any school district maintaining a continuous school program pursuant to this chapter in accordance with the provisions of law relating to such allowances, disbursements, and apportionments, to the extent possible.

37643. Disbursements; Maximum Amount. The Superintendent of Public Instruction may provide for the actual disbursement of the apportionments to the school district maintaining the continuous school program pursuant to this chapter at times other than as specified in Article 3 (commencing with Section 41330) of Chapter 3 of Part 24 of this division. In no event, however, shall the school district receive apportionments in a total amount in excess of the amount determined pursuant to this article.

II. YEAR-ROUND SCHEDULING:

37202. Except where a school, the governing Board of any school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year; all of the day high schools established by it for an equal length of time during the school year.

37228. The governing Board of any elementary, high school, or unified school district or any county superintendent of schools may maintain classes on Saturday or Sunday, or both but shall not result in crediting of more than five days

of attendance for the pupil per week (note: this was amended in July, 1988, to allow Year-Round intersessions to operate on Saturday and not count as one of the five days - intersession may constitute a sixth day; see next code (42239.5 for exception)

42239.5. For the 1988-89 fiscal year and each fiscal year thereafter, average daily attendance generated by elementary and secondary school pupils in voluntary Saturday school programs shall be eligible for summer school apportionments calculated pursuant to Section 42239 if those programs meet the following conditions:

- (1) The instruction is in core academic areas specified in paragraph (2) of subdivision (d) of Section 42239.
- (2) The instruction is provided on Saturday and does not exceed 180 minutes.
- (3) The average pupil/teacher ratio does not exceed 20:1.
- (4) Attendance by the pupils is not required by the participating schools and districts.

46200. For each school district which certifies that it offers 180 days or more of instruction per school year A Year-Round school shall be deemed to be in compliance with the 180 day requirement if it certifies to the SPI that it is a Year-Round school and maintains its school for five more days or the equivalent thereof, than maintained in the 1982-83 fiscal year not to exceed 180 days.

37670. Program of School District; Approval of Application; Conditions; Work Time of Certificated Employees; Eligibility for Apportionment from State School Fund. SEC. 3. Section 37670 of the Education Code is amended to read: 37670. (a) Notwithstanding any other provision of law, any school district may operate a program of year-round scheduling at one or more schools within the district for as few as 163 days in each fiscal year, so long as the number of annual instructional minutes is not less than that of schools of the same grade levels utilizing the traditional school calendar.

(b) All certificated employees under this program, except those serving under an administrative or supervisory credential and who are assigned full time to a school in positions requiring qualifications for certification, shall work the same number of days and shall increase the number of minutes worked daily on a uniform basis.

(c) A program approved under this section shall be eligible for apportionment from the State School Fund.

37671. Exemption from Requirements of Sections 37202, 37203. Approval of programs provided for in Section 37670 shall exempt the affected district and schools from the requirements of Sections 37202 and 37203.

37672. Credit for Attendance; Calculation of Average Daily Attendance. No pupil participating in programs as described in Section 37670 shall be credited with more than one day of attendance in any calendar day, except as permitted in Section 46140. Average daily attendance generated in the regular elementary, junior high, and high schools operated under Section 37670 shall be calculated as prescribed in subdivision (a) of Section 41601.

37673. Termination of Program Approvals. The program approvals provided for in this chapter shall terminate July 1, 1995, unless extended by subsequent legislation.

III. INCENTIVES FOR YEAR-ROUND EDUCATION:

- * The Legislature and Governor are currently considering revisions to the incentive formulas below.

42250. Additional Allowance. In addition to any other apportionment or allowance authorized or required by law, the Superintendent of Public Instruction shall allow to each school district the product of the number of pupils enrolled in the district certified by the State Allocation Board pursuant to Section 42250.2 (Statutes of 1983, Chapter 498) multiplied by twenty-five dollars (\$25).

42250.2. (a) The board shall notify school districts that applicant school districts are encouraged to use facilities on a year-round basis.

(b) The board shall determine, for each applicant school district which is eligible for funding for new construction, the number of pupils enrolled in facilities which are operated on a year-round basis because of overcrowding.

(c) The board shall certify the number determined pursuant to subdivision (b) to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall allow to the district the amount computed pursuant to Section 42250.

42250.3. (a) A school district may apply for year-round education incentive payments in excess of those provided for in Section 42250 if the school district demonstrates to the State Allocation Board all of the following:

- (1) There is substantial overcrowding in the school district or high school attendance areas as demonstrated by current enrollment, capacity of facilities, and growth projections allowed under law.

(2) The district will use the year-round education configuration to increase the capacity of its facilities and thereby reduce the need for new facilities or more costly alternatives.

(3) The district intends to reach a minimum goal of 15 percent more pupils enrolled in its facilities beyond capacity established for those 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.

(b) A school district that meets all the criteria described in subdivision (a) shall have its year-round education incentive payments calculated as follows:

(1) The school district shall certify the number of pupils in year-round education in excess of the capacity of the school or schools, as determined by required state or court-mandated pupil loading standards.

(2) The Office of Local Assistance shall multiply the number of pupils determined in paragraph (1) by the allowable square feet of new construction for the grade levels of the excess pupils.

(3) The Office of Local Assistance shall multiply the amount determined in paragraph (2) by the average cost of new construction that would be allowed for schools of that grade level in that locale.

(4) The State Department of Education shall certify to the State Allocation Board the amount of land that would be necessary for an educationally adequate facility for the number and grade level of pupils determined in paragraph (1) above.

(5) The Office of Local Assistance shall multiply the amount determined in paragraph (4) above by the cost of land in the area where a new school would be built, if the pupils were not participating in year-round education.

(6) The Office of Local Assistance shall reduce the value of land in this calculation starting in the second year after the state has purchased the land for the new school that would be built, if the pupils were not participating in year-round education. This reduction shall be one-third per year of the value of the land purchased.

- (7) The Office of Local Assistance shall add the amounts determined in paragraphs (3) and (5) and multiply the result by .10.
- (8) The Office of Local Assistance shall divide the amount determined by paragraph (7) by the sum of the capacity and excess students in the facility or facilities used for year-round education.
- (9) The Office of Local Assistance shall report to the State Allocation Board the total and the amount per pupil determined by paragraphs (7) and (8).
- (10) The State Allocation Board shall certify to the Controller the amount determined in paragraph (7), not to exceed one hundred twenty-five dollars (\$125) per pupil in year-round education facilities, increased annually for inflation for the prior calendar year on the basis of the cost index for Class B construction as determined in the January meeting of the State Allocation Board.
(Added by Stats. 1986, Ch. 886, Sec. 31.)

IV. AIR CONDITIONING ALLOCATIONS:

42250.1. (a) From funds appropriated by the Legislature for this purpose for any fiscal year, the board shall allocate to school districts selected by the board pursuant to this section, funding for the expenses of air-conditioning equipment and insulation materials, and for the costs of installing the equipment and materials, for schools operating on a year-round or continuous basis pursuant to Chapter 3 (commencing with Section 37400), Chapter 4 (commencing with Section 37500), or Chapter 5 (commencing with Section 37600) of Part 22.

(b) The State Allocation Board shall allocate the funds appropriated under subdivision (a) only to those school districts in which a high percentage of the pupils, or a significant number of the pupils, are enrolled in year-round or continuous schools as described in subdivision (a). The board shall grant preference in the allocation of those funds to those year-round or continuous schools that are both situated in climates that required air-conditioning and insulation during June, July, and August, and have a high percentage of overcrowding of pupils. In addition, all schools participating in the demonstration program provided pursuant to Chapter 2.5 (commencing with Section 37300) of Part 22 and satisfying the criteria set forth in this subdivision shall be eligible to receive, and given priority for, the maximum allocation of funds under this section.

SB 158, Avala, Chapter 87, July 1987. "The Legislature finds and declares that the funds appropriated.....
Section 3. Any money repaid to the State pursuant to this act (repayment of defaulting YRE A/C approvals) because of the

failure of a school district to operate Year-Round schools or because it ceased operation of a Year-Round school within a period of three years, hereby appropriated for the purchase of air conditioning equipment and insulation materials and for the expense of installing the equipment and materials in the same manner for YRE.

V. YEAR ROUND FACILITIES (AB 1650):

17717.5. (a) The board may approve, in whole or in part, an application submitted by a school district under Section 17717 or 17720 in an amount not exceeding the amount applied for as the board may deem appropriate.

(b) The board may, upon approval of the application, in whole or in part, and subsequently from time to time, make additional approvals not exceeding in the aggregate the total amount determined by the board under subdivision (a) for the portion or portions of the project for which the board determines the district is ready to proceed.

(c) Whenever a district files an application, the board shall require the district to submit a five-year plan for construction and rehabilitation of school facilities. The plan shall include, but not be limited to, facility need, type, and grade level, and a description of the district's compliance with Section 17722. The plan may be adjusted to reflect adjusted growth targets.

(d) The board shall not approve any application under this chapter after January 1, 1990, unless accompanied by a study examining the feasibility of implementing in the district a year-round multitrack educational program that is designed to increase pupil capacity in the district or in overcrowded high school attendance areas by at least 20 percent.

(e) Commencing July 1, 1989, first priority for the approval of project funding for new construction under this chapter shall be accorded to applicant districts that demonstrate to the board either of the following:

- (1) 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 multitrack educational programs. However, if 10 percent of the district's population in kindergarten and grades 1 to 6, inclusive, represents less than one school, then at least one school shall be on a year-round multitrack educational program.

- (2) At least 30 percent of district pupils in kindergarten or any of the grades 1 to 6, inclusive, or 40 percent of 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 multitrack educational programs.

(f) The board may waive subdivision (d) or (e), or both, if a school district demonstrates that these requirements will result in a particular educational or financial hardship to the district. Further, the board shall waive subdivision (d), if it finds that there is clear hardship to a district due to declining enrollment or no growth.

17788.3. (a) No school district shall qualify for the lease under this chapter, after January 1, 1990, of one or more portable classrooms except upon submitting a study examining the feasibility of implementing in the district a year-round multitrack educational program that is designed to increase pupil capacity in the district by at least 20 percent.

(b) Emergency or urgency conditions within a school district shall constitute grounds for approval by the State Allocation Board, pending submission of the report.

(c) Subdivision (a) shall not apply to facilities which are designated as uninhabitable after July 1, 1989, due to fire or other health or safety conditions.

SEC. 4. Chapter 2.5 (commencing with Section 37300) is added to Part 22 of the Education Code, to read:

16029. "Such apportionment may be made only for such modification of existing facilities necessary for the implementation of continuous school program (defined 37600). In allocating funds under this chapter, the Board may give first priority to school districts for modifications to existing facilities, when in the judgement of the Board such modifications are necessary for Year-Round classes. In no event shall apportionments be made for modifications to a standard greater than could have been constructed in a new school building under this article.

VI. INTERSESSION FUNDING:

Funding for intersessions for year-round education programs is the same as funding for summer school for traditional nine-month calendars. Summer school funds can be used throughout the twelve months in year-round programs, subject to the same regulations as those which govern the conventional calendar. The summer school related Education Code Section 42239 should be consulted before implementing intersessions.

In addition, YRE incentive money, SIP funds, compensatory funds, and other, as appropriate, may be used during the intersession periods.

VII. YEAR-ROUND DEMONSTRATION PROJECT (ORCHARD PLAN):

(These codes apply only to the five selected Orchard Plan demonstration schools; deadline for application was July 1988.)

INTRODUCTION

Section 1. The Legislature finds and declares as follows:

(a) A year-round educational program, known as the Orchard Plan, appears to have been successful in expanding school capacity without new construction, while reducing overall costs of teacher benefits without reducing the level of those benefits, raising teacher salaries commensurate with extra days of work, and reducing the number of new teachers required by a participating school.

(b) A year-round educational program either may provide extra days of instruction for pupils with greater educational needs or reduce average class size.

(c) It is in the interests of this state to establish a demonstration project that will determine whether the Orchard Plan is an effective approach for meeting the needs of public schools in this state and, if so, to provide a blueprint for implementation of the program in California.

(d) It is the intent of the Legislature that schools participating in the Orchard Plan shall receive three payments of sixty thousand dollars (60,000) each, commencing with the approval of their application to meet the expenses for designing and planning the program, and for two years of operation thereafter. It is further the intent of the Legislature that the State Department of Education shall receive funds adequate to monitor and provide technical assistance to schools participating in the Orchard Plan.

