



# **Los Angeles Unified School District STUDENT HEALTH AND HUMAN SERVICES**

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## **ATTENDANCE MANUAL**

### **Policy & Procedures for Elementary, Secondary and Option Schools**

**March 2013**  
Version 3.0

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## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT OF RECEIPT.....</b>	<b><u>3</u></b>	<b>Programs.....</b>	<b><u>29</u></b>
Preface.....	<u>4</u>	Foreign Student Admissions (Issued by FSAO).....	<u>29</u>
<b>ATTENDANCE ACCOUNTING OVERVIEW.....</b>	<b><u>6</u></b>	Capacity Adjustment Program (CAP).....	<u>29</u>
Compulsory Education Laws .....	<u>6</u>	Kindergarten .....	<u>30</u>
School Attendance Responsibilities .....	<u>6</u>	Transitional Kindergarten .....	<u>30</u>
School Attendance and Dropout Prevention Plan.....	<u>6</u>	Special Education .....	<u>31</u>
The 3 Tiered Approach.....	<u>7</u>	<b>INACCURATE, SUSPICIOUS/FALSE</b>	
<b>REGISTRATION PROCESS .....</b>	<b><u>13</u></b>	<b>ADDRESSES.....</b>	<b><u>32</u></b>
School Registration Responsibilities.....	<u>13</u>	Failure to Report New Address.....	<u>32</u>
Residency Requirements.....	<u>14</u>	Investigating False or Suspicious Addresses.....	<u>32</u>
Residency Verification.....	<u>14</u>	Response to Inaccurate/False Residence	
Affidavit to Verify Residence.....	<u>14</u>	Information.....	<u>33</u>
<b>ENROLLMENT PROCESS .....</b>	<b><u>15</u></b>	California Confidential Address Program.....	<u>34</u>
Definition and School Responsibilities .....	<u>15</u>	<b>ENROLLMENT COMPLETION.....</b>	<b><u>34</u></b>
Enrollment Procedures .....	<u>16</u>	Record Request .....	<u>34</u>
Optional Attendance Area Decision .....	<u>18</u>	Statewide Student Identifier (SSID) .....	<u>35</u>
Enrollment from another LAUSD School .....	<u>18</u>	<b>EXEMPTION TO PUBLIC SCHOOL</b>	
Use of Pupil Accounting Report (PAR) .....	<u>18</u>	<b>ENROLLMENT.....</b>	<b><u>35</u></b>
Mandated Enrollment Checklist and Forms.....	<u>20</u>	Home Schooling/Private School .....	<u>36</u>
Mandatory Resources .....	<u>22</u>	<b>RECORD KEEPING.....</b>	<b><u>36</u></b>
Dual Enrollment.....	<u>22</u>	<b>Documentation of Enrollment (“E”) Symbols .....</b>	<b><u>36</u></b>
The CA Longitudinal Pupil Achievement .		Student Enrollment.....	<u>36</u>
DataSystem (CALPADS) .....	<u>22</u>	Elementary Enrollment Documentation.....	<u>36</u>
<b>ENROLLMENT SPECIAL CIRCUMSTANCES.....</b>	<b><u>23</u></b>	Secondary Enrollment Documentation.....	<u>37</u>
<b>Specialized Populations.....</b>	<b><u>23</u></b>	<b>Documentation of Withdrawal (“L”) Symbols.....</b>	<b><u>37</u></b>
Homeless Students .....	<u>23</u>	Elementary Withdrawal Documentation .....	<u>37</u>
Out-of-Home Placement .....	<u>24</u>	Secondary Withdrawal Documentation .....	<u>37</u>
Unaccompanied Youth .....	<u>24</u>	<b>Establishing Clear Marking Procedures.....</b>	<b><u>38</u></b>
Pregnant and Parenting Students.....	<u>25</u>	Attendance Recording Procedures.....	<u>38</u>
Returning From Juvenile Detention.....	<u>25</u>	Elementary Attendance Recording.....	<u>39</u>
Emancipated Minors .....	<u>25</u>	Secondary Attendance Recording.....	<u>40</u>
Married Minors .....	<u>25</u>	Option Schools Attendance Recording.....	<u>41</u>
Eighteen Year Old Students .....	<u>26</u>	Enrollment Verification .....	<u>41</u>
ESL Students .....	<u>26</u>	<b>Record Keeping Special Circumstances.....</b>	<b><u>41</u></b>
<b>LAUSD Placement .....</b>	<b><u>26</u></b>	Power Outages/Emergencies.....	<u>41</u>
District Placement .....	<u>26</u>	No Show Procedures.....	<u>42</u>
School Attendance Review Board Placement.....	<u>26</u>	Independent Study Program .....	<u>43</u>
Open Enrollment-Romero Transfer.....	<u>26</u>	End of School Year.....	<u>43</u>
Opportunity Transfer (OT).....	<u>26</u>	School Emergency Mass Absence Procedures.....	<u>43</u>
Expulsions.....	<u>27</u>	Annual School Program Survey.....	<u>45</u>
<b>Permits.....</b>	<b><u>27</u></b>	<b>WITHDRAWAL PROCESS.....</b>	<b><u>45</u></b>
Magnet and Permits with Transportation (PWT).....	<u>27</u>	School Responsibilities.....	<u>45</u>
Intra District Permits (Issued by School).....	<u>27</u>	Reasons for Withdrawals.....	<u>46</u>
District Students Residing Outside of the School		Withdrawal Procedures.....	<u>47</u>
Boundaries/School Error .....	<u>27</u>	Elementary Withdrawal .....	<u>47</u>
Continuing Enrollment Permits .....	<u>27</u>	Kindergarten Withdrawal Issues.....	<u>48</u>
Inter District Permits (Issued by Permit Office) .....	<u>28</u>	Secondary Withdrawal.....	<u>48</u>
Moved, Change of Residence.....	<u>28</u>	Inactive Status Students.....	<u>49</u>