37300. No later than March 30, 1988, the Superintendent of Public Instruction shall distribute to each elementary and unified school district in this state an application form for participation in the year-round school demonstration project provided for under this chapter, together with relevant information regarding the program.

37301. No later than July 1, 1988, any elementary or unified school district may submit an application to the Superintendent of Public Instruction for participation, on the part of any one elementary school in the district, in the program set forth in this chapter pursuant to the following conditions:

(a) The school district demonstrates that, as of September 1, 1988, its projected pupil enrollment for that school will exceed the pupil capacity of that school, as determined by that district, by at least 10 percent.

(b) The school district demonstrates its ability to comply with the program requirements set forth in this chapter.

(c) The application has been approved by the local collective bargaining units representing certified and classified district employees and by the school site council, if any, established pursuant to Section 52012 or 52852.

37302. Any school district selected for participation in the program set forth in this chapter shall design, implement, and evaluate a program or the participating school in the district, with technical assistance from the State Department of Education if requested by the district, which program shall include, but not necessarily be limited to, all of the following:

(a) An 11-month school calendar for five tracks of pupils, under which the school is closed for one month for purposes of maintenance and staff vacations. Pupils in each track shall attend the school for at least three 12-week academic terms during the school year. Each teacher shall be assigned a single classroom and a single class of pupils. Each class shall be composed of pupils from all five tracks and from all academic ability levels and socioeconomic backgrounds found in the school.

(b) The teaching contract for each permanent full-time teacher at the school shall provide for an 11-month teaching year, the one-month vacation described in subdivision (a), a common winter holiday of approximately two weeks, and a common spring holiday of approximately one week.

(c) One of the following:

(1) In addition to the instruction provided in the school year described in subdivision (a), not less than 50 hours of instruction during the interim sessions occurring between the 12-week academic terms, to be provided to each pupil who is eligible to participate in categorical education programs designed to meet the special needs of children whose educational needs are not fully met in the regular educational program. This instruction may be funded by categorical education program funds or any other funding available to the district for this purpose. This option shall be available only to those schools in which more than 20 percent of the pupils qualify for funds from

any of the following statutory programs: the Miller-Unruh Basic Reading Act of 1965; Economic Impact Aid, other than the bilingual education element; and any other compensatory education program approved for this purpose by the Superintendent of Public Instruction.

- (2) Class size reduction, in all classes conducted in the 12-week academic terms, of at least three pupils per class, with a total average class size not to exceed 29 pupils.

(d) The school year-round program, as set forth in this chapter, shall commence operation on or before September 1, 1989, inclusive, and shall be continued by the district for a period of not less than four years from the date operation of the program commenced. The failure by any school district to comply with this subdivision shall result in the termination of funding to that district under this chapter, and the requirement that the district repay to the Superintendent of Public Instruction all moneys allocated to the district under this chapter, which repayment obligation may be enforced by the superintendent by the retention of funds from the annual apportionment to the district calculated under Section 42238, in an amount not to exceed sixty thousand dollars (\$60,000) in any fiscal year.

37303. The Superintendent of Public Instruction shall do all of the following:

(a) No later than August 1, 1988, select five elementary schools for participation in the program set forth under this chapter, from five different elementary or unified school districts submitting applications pursuant to Section 37301. At least two of the five participating elementary schools shall operate pursuant to paragraph (a) of subdivision (c) of Section 37302. The superintendent shall consult with individuals familiar with the operation of the plan pursuant to Section 37302 as appropriate in the administration of this chapter.

(b) Upon the selection of any school for participation in the program, allocate the sum of sixty thousand dollars (\$60,000) from funds specifically appropriate for this purpose to that school district for the costs of designing and planning the program to be operated by that school under this chapter.

(c) Upon the commencement of program operation by a participating school, allocate the sum of sixty thousand dollars (\$60,000) from funds specifically appropriate for this purpose to that school district for the costs of program operation. The superintendent shall allocate an additional sum of sixty thousand dollars (\$60,000) to the school district for program operation purposes upon the commencement of the second year of program operation by that school.

37304. (a) Each school district having a school participating in the program set forth in this chapter shall report to the Superintendent of Public Instruction the following data for that school for the 1987-88 fiscal year and for each fiscal year of program operation thereafter:

- (1) The number of pupils served.
- (2) Annual teacher salary information.
- (3) Annual teacher benefits costs per pupil, compared to districtwide teacher benefits costs per pupil.
- (4) Class size, compared to comparable schools in that district operation under a traditional school calendar.
- (5) Pupil and teacher absentee rates, compared to comparable schools in that district operating under a traditional school calendar.
- (6) Current expenses of education, compared to comparable schools in that district operating under a traditional school calendar.
- (7) A description of interim session instruction, where offered, and identification of the source and amount of funding used for that purpose.
- (8) Pupil achievement scores for pupils receiving interim session instruction pursuant to this chapter, compared to pupil achievement scores for pupils in comparable schools in that district operating under a traditional school calendar who also qualify for the funding sources described in paragraph (1) of subdivision (c) of Section 37302.
- (9) Pupil achievement scores for all pupils, compared to pupil achievement scores for all pupils in comparable schools in that district operating under a traditional school calendar.
- (10) Data on parent, teacher, and community satisfaction with the program, including identification of the number of teachers choosing to leave the program.

(b) For any school district in which there is no school operating under a traditional school calendar that is comparable, with regard to pupil demographics, to the school participating under the program, the district shall seek to make the comparisons required under subdivision (a) to comparable schools operating on a traditional school calendar in neighboring school districts.

(c) No later than December 1, 1990, each school district having a school participating in the program shall submit to the Superintendent of Public Instruction a guide for use by other school districts in this state in implementing a year-round school program, based upon the information described in subdivision (a), to the extent available, and on any other information deemed by the district to be useful for this purpose.

37305. Any program operated under this chapter shall be deemed to be successful to the extent that, after two years of operation, the participating school has achieved the following objectives:

(a) Pupil enrollment is increased by at least 18 percent, or, in "low growth" schools, by at least 10 percent.

(b) Annual teacher salary for those teachers working on an 11-month contract is increased by at least 20 percent over the annual teacher salary for those teachers working the traditional school year.

(c) An annual savings of at least 8 percent in teacher benefits costs.

(d) In "low growth" schools, average class size is reduced by at least three pupils.

(e) Excluding program start-up costs and year-round incentive payments, operating costs of the program do not exceed operating costs of the school under a traditional school calendar.

(f) Pupils receiving interim session instruction pursuant to this chapter show greater improvement in academic performance than pupils in comparable schools in that district operating under a traditional school calendar who also qualify for the funding sources described in paragraph (1) of subdivision (c) of Section 37302.

(g) Average pupil achievement scores for all pupils equal or exceed the average pupil achievement scores for all pupils in that school for each of the three school years preceding the operation of the program set forth in this chapter.

(h) At least 60 percent of parents and teachers express support for the program.

(i) Pupil and teacher absentee rates do not exceed those rates for the school as determined for the 1987-88 school year.

(j) At least 70 percent of the eligible pupils, as specified in paragraph (1) of subdivision (c) of Section 37302, attend the interim session classes.

37306. If, according to the evaluation criteria set forth in Section 37305, the program at a participating school is deemed unsuccessful after submission of data for the year 1990, the school district in which the school is located may request termination of project participation, contingent upon the approval of the Superintendent of Public Instruction.

37307. Notwithstanding any provision of Section 42250.3, any school district having a school participating pursuant to paragraph (1) of subdivision (c) of Section 37302 in the program set forth in this chapter shall be entitled to the greater of seventy-five dollars (\$75) per pupil or the amount the school district would otherwise qualify for in year-round incentive payments authorized under that section for each pupil in the participating school for each year of program operation under this chapter.

Summary

Section 6. Neither Section 2 nor Section 3 of this act shall be construed to require that any school district adopt, or review for adoption, the Orchard Plan or any other particular year-round educational program.

VII. EXPIRED EDUCATION CODE SERIES (expired or no longer in force as of December, 1988)

37400	37420	37423	37432
37410	37421	37430	37433
37400	37422	37431	

The above expired 37400 series was related to the establishment of experimental programs in two districts, authorized from 1972 to 1977.

The 37500 series below was part of special seven-year legislation passed to allow the Hayward School District to offer a 200-day, four-quarter, year-round plan between 1968 and 1975. It was not renewed.

37500	37503	37511	37513
37501	37510	37512	37520
37502			

Series 36744 provided up to \$25,000 for start-up costs for districts converting to YRE prior to 1979; it was not renewed because of Proposition 13 budget shortfalls.

Series 16026-16030 relates to A/C requests. 16030 was repealed (87) and 16029 was modified. The current A-K formulas are found in 42250.1 and SB 158, Chapter 87, 1987.

The 17850 series is related to incentives for alternatives to new school construction. It was never utilized, being replaced by the preferable 17717 and 42250 series. (The exception in the 17717 series is 17717.7, which has been recorded as 42250.2.) The 17850s were repealed as of January 1988.

17850	17852	17854	17856	17858
17851	17853	17855	17857	

XI. STATE DEPARTMENT OF EDUCATION RESOURCE CONTACTS

In seeking assistance from the State Department of Education, the first contact is usually with Tom Payne, for programmatic issues or Leroy Small for facilities issues. If they are not available, or if specific information is needed in a given area, the following persons may be contacted. They are members of the Department Year-Round Resource Committee:

YRE Consultant (Programs)	Thomas Payne	(916) 322-6249
YRE Consultant (Facilities)	Leroy Small	(916) 327-5462
Evaluation/Research	Cathy George	(916) 323-6333
California Assessment		
Testing (CAP)	Diane Levin	(916) 323-5981
Attendance/Accounting	John Gilroy	(916) 323-8478
Apportionments/Incentives	Eloise Bradrick	(916) 324-4529
Instructional Time	Bob Oliphant	(916) 324-4546
Categorical Programs	Lanny Berry	(916) 445-2590
Core Curriculum	Tom Sachse	(916) 324-7187
Transportation	Richard Zeiszler	(916) 324-4533
Food Service	Valerie Sakai	(916) 322-2146

Other Resources

General Services Office: Incentive Formula	Bryan Breaks	(916) 445-3156
Teacher Retirement (STRS)	Al Ray	(916) 386-3815
California Energy Commission (Air Conditioning Grants)	Wendell Bakken	(916) 324-3357

Publications

Year-Round Education:
Year-Round Opportunities
 Publication Sales, State
 Department of Education
 P. O. Box 271
 Sacramento, CA 95802

A Primer on Year-Round
Education
 Association of California
 School Administrators
 1517 "L" Street
 Sacramento, CA 95814

The Year-Round School: Where
Learning Never Stops
 Fastback #259, Phi Delta Kappa
 8th and Union Streets
 Bloomington, IN 97402

Year-Round Education:
Resource Guidebook
 San Diego County Office of Education
 6401 Linda Vista Road
 San Diego, CA 92111

Attachment

DB:tps

BOARD AGENDA

REGULAR MEETING
August 3, 1989

ACTION ITEM

TO: Board of Education

PRESENTED BY: Russell I. Dickinson

SUBJECT: AUTHORIZATION TO PUBLISH NOTICE OF INTEREST TO ESTABLISH
AND OPERATE A CONTINUOUS SCHOOL PROGRAM

BACKGROUND: Due to the anticipation of continued growth within our District, it is essential that we assess the opportunities to get maximum utilization out of our facilities. There are some potential advantages to the families and to the educational opportunities of students to implement a continuous school program. Eventually, with the lack of State funding, there will probably be a mandate for all school Districts to operate such programs if they want any State funding. It would be better to start in a slow, organized and logical approach instead of waiting until forced into the program either by law or by necessity.

RECOMMENDATION: That the Board authorize the District to publish the notice required by E.C. 37611 notifying the public of the intent to begin a continuous school program during the 1990-1991 school year.

ACTION: On motion of Board Member _____ and _____, the Board authorized the District to publish the notice required by E.C. 37611 notifying the public of the intent to begin a continuous school program during the 1990-1991 school year, as recommended.

BOARD AGENDA

REGULAR MEETING
October 5, 1989
ACTION ITEM

TO: BOARD OF EDUCATION

PRESENTED BY: Russell I. Dickinson, Superintendent

SUBJECT: DESIGNATION OF YEAR-ROUND SCHOOLS (CONTINUOUS SCHOOL PROGRAMS) FOR THE 1990-91 SCHOOL YEAR

BACKGROUND: Due to the continued growth of the district and the possibility of better continuity of instruction, the District has been evaluating the continuous school program. In order to allow as much time as possible to do the necessary planning for implementation of this program in July of 1990, it is necessary to identify the schools to be involved as soon as it is practical.