## **TABLE OF CONTENTS**

<b>ABSENCES</b> .....	<b><u>50</u></b>	<b>DOCUMENT RETENTION AND</b>	
California E.C. 48205 .....	<u>50</u>	<b>CONFIDENTIALITY</b> .....	<b><u>71</u></b>
Academic Achievement and Absences .....	<u>50</u>	Protection of Record Information .....	<u>71</u>
Make-up Work and Absences .....	<u>51</u>	Document Retention and Destruction .....	<u>71</u>
Excused Absences .....	<u>51</u>		
Unexcused Absence .....	<u>52</u>	<b>AUDITS</b> .....	<b><u>73</u></b>
School Responsibilities .....	<u>52</u>	School Responsibilities .....	<u>73</u>
Communication to Families .....	<u>53</u>	Enrollment, Attendance Record Audits .....	<u>73</u>
Blackboard Connect Notification System .....	<u>54</u>		
Absence Verification .....	<u>55</u>	<b>APPENDIX</b> .....	<b><u>75</u></b>
Uncleared Absences .....	<u>55</u>		
Request Additional Absence Information .....	<u>56</u>		
Clearing Absences .....	<u>56</u>		
<b>Irregular Attendance</b> .....	<b><u>57</u></b>		
Excessive Absences .....	<u>57</u>		
Partial Day Absences/Tardies .....	<u>57</u>		
Early Leaves .....	<u>58</u>		
Extended Absences .....	<u>59</u>		
Vacations/Emergencies/Personal Necessity .....	<u>60</u>		
<b>Special Circumstances</b> .....	<b><u>60</u></b>		
Confidential Medical Services .....	<u>61</u>		
Student Medical Exemption or Exclusion .....	<u>61</u>		
Prolonged Illness .....	<u>62</u>		
Student Suspension .....	<u>62</u>		
Runaway Students .....	<u>62</u>		
Entertainment Industry .....	<u>62</u>		
Specialized Population or Enrolled in a LAUSD Program .....	<u>63</u>		
<b>Employee Attendance Policy</b> .....	<b><u>63</u></b>		
<b>MANDATED TRUANCY NOTIFICATIONS</b> .....	<b><u>63</u></b>		
Initial Notification of Truancy Letter Automation .....	<u>64</u>		
First 1 <sup>st</sup> Initial Truancy Notification .....	<u>64</u>		
School-Site Responsibilities/Procedures .....	<u>64</u>		
Second 2 <sup>nd</sup> Truancy Notification .....	<u>65</u>		
Third 3 <sup>rd</sup> Truancy Notification .....	<u>66</u>		
<b>Truancy Mandate Cost Recovery</b> .....	<b><u>66</u></b>		
Mandated Initial Truancy Claim .....	<u>66</u>		
Truancy Conferencing Claim Procedures .....	<u>66</u>		
<b>TRUANCY INTERVENTIONS</b> .....	<b><u>67</u></b>		
Attendance Parent Assembly .....	<u>67</u>		
School Attendance Review Team (SART) .....	<u>68</u>		
School Attendance Review Board (SARB) .....	<u>69</u>		
<b>DROPOUT PREVENTION INTERVENTION AND RECOVERY PROCEDURES</b> .....	<b><u>69</u></b>		
Dropout Bulletin .....	<u>70</u>		
School Responsibilities .....	<u>70</u>		
Clearing Dropout Lists .....	<u>70</u>		
Re-Enrolling Dropout Students .....	<u>71</u>		
Protocols to Reduce Potential Dropouts .....	<u>71</u>		