BUDGET IMPLICATIONS: Some affects will be incurred, but specifics can not be identified at this time.

RECOMMENDATION: That the Board designate both Jurupa Vista and Reche Canyon Elementary Schools to be the first two schools scheduled to implement the continuous school program (year-round school) for the 1990-1991 school year.

ACTION: On motion of Board Member _____ and _____, the Board approved to designate both Jurupa Vista and Reche Canyon Elementary Schools to be the first two schools scheduled to implement the continuous school program (year-round school) for the 1990-1991 school year.

BOARD AGENDA

REGULAR MEETING
December 7, 1989

ACTION ITEM

BOARD OF EDUCATION

SENT BY: Mr. Russell I. Dickinson, Superintendent

SUBJECT: APPROVAL OF 60-20 YEAR-ROUND SCHOOL PROGRAM FOR - 1990-1991

BACKGROUND: There is no question that students forget material over the long summer vacation. Reteaching frequently takes up a lot of time. Between the goal of improving instruction and meeting our growth needs, the district has been studying the continuous school program for a couple of years. During the 87-88 School Year we had a "growth committee" study ways to handle our soaring student enrollment. Year round school keeps coming up as a means to meet some district needs. Although there are many different ways to establish a year round calendar the one most frequently mentioned is the 60-20 program.

OBJECTIVE: Significant obstacles will be encountered everywhere from transportation, cafeteria services, maintenance and staffing.

RECOMMENDATION: That the Board authorize the implementation of the 60-20 Year Round program beginning with the 1990-1991 fiscal year at the schools listed either as Plan A or as Plan B.

PLAN A

Bloomington:
Jurupa Vista
Zimmerman

Colton:
Reche Canyon
Wilson
Rogers

Grand Terrace:
Terrace View

PLAN B

Bloomington:
Jurupa Vista
Zimmerman

Colton:
Reche Canyon
Wilson
Rogers
Birney

Grand Terrace:
Terrace View
Grand Terrace
Terrace Hill JHS

CONCLUSION: On Motion of _____ and _____, the Board approved that the district implement a continuous school program (year round school) on a 60-20 day format at the schools itemized in Plan ____.

BOARD AGENDA

REGULAR MEETING
January 18, 1990
ACTION ITEM

TO: BOARD OF EDUCATION

PRESENTED BY: Russell I. Dickinson, Superintendent

SUBJECT: RESCIND THE ACTION OF DECEMBER 7, 1989 TO ESTABLISH A 60-20 YEAR-ROUND SCHOOL PROGRAM STARTING IN 1990-91 AT JURUPA VISTA, ZIMMERMAN, RECHE CANYON, WILSON, ROGERS, AND TERRACE VIEW SCHOOLS

BACKGROUND

On December 7, 1989, the Board of Education took action to establish a continuous school program (year-round education) at a number of select schools. A question has been raised about the agenda item. It has always been the intent of the district to take all action in accordance with proper procedures. Although our legal advisor feels that this action was proper, it is our desire to accommodate any concerns and make it as clear and legal as possible. Therefore, the December 7 action will be rescinded and the issue described in a more detailed fashion and submitted for reconsideration.

RECOMMENDATION:

That the Board rescind the action of December 7, 1989 to establish a 60-20 year-round school program starting in 1990-91 at the Jurupa Vista, Zimmerman, Reche Canyon, Wilson, Rogers, and Terrace View schools.

ACTION:

On motion of _____ and _____, the Board rescinded the action of December 7, 1989 to establish a 60-20 year-round program starting in 1990-91 at Jurupa Vista, Zimmerman, Reche Canyon, Wilson, Rogers, and Terrace View schools.

BOARD AGENDA

REGULAR MEETING
JANUARY 18, 1990
ACTION ITEM

TO: BOARD OF EDUCATION

PRESENTED BY: RUSSELL I. DICKINSON, SUPERINTENDENT

SUBJECT: APPROVAL OF A 60-20 CONTINUOUS SCHOOL PROGRAM (YEAR-ROUND SCHOOL) STARTING IN 1990-91 FOR JURUPA VISTA, ZIMMERMAN, RECHE CANYON, WILSON, ROGERS, AND TERRACE VIEW SCHOOLS

BACKGROUND: On December 7, 1989 the Board took action to adopt a year-round school program at a number of schools. Although our legal advisor feels that this action was appropriate, it has generated some questions. The desire is to perform in a proper and legal manner and to illustrate this commitment the item is being re-done.

BUDGET
IMPLICATIONS: A number of expenditures will be incurred to implement this action.

RECOMMENDATION: That the Board authorize the implementation of the 60-20 continuous school program (year-round school) beginning with the 1990-1991 fiscal year at Jurupa Vista, Zimmerman, Reche Canyon, Wilson, Rogers, and Terrace View Schools.

ACTION: On motion of Board Member _____ and _____, the Board authorized the implementation of the 60-20 continuous school program (year-round school) beginning with the 1990-1991 fiscal year at Jurupa Vista, Zimmerman, Reche Canyon, Wilson, Rogers, and Terrace View Schools.

BOARD AGENDA

REGULAR MEETING
MARCH 15, 1990
ACTION ITEM

TO: BOARD OF EDUCATION

PRESENTED BY: RUSSELL I. DICKINSON, SUPERINTENDENT

SUBJECT: APPROVAL OF SCHOOL DAY STARTING AND ENDING TIMES FOR THE
1990-91 SCHOOL YEAR

BACKGROUND: There are both advantages and disadvantages associated with both the early and the late starting times. Because it is impractical to consider how many extra buses it would take to start all schools at the same time, it is necessary to divide the elementary schools needing buses into an "A" and "B" schedule. To avoid any further inconvenience to families in scheduling their child care needs, consistency seems to be the best alternative.

RECOMMENDATION: That the Board approve the 1989-90 school day starting and ending times for the various school sites to continue for the 1990-91 school year effective July 1, 1990. Further, that Jurupa Vista Elementary School be placed on the "B" schedule. (See attached schedule.)

ACTION: On motion of Board Member _____ and _____, the Board approved the 1989-90 school day starting and ending times for the various school sites to continue for the 1990-91 school year effective July 1, 1990 and, further, placed Jurupa Vista Elementary School on the "B" schedule.

BOARD AGENDA

**REGULAR MEETING
MAY 3, 1990
ACTION ITEM**

TO: BOARD OF EDUCATION

PRESENTED BY: Russell I. Dickinson, Superintendent

SUBJECT: APPROVAL OF YEAR-ROUND-EDUCATION PROGRAM FOR CRESTMORE SCHOOL TO START SCHOOL YEAR 1991-92

BACKGROUND: Crestmore School is fast approaching maximum enrollment capacity, and it appears necessary to plan a Year-Round-Program for that campus.

A parent awareness meeting was held and surveys were sent home with each student, so the school community has been made aware of a possible Year-Round-Education Program for Crestmore School. The majority of the surveys returned were in favor of year-round-school for Crestmore starting in the 1991-92 school year, if the school can be air-conditioned.

The State of California has money available for air-conditioning, if the school is on a year-round schedule.

RECOMMENDATION: That the Board approve the Year-Round-Education Program for Crestmore Elementary School starting in the 1991-92 school year, if the school can be air-conditioned.

ACTION: On motion of Board Member _____ and _____, the Board approved the Year-Round-Education Program for Crestmore Elementary School starting in the 1991-92 school year, if the school can be air-conditioned.

BOARD AGENDA

REGULAR MEETING
May 3, 1990
ACTION ITEM

BOARD OF EDUCATION

PRESENTED BY: Russell I. Dickinson, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION AUTHORIZING FILING OF AN APPLICATION WITH
THE STATE ALLOCATION BOARD FOR YEAR-ROUND AIR-CONDITIONING
FUNDING AT CRESTMORE ELEMENTARY SCHOOL**

BACKGROUND: As an incentive to place schools on a year-round schedule, the State will apportion funds to air condition newly-designated year-round schools.

In order to apply for incentive funds to air condition Crestmore Elementary School, the State requires that the Board adopt a resolution to authorize filing of an application under the program. The required resolution is attached for consideration by the Board.

**ADDITIONAL
COMPLICATIONS:** None.

RECOMMENDATION: That the Board adopt the Resolution authorizing filing of an application for year-round air-conditioning incentive funding as related to Crestmore Elementary School.

ACTION: Board Member _____ moved _____ seconded
to approve the above recommendation.

BOARD AGENDA

REGULAR MEETING
MAY 3, 1990
ACTION ITEM

TO: BOARD OF EDUCATION

PRESENTED BY: RUSSELL I. DICKINSON, SUPERINTENDENT

SUBJECT: APPROVAL TO DEFER YEAR-ROUND-SCHOOL SCHEDULE FOR JURUPA VISTA ELEMENTARY SCHOOL FOR 1990-91

BACKGROUND: Due to the many delays in the construction schedule at Jurupa Vista, it is evident that the school will not be ready for occupancy in July of 1990. Although our goal was to implement a single-schedule year-round program for 1990-91, this does not appear to be feasible. In order to start the school with as little inconvenience as possible, it would appear best to defer the year-round schedule until 1991-92. For 1990-91, a traditional schedule will allow for the least amount of confusion and disruption.

RECOMMENDATION: That the Board defer the year-round schedule for Jurupa Vista Elementary School for one year and that for 1990-91 the school operate on a traditional calendar.

ACTION: On motion of Board Member _____ and _____, the Board deferred the year-round schedule for Jurupa Vista Elementary School for one year and that for 1990-91 the school operate on a traditional calendar.

III. Implementation Timeline

COLTON JOINT UNIFIED SCHOOL DISTRICT
Colton, California
Year-Round Education

TIMELINE FOR PLANNING/IMPLEMENTING
YEAR-ROUND EDUCATION
(1990-91)

September 1990	School Planning Teams established (Principal, representatives from grade levels, special education, classified staff, parents, and others designated by the principal)
September 1990	Principal Planning Meeting (YRE principals and new principals meet)
September 1990/ October 1990	OPEN HOUSE (Informational only, announce date of question/answer meeting)
October/November 1990	Staff visitation to other YRE schools (Principals, teachers, office and library staff)
November/December 1990	Parent Meeting at YRE School- Video "A School For All Seasons" (First orientation meeting on YRE to parents, parents may attend any school's meeting question/answer time)
By January 8, 1991	Storage Cabinets order due
January 1991	Track assignment request accepted from staff (Establish deadline for staff transfer request to and from year-round sites for both classified and certificated)
January (last week) 1991	Parent Orientation Meetings (Explain registration for pupil track assignment calendar, question/answer)
February 1991	Track registration information given to parents (To be sent home with students)
February 25-March 1 1991	Track Registration Week (All registrations will be stamped with time and date and a copy given to parents)
February 1991	Textbook orders due (This especially applies to the new Social Science adoption for the 1991-1992 school year)
By February 12, 1991	YRE purchase orders due

page 2

March 1991	Work orders for major items due
March 1991	Tentative Track Assignment Given to Teacher/Aides
March 1991	Generate Class Lists
March 1991	Certificated Staff Transfers from YRE to traditional calendar due to Personnel office
March 1991	Kindergarten Registration
February/March/April 1991	Certificated Staff Interview and Selection
April 1991	Contact Day Care Providers (Meet with all public day care providers serving the YRE schools)
By April 15, 1991	Teachers at a site who wish to trade tracks make their request known to the principal.
By May 15, 1991	Principal responds to track request from individuals who request trades.
By May 31, 1991	Master Schedules and Student Class Change Delete Scan Form (bubble sheets) due to Data Processing
May/June 1991	Staff Meetings to discuss July opening <ul style="list-style-type: none"> - room sharing teams - track assignment - general concerns - schedules - uniformity in classrooms - cum distribution (Invite teachers transferring to YRE schools and coming from other districts)
June 20, 1990	Room Assignment, Teacher Assignment and Individual Track Calendar Sent Home with Students

****Prior to implementing a continuous school program the governing board will conduct a public hearing for input from affected employee groups and parents.**

IV. Registration

1. Procedures
2. Correspondence
3. Track Assignment Request Form
4. Kindergarten Registration
5. Track Transfers:
 - a. Procedures
 - b. Request Form
6. District Enrollment Projections

COLTON JOINT UNIFIED SCHOOL DISTRICT

YEAR-ROUND SCHOOL PROGRAM

PROCEDURES FOR STUDENT ASSIGNMENTS

Track assignments will, whenever possible, be made on a first-come, first-served basis. When a new student registers at a continuous school, every effort will be made to place the pupil in a track which will give him/her the maximum amount of instructional days, but not to exceed 180 days for any fiscal year.

Initial Enrollment

1. When the school or subsequent children of a family enroll in school, their continuous school track placement shall be the same as for the first child.
2. If at the end of a school year the schools have been unable to place all children of a family in the same track, the principal will assure that all such children are assigned to a common track for the ensuing school year.
3. No new student will be given a confirmation at the time of pre-enrollment as to track assignment until the multiple children of the same family have been assigned to a common track. As the need requires, students may be reassigned to an alternate track with available space.
4. Beginning on a fourth school day, the school will no longer be required to reserve a place for pupils who were in attendance the prior year who have not notified the school. A place may be held for a pupil, up to ten school days, whose parents have been in contact with the school prior to or during the first week of the start of school to explain the illness or emergency.

Track Transfers

While the district will attempt to accommodate requests for transfer of children from one track to another, it shall be done in accordance with the following criteria:

1. Track reassignments will be made only during the month of April.
2. Change of Track Request forms may be obtained at individual school sites.

Track Transfer Continued
Page 2

3. Change in track assignments will be made on a first-come, first-served basis, as space permits.
4. Students enrolled during the previous year must begin school when their assigned track commences its new school year.

Continuity of Track Assignments

It will be the intent of the District to provide a continuity of track assignment from kindergarten through sixth grade.

COLTON JOINT UNIFIED SCHOOL DISTRICT**REGISTRATION PROCEDURES FOR YEAR ROUND EDUCATION
SCHOOLS AND PARTNERS**

1. Schools are to register and assign tracks to eligible students who are presently enrolled.
 - (a) We suggest that you do not approve any new inter or intradistrict transfer requests, (except for employees).
2. During registration week for year-round education schools, applications will be accepted by the office of administrative services for those who wish to transfer from or transfer to a year round school.
 - (a) Requests will be dated for a prioritized list.
3. Students transferring into a year round education school from a traditional school will be notified prior to June 1, and will begin school on the track to which they are assigned as of July.
4. Students requesting transfer from a year-round education school to a traditional school on a space available basis, with the parents providing the transportation, will be notified of their transfer the first week of June.

COLTON JOINT UNIFIED SCHOOL DISTRICT

PROCEDURES FOR YEAR-ROUND EDUCATION KINDERGARTEN REGISTRATION

A child is eligible to attend kindergarten if he/she is five years old on or before December 1. Registration will take place in March at the school of residence.

Listed below are the items which will be needed when registering:

1. Birth Certificate, or Baptismal Certificate, or any other appropriate document verifying your child's date of birth.
2. Verification of Polio, mumps and measles (Rubeola & Rubella) immunization (card from doctor, County Health Dept., etc. Three shots with last booster after second birthday).
3. Verification of immunization against Diphtheria Pertussis (whooping cough), and Tetanus. (Four shots with last booster after second birthday).

Tracks 1, 2, and 3 will begin in July. Track 4 will begin in August. Track selections will be made at registration.

COLTON JOINT UNIFIED SCHOOL DISTRICT**Year-Round School Program****PROCEDURES FOR TRACK TRANSFERS**

While the District will attempt to accommodate parent requests for transfer of their child(ren) from one track to another, it shall be done in accordance with the following criteria:

1. Track reassignment requests for the ensuing year will be made during the month of April.
2. Change of Track Request forms may be obtained at individual school sites.
3. Changes in track assignments will be made on a first-come, first-served basis, as space permits.
4. Students enrolled during the previous year must begin school when their assigned track commences its new school year. All assignments are final for the school year.

Special Accommodations

The Colton Unified School District maintains a number of special classes/programs which are offered on one track. In an effort to accommodate families with a child(ren) assigned to such classes, a special consideration will be given to schedule all children in the same track as the child(ren) enrolled in these special programs.

Continuity of Track Assignments

It will be the intent of the District to provide a continuity of track assignment from kindergarten through sixth grade.

Colton Joint Unified School District
Year 'Round Education Program

Change of Track Request Form

Child's Name _____ School _____

Grade _____ Teacher _____ Current Track _____

Desired Track:

1st Choice: Track _____

2nd Choice: Track _____

Reason for change of track _____

Please list other children in your family who would like to make the same track change.

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

Name _____ Grade _____ Teacher _____

This request does not guarantee a change in track assignment. Changes in track assignments are made on a first-come, first-served, space available basis.

Home Address _____ Home Phone _____

Parent/Guardian Signature _____ Date _____

Return both copies of this form to your child's school.

For School Use Only

Date _____ Time Received _____

Assigned to: Track 1 _____ Track 2 _____ Track 3 _____ Track 4 _____

Comments _____

1990-91 ADJUSTED ENROLLMENT PROJECTIONS

	<u>REGULAR</u>	<u>SPECIAL</u>	<u>TOTAL</u>
Birney	585	18	603
Crestmore	664	0	664
Grand Terrace	634	0	634
Grant	637	18	655
Grimes	581	18	599
Jurupa Vista	350	0	350
Lewis	640	15	655
Lincoln	626	17	643
Mc Kinley	640	0	640
Reche Canyon	1015	0	1015
Rogers	715	15	730
Smith	626	0	626
Terrace View	619	14	633
Wilson	725	0	725
Zimmerman	<u>780</u>	<u>34</u>	<u>814</u>
TOTAL	9837	149	9986
Bloomington Junior High	837	39	876
Colton Junior High	785	41	826
Terrace Hills Junior High	<u>798</u>	<u>0</u>	<u>798</u>
TOTAL	2420	80	2500
Bloomington High School	1322	26	1348
Colton High School	<u>2157</u>	<u>0</u>	<u>2157</u>
TOTAL	3479	26	3505
DISTRICT TOTAL			15,991

February 6, 1990

V. Year 'Round Contract Language

MEMORANDUM OF AGREEMENT

The Colton Unified School District (District) and the Association of Colton Educators CTA/NEA (Association) agree to ammend the current collective bargaining Agreement in the following fashion:

1. The District and the Association agree to add a new article, ARTICLE XVII - CONTINUOUS SCHOOL PROGRAM (attached) to the collective bargaining Agreement. This article shall become effective the date of execution of this memorandum, and shall apply to the Continuous School Program to begin July 1, 1990.
2. The District and the Association agree to modify APPENDIX I, Provisions and Requirements Related to Salary Schedule, section D, to be as follows:

The postions of Athletic Director and Activities Director shall have 194 days of duty (8hour days), and shall have ratio ranges of 1.10, 1.11 and 1.12. Unit members working in these positions shall teach three (3) periods, have two (2) periods for directing, and one (1) conference period.

Should the District decide to combine the positions of Athletic Director and Activities Director, the days of duty shall be 194 (8hour days) and shall have ratio ranges of 1.12, 1.13 and 1.14. A Unit member working such a position shall teach one (1) period of "Leadership", have two (2) periods for directing athletics, have two (2) periods for directing student activities, and one (1) conference period.

3. The District and the Association agree to add the position of "Assistant Pep Squad Advisor" as an extra duty position at the high schools, APPENDIX I, section E. The rate of pay for this position shall be \$1298.

Dale G. Wilson

For the Association

6/22/90

Date

Charles Jordan Jr.

For the District

6-26-90

Date

1 **ARTICLE XXVII: CONTINUOUS SCHOOL PROGRAM**

2 **Section 1 - Introduction.** The District intends to implement
3 Continuous School Programs in the 1990-91 school year at K-6 grade
4 levels.

5 The Association shall be informed of the designation of year-round
6 school sites or discontinuance thereof, including grade levels, within
7 two (2) school days following the Board of Education meeting where
8 such designation is made.

9 In addition, if the District decides to implement CSP schools at grade
10 levels other than K-6, it will give prompt notice of such intent to
11 the Association and will meet and negotiate regarding issues arising
12 because of the implementation at the additional grade levels. The
13 District and the Association will continue to discuss implementation
14 of CSP programs during the term of the Agreement

15 Provisions of this article apply to Continuous School Program schools
16 only, if and when these schedules are implemented. Except for these
17 provisions, members of the unit involved in continuous education
18 schools will be subject to all other provisions of the Agreement.

19 **Section 2 - Track Selection.** Unit members at a school site will have
20 first selection of a track before any transfers are considered.
21 School site meetings shall be held at each CSP site during which unit
22 members shall determine initial-track selections among themselves
23 based on staffing need with the approval of the site administrator.

24 Individual track openings may be filled at the end of the school year
25 by on-site unit members as the openings occur.

26 If two employees at a school site determine that they wish to exchange
27 track assignments for the following school year, they may make a

1 Superintendent, Personnel of his/her intention. The District
2 shall post a list of all openings at traditional school sites.

3 E. Within fifteen (15) workdays after the District announces that a
4 particular school has been designated as CSP site, the District
5 shall post at all school sites any available openings at CSP
6 sites. Unit members interested in being transferred to a
7 particular opening shall notify the Personnel Office in writing
8 within ten (10) workdays from the date of posting.

9 F. The District shall implement Article XII - Transfer Policy,
10 Section 17 for any unit member involuntarily transferred into or
11 out of a CSP school site.

12 G. The District will make every reasonable effort to avoid
13 reassigning a unit member to a different track or involuntarily
14 transferring a unit member after the beginning of the track to
15 which the unit member is assigned.

16 Voluntary and involuntary transfers shall be made according to
17 vacancies at a school site and shall not affect any other unit member.
18 The District shall give written notification to the Association,
19 during summer recess, intersession or off-track assignments, or period
20 of leave, of any posting which may arise during summer recess,
21 intersession or off-track assignments.

22 Reassignment is defined as involving a change in assignment from one
23 track to another track on the same site. Reassignment from one grade
24 level to another not involving a change in track shall be governed by
25 Article XII - Transfer Policy.

26 Section 4 - Intersessions. Unit members teaching four (4) or less
27 hour intersessions will be compensated at the summer school rate.

1 **Section 6 - Class Size.** Planning class size: It is the desire of the
2 District to staff Continuous School Program schools on a one unit
3 member per twenty-six (26) student ratio, subject to space
4 availability and funding of Continuous School Programs by the state.
5 Class size maximums in Continuous School Program schools are to be the
6 same as those found in Section IX (Class Size) of the current
7 Agreement. The District shall make every reasonable effort to
8 restrict the number of combination classes on each track. Should
9 combination classes become necessary, they shall normally not include
10 more than two (2) contiguous grade levels.

11 **Section 7 - Rovers.** With the approval of the site administrator, unit
12 members may elect to use rovers. Rovers shall be drawn from a pool of
13 volunteers. Rovers will be given the option of a duty-free work
14 schedule or receive a ratio of 1.02 on the salary schedule.

15 **Section 8 - Substitute Options.** Unit members, off-track at the time,
16 will be permitted but not required to substitute for on-track unit
17 members.

18 Substitutes will be called from a list constructed by the District
19 giving priority to off-track unit members expressing a desire to be
20 included on the list. The District will attempt to assign off-track
21 unit members as substitutes to the grade level and site where they
22 teach when they are on-track.

23 The salary for such assignments shall be at 1.15% of the substitute
24 rate of pay when the assignment is at the same site and grade level.

25 The salary for unit members substituting elsewhere shall be at 1.05%
26 of the regular substitute rate of pay.

1 beginning of his/her initial track of the year in which the evaluation
2 is to take place.

3 Observation and evaluation procedures and schedules shall be in
4 accordance with Article X.

5 Unit members shall have only one prime evaluator during a school year
6 unless a change is requested by the unit member or the prime evaluator
7 with the permission of the Superintendent or his designee.

8 **Section 12 - Salary.** Unit members shall have their salary adjusted
9 retroactively to the beginning of their initial track upon submission
10 of additional units prior to September 1.

11 Step changes will occur as per contract on July 1 for year-round.
12 Anniversary increments will begin on July 1 for year-round unit
13 members.

14 A unit member assigned to a CSP position shall be compensated on the
15 same base salary schedule as a unit member assigned to a traditional
16 calendar position. Advancement on the salary schedule shall be as
17 provided in Appendix I.

18 Unit members who work at the CSP sites shall not be adversely affected
19 by the application of the standards of advancing on the salary
20 schedule or obtaining years of service credit as defined in Article
21 VII of the collective bargaining agreement.