\* Due to budget constraints within the Translations Unit,  
not all letters are currently available in all languages.



## **Acknowledgement of Receipt of Attendance Policy and Procedure Manual**

I hereby acknowledge receipt of and understanding of the policy, procedures and practices contained within the Pupil Services Attendance Manual: Policy and Procedures. I agree to promptly review, become familiar with and implement the current policy and procedures at all times as stated within the Manual in a timely manner.

Furthermore, I understand that this Manual may be revised and it is the responsibility of each employee to stay up to date with any revisions or amendments that are provided. I understand that revised information may supersede, modify or eliminate existing policies implemented by the Los Angeles Unified School District. Should I have any questions regarding any policy, procedure, or practice within the Manual, I may contact and consult with the Pupil Services Unit for clarification and to keep abreast of all current and necessary information as needed.

I understand and agree that I will read and comply with the policy contained in this Manual and any revisions. I am bound by the provisions contained therein and for the best interests of the district, the school, the staff and community; I will be held accountable for following the Attendance Manual: Policy and Procedures.

Please complete the following and provide a copy to your assigned:

Education Service Center

Pupil Service and Attendance Field Coordinator

School Name: \_\_\_\_\_

Administrator Name (Print): \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## PREFACE

### 1. Background

Senate Bill (SB) 727 enacted July 1, 1998, reimburses public schools for actual in-seat student attendance. The legislation also limits “apportionment absences,” (regardless of the reason for the absence) as a means of calculating attendance for reimbursement. State law provides that students who attend school during any portion of the school day will generate state revenue, so long as they are not marked absent for the entire school day (cf. Title 5, Section 403, California Code of Regulations (CCR)).

- **Average Daily Attendance (ADA)** is the total number of days of student attendance divided by the total number of instructional days for the school year. A student attending every day earns one unit of ADA. Students must appear in their classroom(s) to be counted present.
- ADA is not the same as enrollment, which is the number of students enrolled in each school and district. ADA is usually lower than enrollment due to factors such as absenteeism, and students moving or dropping out. The state uses a school district’s ADA to determine its apportionment revenue and other funding.
- **Attendance Accounting at Elementary Schools:** Teachers submit attendance online everyday using LAUSDMAX. Schools are required to use both the ISIS application (LAUSDMAX), and ESIS. Both systems must be carefully managed in order to maximize average daily attendance and to utilize attendance data in instructional analysis and decisions.
- **Period-By-Period Attendance at Secondary Schools:** the LAUSD School Board authorized the Superintendent to restructure the manner in which student attendance is reported and to implement a system of period-by-period reporting at secondary schools. Under this current system of calculating attendance, a student who presents himself or herself in any assigned classroom for any amount of time will be counted present for the entire day for ADA revenue purposes. The period-by-period reporting is intended to improve accountability for each individual student’s attendance, as well as to ensure the accuracy of the District’s actual attendance numbers. The reliability of the system in meeting this accountability is contingent upon all teachers submitting accurate attendance for every student for every period of attendance, every day. Implementation of period-by-period attendance reporting was facilitated by the implementation of Integrated Student Information System (ISIS) for online attendance submission in LAUSDMAX.

For Option Schools (Continuation, Community Day Schools (CDS) etc...) follow the attendance procedures established by your unit and utilize this manual for additional attendance procedures and interventions.



For Affiliated Charter Schools follow the policy and procedures outlined in this manual. Contact the Charter Schools Division Office at (213) 241-0399 for additional information.