22 If a unit member transfers into or out of a CSP site and in the
23 process changes his/her pay cycle, the District will make every
24 reasonable effort to accommodate the unit member's pay cycle to
25 minimize interruption of regular pay warrants. The District shall not
26 be required to advance salary pay to unit members unless a bond
27 acceptable to the District is provided by the unit member. Over and

1 include anniversary steps, stipends, and ratios. (See Appendix I,
2 Section D2. for current work year). Selection shall be on a voluntary
3 basis if all positions can be filled by that method. Otherwise
4 assignments will be made by the District.

5 Specialists including nurses, psychologists, speech therapists,
6 adaptive physical education teachers, resource teachers II and
7 resource specialists may service multiple tracks throughout the year
8 by volunteering for additional work days beyond the contractual limits
9 (See Appendix I), or by equitably spacing their work year through a
10 twelve (12) month period.

11 Adaptive physical education and speech therapist unit members assigned
12 to CSP shall have a recommended caseload of no more than fifty-five
13 (55) on-track at any one time.

14 Unit members providing services for special needs will be assigned no
15 more than three (3) work sites if possible.

16 **Added Item.** Athletic Director: 194 Days - 8 Hours - 1.10 1.11 1.12
17 Activity Director: 194 Days - 8 Hours - 1.10 1.11 1.12.
18 Three periods - teacher; two periods - director; and one period -
19 conference **-OR-** Athletic/Activities Director - Full time - 194 days -
20 eight hours per day - 1.12 1.13 1.14. One period - teacher; two
21 periods - activities; two periods - athletics; and one period -
22 conference. Also, add Ass't Pep Squad Director under Appendix I -
23 Section F - Step 5.

24 //

25 //

26 //

27 //

VI. Staffing

1. Staff Track Preference Form
 - a. To be completed by teachers to indicate the track desired
2. Staff Assignment Form
 - a. Administrator's record of track placement of teachers and number of students in each class and track
3. Policy
 - a. Work year for project funded staff
4. Staffing Calendar Form
 - a. To be completed by each calendared employee and a copy sent to the Personnel Office

Colton Joint Unified School District**Year 'Round School Program****Staff Year 'Round School Program Preference Survey**

Teacher/Staff Member

Present School Assignment

Please indicate your first three choices as to track assignment for the upcoming school year by marking the appropriate boxes. (Place a "1" in the box of your first choice; a "2" and a "3" in the boxes of your second and third choices).

☐ Track 1☐ Track 3☐ Track 2☐ Track 4

Grade/Subject Preference _____

This survey will assist us in planning our staffing for the coming year. We will try to meet your preference.

Please return the completed form to the school office.

Signature

Date

+ 4 = Track Cap

Projected Enrollment

Projected Enrollment: K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

Number of Teachers Assigned ___

Track 1-Teachers

Track 2-Teachers

Track 3-Teachers

Track 4-Teachers

	K		K		K	
	1		1		1	
	2		2		2	
	3		3		3	
	4		4		4	
	5		5		5	
	6		6		6	
	RSP		RSP		RSP	
	SDC		SDC		SDC	

WORK YEARS FOR PROJECT FUNDED STAFF MEMBERS

In preparation for the beginning of our year-round program, adjustments in work schedules are needed. We will follow these procedures for staffing our Chapter 1, SIP, SCE, and bilingual programs:

1. Work days for resource teachers and project-funded counselors need to be established by you based upon your program needs. A completed calendar of working days for each employee, must be submitted to Personnel for approval.
2. Health and library clerks will follow Schedule A of the Classified Work Schedule for Year-round Schools.
3. You may ask project staff to work up to ten additional days if you need them to and they agree to work. They will be compensated on an hourly basis by submitting timesheets. You must budget funds to cover this cost prior to having staff complete the work. For classified staff, budget funds in account #2130, and for certificated, budget funds in account #1130.

Numbers of working days for project personnel have been designated as:

197 days (calendared)	Resource Teacher II
185 days (calendared)	Counselor
197 days (YRE Schedule E) or 246 days (YRE Schedule A)	Project Clerk Project Clerk
181 days (YRE Schedule D, assigned to tracks; additional 2 days assigned by Personnel)	Classroom and Bilingual Aides
246 days (YRE Schedule A, submit vacation request to Personnel)	Health Clerk
246 days (YRE Schedule A, submit vacation request to Personnel)	Library Media

Staffing Calendar, 1990-91 School Year

[illegible][illegible][illegible][illegible][illegible][illegible]

VII. Schedules

This section includes several examples of:

1. Daily Schedules
2. Duty Schedules
 - a. The teacher occupying a certain room number on the dates indicated are responsible for the duty to the left of the room numbers
 - b. Responsibilities of office staff are listed. An asterisk (*) is placed under the name of the person with primary duty and a check (✓) is placed under the name of the person with backup duties.
3. School Calendar Considerations
4. Report Card Schedules
5. Parent Conference
 - a. Schedule
 - b. Letter to parents

SAMPLE SCHEDULE

PRIMARY (1-2-3)

Regular Day	Minutes	Minimum Day	Minutes
7:44 - 8:50	66	7:44 - 8:50	66
8:50 - 9:00	Recess	8:50 - 9:00	Recess
9:00 - 10:05	65	9:00 - 10:05	65
10:05 - 10:15	Recess	10:05 - 10:15	Recess
10:15 - 11:20	65	10:15 - 11:20	65
11:20 - 12:00	Lunch	11:20 - 12:05	Lunch
12:00 - 1:00	60	12:05 - 12:45	40
1:00 - 1:12	Recess		
1:12 - 1:45	<u>33</u>		
	289		<u>236</u>

INTERMEDIATE (4-6)

Regular Day	Minutes	Minimum Day	Minutes
7:44 - 9:25	101	7:44 - 9:15	91
9:25 - 9:35	Recess	9:15 - 9:25	Recess
9:35 - 11:05	90	9:25 - 10:55	90
11:05 - 11:15	Recess	10:55 - 11:05	Recess
11:15 - 12:00	45	11:05 - 11:50	45
12:00 - 12:35	Lunch	11:50 - 12:25	Lunch
12:35 - 1:45	<u>70</u>	12:25 - 12:45	<u>20</u>
	306		246

KINDERGARTEN

AM		PM	
7:44 - 8:45	Instruction 61	11:00 - 11:25	Lunch
8:45 - 8:55	Recess 10	11:25 - 12:25	Instruction 60
8:55 - 9:35	Instuction 40	12:25 - 12:35	Recess 10
9:35 - 9:45	Recess 10	12:35 - 1:30	Instruction 55
9:45 - 10:45	Instruction 60	1:30 - 1:40	Recess 10
10:45 - 11:04	Lunch	1:40 - 2:47	Instruction <u>67</u>
11:04 - 11:25	Instruction <u>21</u>		
	202 Minutes		202 Min

REVISED 9/4/90

SAMPLE SCHEDULE

PRIMARY — GRADES 1,2,3

9:10 - 10:10 60 In Session
 10:10 - 10:20 10 Recess
 10:20 - 11:20 In Session
 11:20 - 11:30 10 Recess
 11:30 - 12:30 In Session
 12:30 - 1:15 45 Lunch
 1:15 - 2:10 55 In Session
 2:10 - 2:20 10 Recess
 2:20 - 3:14 53 In Session
 289 In Session

INTERMEDIATE — 4,5,6

9:10 - 10:45 95 In Session
 10:45 - 10:55 10 Recess
 10:55 - 12:01 66 In Session
 12:01 - 12:40 39 Lunch
 12:40 - 2:05 In Session
 2:05 - 2:15 10 Recess
 2:15 - 3:15 In Session

306 In Session

KINDERGARTEN

A.M. 8:40-12:20 202 Minutes in Session Lunch 11:45-12:03 Bus at 12:25
 P.M. 11:58- 3:20 202 Minutes in Session Lunch 11:25-12:00 Bus at 3:25

MINIMUM DAY

9:10 - 10:10 60 In Session
 10:10 - 10:20 10 Recess
 10:20 - 11:20 60 In Session
 11:20 - 11:30 10 Recess
 11:30 - 12:30 60 in Session
 12:30 - 1:15 45 Lunch
 1:15 - 2:15 60 In Session

9:10 - 10:40 90 In Session
 10:40 - 10:50 10 Recess
 10:50 - 12:05 75 In Session
 12:05 - 12:45 40 Lunch
 12:45 - 2:05 80 In Session
 2:05 - 2:15 10 Recess

240 In Session

245 In Session

PRIMARY
DUTY SCHEDULE

7-2	7-9	7-16	7-23	7-30	8-6
8-13	8-20	8-27	9-4	9-10	9-17
9-24	10-1	10-8	10-15	10-22	10-29
11-5	11-13	11-19	11-26	12-3	12-10
12-17	1-7	1-14	1-22	1-28	2-4
2-12	2-19	2-25	3-4	3-11	3-18
3-25	4-1	4-8	4-15	4-22	4-29
5-6	5-13	5-20	5-28	6-3	6-10
6-17	6-24				

1st Recess 10:10 - 10:20	Lower	2	3	4	5	6	7
	Upper	5	6	7	2	3	4
2nd Recess 11:20 - 11:25	Lower	3	4	2	6	7	5
3rd Recess 1:10 - 1:20	Lower	3	4	2	6	7	5
	Upper	6	7	5	3	4	2
4th Recess 2:20 - 2:32	Lower	4	2	3	7	5	6
	Upper	7	5	6	4	2	3

INTERMEDIATE
Duty SCHEDULE

7-2	7-9	7-16	7-23	7-30	8-6	8-13	8-20	8-27
9-4	9-10	9-17	9-24	10-1	10-8	10-15	10-22	10-29
11-5	11-13	11-19	11-26	12-3	12-10	12-17	1-7	1-14
1-22	1-28	2-4	2-12	2-19	2-25	3-4	3-11	3-18
3-25	4-1	4-8	4-15	4-22	4-29	5-6	5-13	5-20
5-28	6-3	6-10	6-17	6-24				

AM Yard Duty 8:50 - 9:10	Lower	9	10	11	13	18	14	15	16	17
	Upper	14	15	16	17	9	10	11	13	18
AM Recess 10:40 - 10:50	Lower	10	11	13	18	14	15	16	17	9
	Upper	15	16	17	9	10	11	13	18	14
PM Recess 1:45 - 1:55	Lower	11	13	18	14	15	16	17	9	10
	Upper	16	17	9	10	11	13	18	14	15
Bus	East	13	18	14	15	16	17	9	10	11
	West	17	9	10	11	13	18	14	15	16
Brentwood		18	14	15	16	17	9	10	11	13

OFFICE RESPONSIBILITIES

	SECRETARY	ATTENDANCE CLERK	HEALTH AIDE
ABSENCE REPORT (CERT/CLASS.)			
ACCIDENT REPORT (ADULT/STUD.)			
ATTENDANCE (DAILY/MONTHLY)			
AUDIO VISUAL			
BULLETIN BOARDS			
BUS WRITE-UPS			
CALENDAR MONTHLY (STAFF/STUD.)			
CRIME REPORT			
CHILD STUDY			
CUMS (ORDER/DISBURSE)			
DEPOSITS (STUDENT BODY)			
EMERGENCY			
FIELD TRIPS			
FIRE/EARTHQUAKE			
FREE LUNCH (TO CAFE, TO D.O.)			
IEP MTG SCHEDULE			
IMMUNIZ. TEMPORARY ENROLLMENT			
INSURANCE (STUD.FORMS)			
INTER/INTRA			
LOCATOR CARDS			
LOCKING OFFICE			
LUNCH COUNT			
MAIL DISTRIB.			
MAINT. ORDERS			
MEDICATION GIVEN AT SCHOOL			

*Indicates - primary responsibility
/Indicates - secondary responsibility

SECRETARY

ATTENDANCE
CLERKHEALTH
AIDE

NOON AIDE (TIME SHEETS)			
PHYSICAL EXAMS (GR. 1)			
REQUEST (ORDER FORMS)			
REQUISITIONS			
SCHOOL KEYS (RESPONSIBILITY)			
STUDENT TRANSFERS			
STUDENT BODY ACCOUNTS			
STUDENT REGISTRATIONS			
SUBSTITUTE SIGN-IN			
SUPPLIES (DISTRIBUTE TO TCHRS)			
SUSPENSIONS (LETTERS, REPORT)			
TARDY SLIPS			
TEACHER EVALUATION			
TELEPHONE (INTERCOM)			
TRACK CHANGE CARDS			
TYPING (SCHOOL INFO)			
UPDATE (CLASS LISTS)			
USE (EQUIP)			
USE (BLDG)			
VANDALISM REPORT			
VICE-PRINCIPAL			
WAREHOUSE ORDERS			

*Indicates - primary responsibility
/Indicates - secondary responsibility

COLTON JOINT UNIFIED SCHOOL DISTRICT

YEAR-ROUND SCHOOL PROGRAM

SPECIAL PROGRAMS AND ACTIVITIES

When students are assigned to tracks with some of the students on vacation and the rest in classes, schools must give attention to the special programs and activities in which students are involved, such as:

- Back-to-School Programs
- Open House
- Clubs and Special Interest Meetings
- Awards Assemblies
- Athletic Programs
- School Newspaper and Yearbook
- Fine Arts Presentations
- Student Officers
- Instrumental Music

So that all students can participate in special programs and activities, it will be necessary to:

1. Schedule events at various times and more than once.
2. Convene committees and clubs before or after school hours and permit students on vacation to attend the meetings.
3. Increase the number of sponsors or use co-advisors to provide continuing leadership during staff member's vacation.
4. Plan mini-units and mini-courses that can be repeated easily for students returning from vacation.
5. Include students from all tracks in special activities.
6. Select alternates for key positions, such as student representatives and student officers.

WONDERFUL ELEMENTARY SCHOOL

1990-1991 Calendar

Track II (Yellow)

July 2	School Begins
July 3	Red White & Blue Day
July 4	HOLIDAY NO SCHOOL
July 26	Minimum Day - Parent Conferences
July 27	" " " "
August 7	Picture Day
August 9	Open House - Tracks I & II
August 20	Book Fair Begins
August 23	Minimum Day - Parent Conferences
August 24	Minimum Day - Last Day of Session
August 27-September 21	NO SCHOOL FOR TRACK II
September 24	Track II Returns to School
October 18	Minimum Day - Parent Conferences
October 19	IN-SERVICE DAY FOR TEACHERS - NO SCHOOL
October 31	Halloween - Parade & Costume Day
November 12	HOLIDAY - NO SCHOOL
November 21	Minimum Day - Parent Conferences
November 22-23	HOLIDAYS - NO SCHOOL
December 11	Evening Program - Track II Presents
December 14	Minimum Day - Last Day of Session
December 17-January 25	NO SCHOOL FOR TRACK II
January 28	Track II Returns to School
January 28-31	Book Fair in Progress
February 11	HOLIDAY - NO SCHOOL
February 14	Valentine's Day
February 18	HOLIDAY - NO SCHOOL
February 22	Minimum Day - Parent Conferences
March 7	Duet & Class Pictures
March 22	Minimum Day - Parent Conferences
April 22	Minimum Day - Last Day of Session
April 23-May 27	NO SCHOOL FOR TRACK II
May 27	HOLIDAY - NO SCHOOL
May 28	Track II Returns to School
June 28	Minimum Days - Promotion to Next Grade - Last Day of the Year for Track II

**YRE GRADING PERIODS
1990-91**

	<u>1ST REPORTING PERIOD</u>	<u>2ND REPORTING PERIOD</u>	<u>3RD REPORTING PERIOD</u>
--	-------------------------------------	-------------------------------------	-------------------------------------

RACK #1-GREEN	9/21 (58 DAYS)	1/25 (56 DAYS)	5/24 (65 DAYS)
RACK #2-YELLOW	10/19 (59 DAYS)	2/22 (55 DAYS)	6/28 (65 DAYS)
RACK #3-BLUE	10/19 (58 DAYS)	2/22 (54 DAYS)	6/28 (67 DAYS)
RACK #4-RED	10/19 (59 DAYS)	2/22 (52 DAYS)	6/28 (68 DAYS)

YEAR 'ROUND EDUCATION
SUGGESTED PARENT CONFERENCE DATES
1990-91

TRACK #1 - GREEN

AUGUST	23, 24
NOVEMBER	21
DECEMBER	14
MARCH	22
APRIL	22

TRACK #2 - YELLOW

OCTOBER	18, 19
NOVEMBER	21
FEBRUARY	22
MARCH	22

TRACK #3 - BLUE

SEPTEMBER	20, 21
OCTOBER	18, 19
JANUARY	25
FEBRUARY	22
MAY	24

TRACK #4 - RED

SEPTEMBER	20, 21
DECEMBER	14
JANUARY	25
APRIL	22
MAY	24

**COLTON JOINT UNIFIED SCHOOL DISTRICT**

1212 Valencia Drive, Colton, California 92324-1798 (714)876-4227

Dear Parents,

The individual parent-teacher conference is an important part of the Colton Joint Unified School District reporting system. The purpose of this conference is to report your child's progress and to exchange information which will help us to plan a better educational program.

Colton's year 'round elementary schools hold parent conferences on minimum days scheduled near the end of each month. These dates can vary depending on your child's track schedule.

The conference will be approximately twenty (20) minutes in length. Since each of us has many appointments, your help in meeting the schedule promptly will be appreciated. Below is the time scheduled for your appointment. If it is absolutely impossible to come at this time, please indicate a time when you can come.

The time scheduled for our conference regarding

(Name of Child)

is _____, _____, at _____
Day Date Time

in Room _____.

I am looking forward to a pleasant and profitable meeting with you regarding your child.

Sincerely,

Teacher

(Please tear off and return to your child's teacher)

☐ I will be able to come to Room _____ for a conference on _____
at _____

☐ It is impossible for me to come at the time stated. I would prefer to come on.
_____ (Give time and date)

Parent/Guardian Signature

Student's Name

Joining Together to Go the Extra Mile _____

VIII. Other Policies and Procedures

1. School Planning Team
2. Data Processing
 - a. Initial class set-up sheet
 - b. Track attendance calendar
3. Serving Bilingual Students
4. Serving Compensatory Education Students
5. Off-Track Student Volunteer Program

COLTON JOINT UNIFIED SCHOOL DISTRICT
YEAR-ROUND SCHOOL PROGRAM
RECOMMENDATION FOR SCHOOL PLANNING TEAM

Goal: Establish a school planning team for a year-round school Program.

Objective: The principal and staff at the individual sites will establish a school planning team by September, to develop plans for implementing the year-round School Program the following July. The team will consist of the principal, representatives from each grade or department level, special education teacher, clerical staff, library, aide(s), parents, and community members.

It is important that all staff be updated on a regular basis.

Purpose: To provide communication with and the opportunity for input from the school community to insure successful implementation of the year-round program at each site.

For schools not yet on a year-round schedule the planning team is to recommend to the District when the school site should be considered for year-round education.

DATA PROCESSING**INITIAL CLASS SETUP SHEET**

FOR YEAR 'ROUND SCHOOLS

A. TRACK - _____ INDICATE 1
2
3
4

B. SECTION NUMBER - _____

TRACK 1	10-19
TRACK 2	20-29
TRACK 3	30-39
TRACK 4	40-49

EACH TRACK CAN ACCOMMODATE A MAXIMUM OF 10 TEACHERS.

TRACK ATTENDANCE CALENDAR

92

Date	TRACK - 1			TRACK - 2			TRACK - 3			TRACK - 4			TRACK - 5		
JUL 2	179	4	175	179	4	175	179	4	175	179	0	179	180	0	180
9	175	5	170	175	5	170	175	5	170	179	0	179	180	0	180
16	170	5	165	170	5	165	170	5	165	179	0	179	180	0	180
23	165	5	160	165	5	160	165	5	160	179	0	179	180	0	180
JUL 30	160	5	155	160	5	155	160	0	160	179	5	174	180	0	180
AUG 6	155	5	150	155	5	150	160	0	160	174	5	169	180	0	180
13	150	5	145	150	5	145	160	0	160	169	5	164	180	0	180
20	145	5	140	145	5	140	160	0	160	164	5	159	180	0	180
AUG 27	140	5	135	140	0	140	160	5	155	159	5	154	180	0	180
SEP 3	135	4	131	140	0	140	155	4	151	154	4	150	180	0	180
10	131	5	126	140	0	140	151	5	146	150	5	145	180	4	176
17	126	5	121	140	0	140	146	5	141	145	5	140	176	5	171
SEP 24	121	0	121	140	5	135	141	5	136	140	5	135	171	5	166
OCT 1	121	0	121	135	5	130	136	5	131	135	5	130	166	5	161
8	121	0	121	130	5	125	131	5	126	130	5	125	161	5	156
15	121	0	121	125	5	120	126	5	121	125	5	120	156	5	151
OCT 22	121	5	116	120	5	115	121	5	116	120	0	120	151	5	146
29	116	5	111	115	5	110	116	5	111	120	0	120	146	5	141
NOV 5	111	5	106	110	5	105	111	5	106	120	0	120	141	5	136
12	106	4	102	105	4	101	106	4	102	120	0	120	136	4	132
NOV 19	102	3	99	101	3	98	102	3	99	120	0	120	132	3	129
26	99	5	94	98	5	93	99	0	99	120	5	115	129	5	124
DEC 3	94	5	89	93	5	88	99	0	99	115	5	110	124	5	119
10	89	5	84	88	5	83	99	0	99	110	5	105	119	5	114
DEC 17	84	5	79	83	0	83	99	0	99	105	5	100	114	5	109
JAN 7	79	5	74	83	0	83	99	5	94	100	5	95	109	5	104
14	74	5	69	83	0	83	94	5	89	95	5	90	104	5	99
21	69	4	65	83	0	83	99	4	85	90	4	86	99	4	95
JAN 28	65	0	65	83	5	78	85	5	80	96	5	81	95	4	91
FEB 4	65	0	65	78	5	73	80	5	75	91	5	76	91	5	86
11	65	0	65	73	4	69	75	4	71	76	4	72	86	4	82
18	65	0	65	69	4	65	71	4	67	72	4	68	82	4	78
FEB 25	65	5	60	65	5	60	67	5	62	68	0	68	78	5	73
MAR 4	60	5	55	60	5	55	62	5	57	68	0	68	73	5	68
11	55	5	50	55	5	50	57	5	52	68	0	68	68	5	63
18	50	5	45	50	5	45	52	5	47	68	0	68	63	5	58
MAR 25	45	5	40	45	5	40	47	0	47	68	4	64	58	5	53
APR 1	40	5	35	40	5	35	47	0	47	64	5	59	53	5	48
8	35	5	30	35	5	30	47	0	47	59	5	54	48	0	48
15	30	5	25	30	5	25	47	0	47	54	5	49	48	5	43
APR 22	25	5	20	25	1	24	47	3	44	49	5	44	43	5	38
29	20	5	15	24	0	24	44	5	39	44	5	39	38	5	33
MAY 6	15	5	10	24	0	24	39	5	34	39	5	34	33	5	28
13	10	5	5	24	0	24	34	5	29	34	5	29	28	5	23
MAY 20	5	5	0	24	0	24	29	5	24	29	5	24	23	5	18
27	0	0	0	24	4	20	24	4	20	24	4	20	18	4	14
JUN 3	0	0	0	20	5	15	20	5	15	20	5	15	14	5	9
10	0	0	0	15	5	10	15	5	10	15	5	10	9	5	4
JUN 17	0	0	0	10	5	5	10	5	5	10	5	5	4	4	0
24	0	0	0	5	5	0	5	5	0	5	5	0	0	0	0

SERVING BILINGUAL STUDENTS IN YEAR 'ROUND SCHOOLS

To maximize use of our limited resources as we work toward full compliance with state staffing requirements, the following steps are recommended.

1. Designate one track at each school for the bilingual education program.
2. Invite qualified staff to teach these classes. The state defines qualified staff members as (1) teachers holding bilingual credentials (NEP students) and (2) those with Language Development Specialist certificates (LEP students). Teachers in training for either of these certifications are also appropriately assigned to this program.
3. Schedule bilingual aides to work with these teachers and provide primary language support to students who do not enroll on the bilingual track.
4. Invite parents of LEP/NEP qualified students to enroll them on the bilingual track. Explain that students are not required to enroll on the bilingual track; however, only limited services will be provided on the remaining tracks.
5. Commit space on the bilingual track for students who qualify for NEP services.

The school plan must be revised to reflect fundamental changes in delivery of services to students, and the personnel office must be notified of staff assignments.