## **2. PURPOSE**

This manual has been developed to assist school personnel to understand and put into practice procedures consistent with Federal, State, and District attendance policy and procedure requirements. It provides information on roles, tasks that must be assigned, procedure requirements to follow, and forms to utilize. It is designed to be used in accordance with State regulations and Los Angeles Unified School District (LAUSD) policies. Consistent with its mission, the District is committed to ensure compliance with such policies and procedures. It is expected that District personnel will serve students and their families in a manner consistent with this manual.

The Attendance Manual: Policy and Procedures is designed to be used as a:

- Structured process for implementing the attendance policy
- Reference for answering questions
- Staff development tool
- Source for resources of support and assistance

## **3. ORGANIZATION OF THE MANUAL**

This manual is a user-friendly guide to answer questions regarding registration, enrollment, attendance, truancy, etc. Links within this Manual have been created in the Table of Contents and Appendix List for easy access to referenced sections or appendices. When an attachment is selected the user may scroll down the document to obtain the desired level or language. Web access is not required to access the links.



## 1. ATTENDANCE ACCOUNTING OVERVIEW

### 1.1 Compulsory Education Laws

Every principal is responsible for the overall efforts of school staff to enforce mandated Compulsory Education Laws and to follow the policies that ensure students are punctual and attend the full length of the school day, as designated in Education Code (E.C.) 48200.

Principals shall utilize the following appendices to ensure compliance with Compulsory Education Laws, to further improve school-wide attendance, and provide the necessary foundation for attendance interventions:

[Appendix A-1: Blue Print for Attendance Improvement](#)

[Appendix A-2: Attendance Intervention Protocols](#)

[Appendix B-1: Attendance Master Calendar](#)

[Appendix B-2: Common Causes for Lost ADA](#)

### 1.2 School Attendance Responsibilities

- Every school shall designate an office and/or staff member to address registration, enrollment and attendance issues. The designee/staff member must be accessible throughout the school day and office hours (i.e. 8am-4pm) to serve students and parents/guardians. Each school shall post school hours and notify parents/guardians of school hours twice a year (e.g., Blackboard Connect, beginning of school year packet, school bulletin, monthly school newsletter, etc.).
- The principal is responsible for ensuring that his/her school staff utilize the attendance procedures described in the applicable ISIS procedures handbook. For the latest versions of the handbooks, as well as additional related resources, visit the [ISIS website \(http://isis.lausd.net\)](http://isis.lausd.net) under Tools and Resources > Attendance & Enrollment > Elementary Schools, Options Schools, or Secondary Schools.
- The principal is responsible for ensuring that every teacher submits attendance during the first fifteen minutes of each scheduled class or class period. Absences, tardies and early leave times are to be recorded with exact In/Out time.
- The principal is responsible for ensuring that all teachers submit attendance before the end of the school day.

The principal is responsible for training staff with regard to Federal and State mandates pertaining to the maintenance and protection of all forms of pupil records (i.e., paper and electronically recorded information). Refer to the Family Educational Rights and Privacy Act (FERPA) of 1974 and E.C. 49064-49078; 49602; BUL-2469 Pupil Records: Access, Confidentiality and Notice of Educational Rights dated April 24, 2006 and BUL-1077.1 Information Protection Policy dated December 5, 2006.

### 1.3 School Attendance and Dropout Prevention Plan

Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school districts to adopt student attendance policy based on the active involvement of parents/guardians, students,





teachers, administrators, other school personnel and community members. The principal shall designate an Attendance and Dropout Prevention Team and convene with them at least twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan consistent with the policy set forth in BUL-4926.2 *Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools* and this Manual dated March 2013. This plan shall be incorporated in the Coordinated Safe and Healthy School Plan.

Principals shall utilize [Appendix C-1: Attendance and Dropout Prevention Plan Guide](#), [Appendix C-2: Attendance and Dropout Prevention Plan Template](#), and [Appendix C-3: Attendance Responsibility Assignment Chart](#) to assist with the development and/or updating of the plan, to improve school-wide attendance, and to provide the necessary attendance interventions.