SERVING COMPENSATORY EDUCATION STUDENTS IN YEAR 'ROUND SCHOOLS

Services by instructional aides, resource teachers, and other support personnel need to be modified to fit a year 'round calendar according to individual site needs. Initiating a year 'round program provides the opportunity to step back from project services, examine their effectiveness, reestablish priorities, and consider new approaches. These program options should be considered.

1. Have instructional aides assist teachers in the classrooms in primary grades with the resource teacher and supplementary materials/equipment providing the support in upper grades. Focus on high risk students.
2. Assign instructional aides to teachers at the primary grades. Have upper grade teachers request assistance for Chapter 1 students from a pool of aides on an as-needed basis.
3. Intersessions and after school programs can provide additional support on a voluntary or referral basis. Project funds may be used to supplement the district's program for Chapter 1/SCE students, e.g. field trips, materials, assemblies/consultants.
4. Pool **all** resources - resource teachers, aides, and materials. Classroom teachers schedule the needed service for Chapter 1 students as they plan their lessons. Devise a centralized sign up sheet. Have resource teachers work in classrooms with teachers, focusing their attention on Chapter 1 students, or provide follow-up lessons for selected students outside of class.

The school plan must be revised to reflect fundamental changes in delivery of services to students, and the personnel office must be notified of staff assignments.

COLTON JOINT UNIFIED SCHOOL DISTRICT

STUDENT VOLUNTEER

Name of School _____

I hereby give my permission for my child, _____, to participate as a student aide during his/her regularly scheduled inter-session. This activity is to be held from _____, 19____ through _____, 19____. (Date of present inter-session)

I fully understand that my child is to abide by all rules and regulations governing conduct during this activity. It is understood that any child determined to be in violation of these behavior standards may be sent home at the parent or guardians' expense.

In the event of any illness or injury, I hereby consent to whatever x-ray, examination, anesthetic, medical, dental or surgical diagnosis or treatment and hospital care from a licensed physician and/or surgeon as deemed necessary for the safety and welfare of my child. It is understood that the resulting expenses will be the responsibility of the parent(s), or guardian(s) or participant. (Whenever possible, attempts will be made to contact the parent/guardian prior to taking any medical action.)

Signature of Parent or Guardian / Date / Address / Home Phone

Signature of Student / Date / Father's / Work Phone

Mother's / Work Phone

IN THE EVENT OF ILLNESS OR ACCIDENT AND IF UNABLE TO CONTACT ABOVE, PLEASE CONTACT:

Name / Address / Phone

IX. Logistics

1. Room Assignment Rotation Chart Organization
 - a. Indicates teacher room, grade, and track number
2. Check-Out
 - a. Considerations
 - b. Room partners' agreement
 - c. Teacher track change check-out form

WONDERFUL ELEMENTARY SCHOOL

CLASSROOM LOCATION BY TEACHER

Rm #	Gr	July 2	July 27	July 30	Aug 24	Aug 27	Sept 21	Sept 24	Oct 19
1	1	Smile 2*		Smile 2		Dream 3		Dream 3	
2	1	Dream 3		Sunny 4		Sunny 4		Sunny 4	
3	1	Moon 1		Moon 1		Moon 1		Smile 2	
4	2	Star 1		Star 1		Star 1		Candy 2	
5	2	Rainbow 3		Cloud 4		Cloud 4		Cloud 4	
6	2	Candy 2		Candy 2		Rainbow 3		Rainbow 3	
7	3	Grow 3		Plum 4		Plum 4		Plum 4	
8	3	Pear 1		Pear 1		Pear 1		Apple 2	
9	3	Apple 2		Apple 2		Grow 3		Grow 3	
11	4	Honey 2		Honey 2		Roll 3		Roll 3	
12	4	Roll 3		Berry 4		Berry 4		Berry 4	
13	4	Sugar 1		Sugar 1		Sugar 1		Honey 2	
14	5	Book 1		Book 1		Book 1		Ruler 2	
15	5	Ruler 2		Ruler 2		Line 3		Line 3	
16	5	Line 3		Straight 4		Straight 4		Straight 4	
17	6	Sign 2		Sign 2		Round 3		Round 3	
18	6	Green 1		Green 1		Green 1		Sign 2	
19	6	Round 3		Square 4		Square 4		Square 4	
KAA	K	Pipe 2		Pipe 2				Pipe 2	
KAP	K			Wrench 4		Wrench 4		Wrench 4	
KBA	K	Tight 1		Tight 1		Tight 1			
KBP	K	Cord 3				Cord 3		Cord 3	

* TRACK NUMBER

WONDERFUL ELEMENTARY SCHOOL

CLASSROOM LOCATION BY TEACHER

Rm #	Gr	Oct 22	Nov 21	Nov 26	Dec 2	Jan 7	Jan 25	Jan 28	Feb 22
1	1	Dream 3*		Sunny 4		Sunny 4		Sunny 4	
2	1	Moon 1		Moon 1		Moon 1		Smile 2	
3	1	Smile 2		Smile 2		Dream 3		Dream 3	
4	2	Candy 2		Candy 2		Rainbow 3		Rainbow 3	
5	2	Star 1		Star 1		Star 1		Candy 2	
6	2	Rainbow 3		Cloud 4		Cloud 4		Cloud 4	
7	3	Pear 1		Pear 1		Pear 1		Sweet 2	
8	3	Sweet 2		Sweet 2		Ripe 3		Ripe 3	
9	3	Ripe 3		Plum 4		Plum 4		Plum 4	
11	4	Roll 3		Berry 4		Berry 4		Berry 4	
12	4	Sugar 1		Sugar 1		Sugar 1		Honey 2	
13	4	Honey 2		Honey 2		Roll 3		Roll 3	
14	5	Ruler 1		Ruler 2		Line 3		Line 3	
15	5	Line 3		Straight 4		Straight 4		Straight 4	
16	5	Book 1		Book 1		Book 1		Ruler 2	
17	6	Sign 2		Sign 2		Round 3		Round 3	
18	6	Round 3		Square 4		Square 4		Square 4	
19	6	Green 1		Green 1		Green 1		Sign 2	
KAA	K	Pipe 2		Pipe 2				Pipe 2	
KAP	K			Wrench 4		Wrench 4		Wrench 4	
KBA	K	Tight 1		Tight 1		Tight 1			
KBP	K	Cord 3				Cord 3		Cord 3	

* TRACK NUMBER

WONDERFUL ELEMENTARY SCHOOL

CLASSROOM LOCATION BY TEACHER

Rm #	Gr	Feb 25 Mar 22	Mar 26 Apr 22	Apr 29 May 24	May 28 June 28
1	1	Moon 1 *	Moon 1	Moon 1	Smile 2
2	1	Smile 2	Smile 2	Dream 3	Dream 3
3	1	Dream 3	Sunny 4	Sunny 4	Sunny 4
4	2	Rainbow 3	Cloud 4	Cloud 4	Cloud 4
5	2	Candy 2	Candy 2	Rainbow 3	Rainbow 3
6	2	Star 1	Star 1	Star 1	Candy 2
7	3	Apple 2	Apple 2	Grow 3	Grow 3
8	3	Grow 3	Plum 4	Plum 4	Plum 4
9	3	Pear 1	Pear 1	Pear 1	Apple 2
11	4	Sugar 1	Sugar 1	Sugar 1	Honey 2
12	4	Honey 2	Honey 2	Roll 3	Roll 3
13	4	Roll 3	Berry 4	Berry 4	Berry 4
14	5	Line 3	Straight 4	Straight 4	Straight 4
15	5	Book 1	Book 1	Book 1	Ruler 2
16	5	Ruler 2	Ruler 2	Line 3	Line 3
17	6	Round 3	Square 4	Square 4	Square 4
18	6	Green 1	Green 1	Green 1	Sign 2
19	6	Sign 2	Sign 2	Round 3	Round 3
	6				
KAA	K	Pipe 2	Pipe 2		Pipe 2
KAP	K		Wrench 4	Wrench 4	Wrench 4
KBA	K	Tight 1	Tight 1	Tight 1	
KBP	K	Cord 3		Cord 3	Cord 3

* TRACK NUMBER

Track-Out Considerations

1. All movable equipment needs to be adequately marked.
2. Teachers need to have a check list of items to complete.
3. Communications to parents and students need to be ready for distribution.
4. Movers need to be notified.
5. A moving schedule needs to be prepared for movers. If possible you should try to use the same personnel for each move.
6. A storage area need to be identified.
7. The Principal or his/her designee needs to inspect each room before a teacher leaves for vacation.

****Note:** Monroe School has incorporated 16 reduced days into its calendar for track-out and track-in days as well as parent conferences.

**Colton Joint Unified School District
Year 'Round Education Program**

Room Partners' Agreement

Teachers

Rooms

Assign one permanent shelf per teacher in each room. Describe area in each room.

Teacher

Room _____

Room _____

Room _____

Do you plan to assign any additional permanent shelf or closet?

Teacher

Room

Area

Do you need any shelves installed? _____

What permanent instructional materials do you want hung in each room, such as alphabet, number line, multiplication table, language arts materials? _____

What do you plan to do with any personal furniture? _____

Describe how bulletin boards should be left after each track change.

- ☐ All boards completely clean
- ☐ All boards left with paper
- ☐ All boards left with paper and border
- ☐ Permanent boards, such as calendars, students of the week
- ☐ Color preference _____

What instructional supplies do you want to have as a permanent part of the classroom? Place a check next to the supplies, indicate the area in which they are to be stored, and include the amount of each.

Supplies	Area Stored	Amount
<input type="checkbox"/> Scissors	_____	_____
<input type="checkbox"/> Glue, individual bottles	_____	_____
<input type="checkbox"/> Lined paper	_____	_____
<input type="checkbox"/> Scratch paper	_____	_____
<input type="checkbox"/> Paint brushes	_____	_____
<input type="checkbox"/> Rulers	_____	_____
<input type="checkbox"/> Stapler	_____	_____
<input type="checkbox"/> Tape dispenser	_____	_____
<input type="checkbox"/> Teacher's scissors	_____	_____
<input type="checkbox"/> Record player	_____	_____
<input type="checkbox"/> Tape recorder	_____	_____
<input type="checkbox"/> Headphones	_____	_____
<input type="checkbox"/> Overhead projector	_____	_____
<input type="checkbox"/> Language arts materials	_____	_____
<input type="checkbox"/> Other	_____	_____

Determine whether you will keep your own yard equipment or classrooms will have permanent equipment.
List items: _____

Where will textbooks be stored?

- ☐ In student desks
- ☐ On shelves (specify) _____
- ☐ In cupboard (specify) _____

What will be done with the teacher's texts? _____

List desk materials: _____

How will books be distributed or stored?

- ☐ Taken home
- ☐ Divided between three rooms and left in classroom
- ☐ Other _____

Colton Joint Unified School District
Year 'Round Education Program

Teacher Track Change Checkout Form

Teacher's Name _____ Grade _____ Track _____

Current Room Number _____ Last Day of Track _____

New Room Number _____ Track Starting Date _____

Storage

- ☐ Label and load student tote tray units into cabinets -- leave in room, custodians will move. Tote trays should contain: all textbooks and desk contents, such as pencils and rulers.
- ☐ Label and load two teacher storage units -- leave in room, custodians will move. Cabinets should contain: all teacher materials, manuals, kits, and contents of desk.
- ☐ All materials that cannot fit in storage cabinets should be taken home.
- ☐ Label filing cabinet -- leave in room, custodians will move.

_____ ☐ All student belongings not in their tote trays should go home, such as lunch boxes, coats, and sport gear.

_____ ☐ Back packs: Take out your plastic bag filled with name tags and store in your storage cabinet.

Room Condition

- ☐ It is recommended that you check with your room partners regarding bulletin boards, backing, borders, and other permanent displays.

_____ ☐ Thoroughly clean: the teacher's desk, inside and out, student desks, table tops, and shelves.

_____ ☐ Turn in physical assets form to principal.

Educational Services Center

_____ ☐ Return all films, records, videotapes, and other instructional supplies to ESC.

Library

- _____ ☐ All library books are to be returned prior to the break. No books are to be checked out during the track break.
- _____ ☐ Lost library book charges

Office

- _____ ☐ Complete and return to the office any cumulative records of students who have left your class.
- _____ ☐ Arrange for disposition of paycheck:
Will pick up _____
Will give secretary a self-addressed envelope _____
- _____ ☐ Mail box left neat and clean
- _____ ☐ Clean out any belongings from the refrigerator
- _____ ☐ Attendance cleared
- _____ ☐ Keys checked in with secretary
- _____ ☐ Lost textbook charges
- _____ ☐ First aid kit replenished and on counter near sink. If you need to add supplies, bring it to the office.
- _____ ☐ Classroom repairs needed:

- _____ ☐ Please supply a count of the classroom equipment listed below:
- | | | | |
|-----------------|-------|-----------------|-------|
| Large red ball | _____ | Medium red ball | _____ |
| Soccer ball | _____ | Volleyball | _____ |
| Basketball | _____ | Long jump rope | _____ |
| Short jump rope | _____ | | |
- _____ ☐ Submit Supply Order Form to secretary.

X. Communications and Surveys

1. Communication Concerns
2. Track Change Cards and Letters
3. Hot Weather Procedures
4. Surveys of Parents and Staff

**COMMUNICATION IDEAS FOR OFF-TRACK
STAFF AND STUDENTS**

1. Weekly mailings of school-related correspondence to off-track is one idea.
2. Once a week each off-track teacher has a "partner" (another on-track teacher) go through his/her mail box. If there is something of interest to the off-track teacher then the partner usually calls the off-track teacher to communicate such information.
3. Colored folders are kept by the office for each teacher off-track. Pertinent information and all school to home correspondence is kept in these folders. They are given to the teachers at a staff meeting on their return day.
4. The "track-leader" concept is used as the school's internal communication system. Each track selects a track leader. The four track leaders meet with the Principal on a monthly basis to discuss any YRE related problems or to plan and coordinate activities for the following month.
5. Before students go off-track, a monthly calendar is sent home. On the calendar we try to highlight those events which may be of particular interest to off-track students.

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 1 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, October 22. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 1 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, February 25. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 1 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, October 22. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 1 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, February 25. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 2 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, September 24. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 2 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Tuesday, May 28. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 2 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, January 28. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 3 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, August 27. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 3 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Wednesday, April 24. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 3 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, January 7. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 4 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, July 30. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 4 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Tuesday, March 26. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Dear Track 4 Parents,

Your child's track break is nearly over. We hope it has been enjoyable and revitalizing for your entire family.

We will be expecting your child to report to his or her new classroom on Monday, November 26. A note indicating the new classroom was sent home on the last day of attendance. Room numbers will be posted at the school on the track return day.

If you need more information, please call 876-4282.

Terry Adame
Year 'Round Education Principal

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

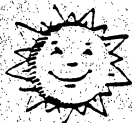
Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798

IDEAS TO BEAT THE HEAT

Heat is a problem that is often cited in Year 'Round schools. Parents are legitimately concerned about the effect of the sun during the warmest times of the year. Here are a few ideas from a letter to parents from one of the principals in Colton.

1. P.E.
P.E. will be in the morning or in the cafeteria.
2. Sports Bottle
Students may bring sports bottles to drink from during the day. They must have caps and lids.
3. Recess
Students will go outside with limited activity. They may get a drink, use the restroom and sit in the shade under a tree or at our picnic tables.
4. Lunch
Students will have lunch recess with limited activity. They may bring a quiet board game to the cafeteria and after lunch may play at the game tables. Board games may be played out under the trees as well.
5. Board Games
These games may be brought from home with parental permission and must be clearly labeled with the student's name.
6. Smog Alerts
The District Office will notify the school when we have a smog alert. In a Stage I, a yellow flag will fly and teachers will be notified and students will have limited activity. During Stage II, a red flag will fly and students will stay indoors.

YEAR 'ROUND SCHOOL PARENT SURVEY



Please check the year 'round school your child/children attend:

Reche Canyon _____ Rogers _____ Terrace View _____ Wilson _____ Zimmerman _____

Please check the number of children you have in year 'round school:

0 _____ 1 _____ 2 _____ 3 _____ 4 or more _____

Please check your child's or children's track of attendance. Check more than one if applicable.

Track 1, Green _____ Track 2, Yellow _____ Track 3, Blue _____ Track 4, Red _____

Please check below your child's or children's grade level(s):

Kindergarten _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Do you have any children attending a school on a September - June calendar? Please check which level(s).

Elementary _____ Junior High _____ Senior High _____

Did you receive a year 'round school calendar?

Yes _____ No _____

If yes, were you able to read and understand the calendar?

Yes _____ No _____

Did you need additional help that the school did not offer in understanding the calendar?

Yes _____ No _____

Over, Please

PARENT SURVEY**Continued**

9. Did you receive your first or second track choice?

First choice _____ Second choice _____

10. My children show a greater interest in their education.

Yes _____ No _____ Undecided _____

11. My children are learning more in the year 'round plan than in the traditional plan.

Yes _____ No _____ Undecided _____

12. Our family enjoyed having a number of short vacation periods.

Yes _____ No _____ Undecided _____

13. Our vacation activities have been more varied since year 'round school started.

Yes _____ No _____ Undecided _____

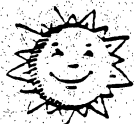
14. The year 'round program should be expanded throughout the school district.

Yes _____ No _____ Undecided _____

15. Please list three things you like about the year 'round program.

16. Please list three things you believe could improve the year 'round program.

YEAR 'ROUND SCHOOL CLASSIFIED SURVEY



Please check your opinion of the statements listed below as they relate to year 'round education, compared to the traditional school program.

STATEMENTS	(1) Strongly Agree	(2) Tend to Agree	(3) Tend to Disagree	(4) Strongly Disagree	(5) N/A No Opinion
1. The number of student discipline problems have decreased in our school.					
2. Staff morale has improved.					
3. Students in our school seem to show a greater interest in their education.					
4. The general behavior of our students has improved.					
5. The year 'round program should be expanded districtwide.					
6. My vacation activities have been more varied this year.					
7. I was involved in planning for this program.					
8. My work load has increased due to this program.					
9. I like working in a year 'round school.					

Over, Please

10. Please check your year 'round school:

Reche Canyon _____ Rogers _____ Terrace View _____ Wilson _____ Zimmerman _____

11. Do you work full-time (8 hours) at any of the schools involved in this program?

Yes _____ No _____ How long is your work year (months)? _____

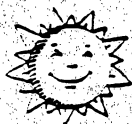
12. Did you work at your school before it became a year 'round site?

Yes _____ No _____

13. Please list three things you like about the year 'round program.

14. Please list three things that would make the year 'round program better.

YEAR 'ROUND SCHOOL TEACHER SURVEY



Please check your opinion of the statements listed below as they relate to year 'round education, compared to the traditional school program.

STATEMENTS	(1) Strongly Agree	(2) Tend to Agree	(3) Tend to Disagree	(4) Strongly Disagree	(5) N/A No Opinion
1. The number of student discipline problems have decreased in my class.					
2. Teacher morale has improved.					
3. Parents of students in my class show a greater interest in their children's education.					
4. My students are achieving at least as well as they would in the September - June program.					
5. My class will spend less time reviewing past work in this program.					
6. My students have shown a greater interest in the educational program.					
7. I have as much time for individual instruction in my class.					
8. The general classroom behavior of my students has improved.					
9. My vacation activities have been more varied this year.					
10. I was involved in the planning for this program at my school.					
11. This program should be expanded to other schools in the district.					

Over, Please

TEACHER SURVEY

Continued

12. Please list three strengths of the year 'round program.

13. Please list three suggestions for strengthening the year 'round program.

14. Please check your year 'round school.

Reche Canyon _____

Rogers _____

Terrace View _____

Wilson _____

Zimmerman _____

NEWSLETTER

COLTON JOINT UNIFIED SCHOOL DISTRICT

March 3, 1987

Dear Parents and Guardians,

For over a year now there has been an influx of families into the Colton Joint Unified School District. Enrollment in our District was 11,520 students in 1985-1986 and 12,350 in 1986-1987; we anticipate 13,250 students next year.

A committee, consisting of parents and educators, has been formed to look into alternatives to handle this growth, particularly in our elementary schools. Our group has a responsibility to communicate our findings and recommendations to parents and guardians of District students. It is hoped that our work will be completed by June 1, 1987 so recommendations can be made to the Board of Education.

The purpose of this memo is to outline alternatives that will be reviewed. We welcome your ideas and will continue to send out information. We hope you will give this matter your serious consideration. Also, we will initiate periodic small group meetings to answer your questions. These dates will be announced later.

Alternatives to be explored by this committee:

I have enough
knowledge to
evaluate

I have knowledge
but need more in-
formation before
evaluating

I have no
knowledge

Year Round Schooling

Double Sessions

Traditional

Bond Issue (School Const.)

Combination of Above

Comments and other recommendations:

Has/have your child/children ever attended year round schools? Yes ___ No ___

Thank you,

SCHOOL GROWTH COMMITTEE

Please return this form
to your child's school.



XI. Year 'Round Education Tips

YEAR 'ROUND TIPS

1. Develop a comprehensive plan before attempting any significant change.
2. Involve important individuals and groups at every appropriate stage.
3. Allow for suggestions and input from all those affected by the new plan.
4. Survey parents and staff for anticipated problems, questions and evaluation of the success of new the program.
5. Develop committees of people interested in helping assist in the planning of certain operations.
6. Assign a teacher track leader for each track, to act as a liason between the administration and the teachers on that track at weekly meetings.
7. Many principals have found that allowing the staff to make track preferences results in a congenial atmosphere for problem solving.
8. Fly three colored flags over the school indicating the tracks that are in session.
9. A help for teachers coming on track may require an activity for students that occupies them out of their rooms by noon the day before track changes. This would be a minumum day and some activites might be a field day, movie, or awards assembly.
10. Try to standardize the quality of larger equipment in rooms, so that teachers feel comfortable leaving equipment in one room for another, (filmstrip and overhead projector, etc.).
11. Post large magnetic maps of the school on the office walls which allow colored magnets (track colors) with teachers' names on them to be moved on the map as teachers rotate rooms or go off-track.
12. To communicate to parents, students and teachers use colored paper that corresponds to the color of the track.
13. Develop a method which utilizes the minimal services of the teachers to distribute student cum folders at the end of the school year.
14. Utilize off-track students as volunteers to assist in the function of the school, (see release form in "other policies").

REFERENCES

- Ballinger, C. (1985, January). Year round education: an overview. Presented at Annual Meeting of the National Council on Year round Education (ERIC Document Reproductive Service No. ED265635)
- Ballinger, C. (1987a) Unleashing the School Calendar. Thrust, January, 16-18
- Ballinger, Kirshenbaum, and Poimbeauf (1987b) The year round school: Where learning never stops, Phi Delta Kappa Fastback, brochure 259
- Brekke, N.R. (1986, February). Year round education and academic achievement in the Oxnard School District. Presented at the Annual Meeting of the National Council on Year round Education (ERIC Document Reproduction Service No. ED 272974)
- Brekke, N. (1991) The view from the state: Sacramento, California. Presented at the Annual Meeting of the National Association for Year Round Education, Twenty Second Seminar, San Diego, CA.
- Cammarata, G. (1961). Summer program for students and teachers. Education Digest, 27, 26-28
- Christie, S. (1989)., A report on opinion survey's of parents, students, and staff of year-round schools. ERIC Document Reproduction Service NO. ED 303888)
- Glines, D. (1987). Year round education: a philosophy, Thrust for Educational Leadership; May-June, 14-17
- Heydt, H. (1991). The view from the state: Sacramento, California. Presented at the Annual Meeting of the National Association for Year Round Education, Twenty Second Seminar, San Diego, CA.
- Merino, B. (1983). The impact of year round schooling: A review. (Urban Education; October 298-316
- National Association for Year Round Education. (1989). Fifteenth national directory of year round education programs for the 1988-89 school year. San Diego, CA.
- National Education Association; (1987). Year round schools, "what research says about:" (ERIC Document Reproduction Service NO. ED 31486)
- New York State Board of Education, (1978). Learning, retention, and forgetting. (ERIC Document Reproduction Service NO. ED 272974)
- Parrish, C. (1989) Year round schooling makes sense. American School Board Journal, October; 34-37

- Pelavin, S. (1978) A detailed study of year round schools, Menlo Park, California; Stanford Research Institute, 35-67
- Quinlan, C. (1987) Year round education: year round opportunities. A study of year-round education in California (ERIC Document Reproduction Service NO. ED 285272)
- Stover, D. (1989) Should school's plow under the old agrarian calendar? American School Board Journal, Oct. 37
- White, W.D. (1988). Year round high schools: benefits to students, parents and teachers. NASSP Bulletin, 72, 103-106.