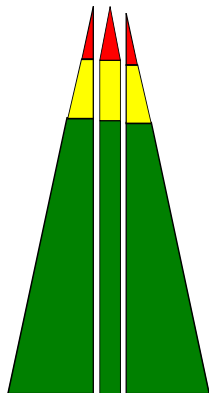
### 1.4 The 3 Tiered Approach

All Attendance and Dropout Prevention Plans (ADPP) must utilize the 3 Tiered Approach. It provides a framework for schools for incorporating strategies and activities for prevention and intervention to support all students with daily, on-time school attendance, attitude (behavioral/social emotional learning), and academic achievement. The 3 Tiered approach emphasizes a tiered intervention model that blends school-wide support systems, targeted intervention, data analysis, comprehensive assessment and intervention, and on-going outcome evaluation into a continuum of student focused support. In practice the 3 Tiered approach involves the assessment of student school progress in relation to the instructions and additional assistance provided by schools to support student success. The results of this evaluation are used to fine-tune instruction and intervention and determine the additional supports necessary to meet each student's needs.

#### 1.4.1 DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

##### The 3 Tiered Approach

Academic Systems    Attendance Systems    Behavioral Systems



Adapted from:



All ADPPs must include:

- school-wide (universal) support systems;
- procedures to identify, assess, and intervene with at-risk students (selected);
- procedures to identify, assess, and intervene with high-risk students (targeted), including potential dropouts;
- mechanisms to ensure on-going data monitoring, analysis and outcome evaluation.

The foundation of The 3 Tiered Approach is universal supports, the base of the triangle. Universal supports, including strategies for teaching and reinforcing clear, positive expectations for students must be in place for all students. In





addition, data must regularly be reviewed to determine the response to the intervention and to identify students who are not responding to the universal interventions and require a higher level of support. On-going data analysis and outcome evaluation are essential to affect system-wide school change and to ensure that interventions are improving outcomes. Instruction and intervention efforts must regularly be fine-tuned in response to data trends.

School attendance is a learned behavior that should be taught and reinforced. The 3 Tiered approach creates a school culture that teaches and reinforces clear, positive expectations for students and staff. Students and staff who feel valued, a sense of belonging and connection to the school, are much more likely to be engaged in teaching and learning and have the desire to attend school on a daily basis.

Every school shall develop a system to identify and provide interventions for students and staff who are not meeting attendance expectations. Interventions provided to individuals and groups of students who are not attending school regularly should be tracked and data should be analyzed to determine the effectiveness of the intervention efforts. There are multiple functions and/or reasons for “serious” behavior, including excessive or chronic absenteeism. Students identified as at-risk or high-risk must be appropriately assessed and referred to support services both in-school and in the community. All intervention efforts must be documented in each student’s records.

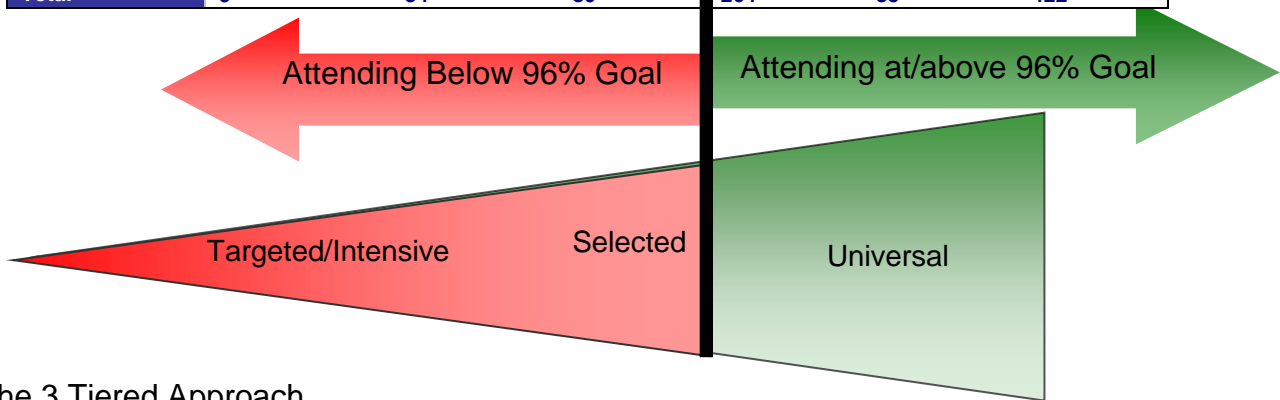
#### 1.4.2 ANALYZING STUDENT ATTENDANCE DATA

Schools should use the At-Risk Attendance Reports in MyData to determine and monitor the distribution of student attendance rates within each of the five attendance band levels. This information should be examined school-wide, by grade level, gender, language classification, and ethnicity to determine trends, areas of strength, and areas of weakness. The following is an example of this report, organized by grade level:

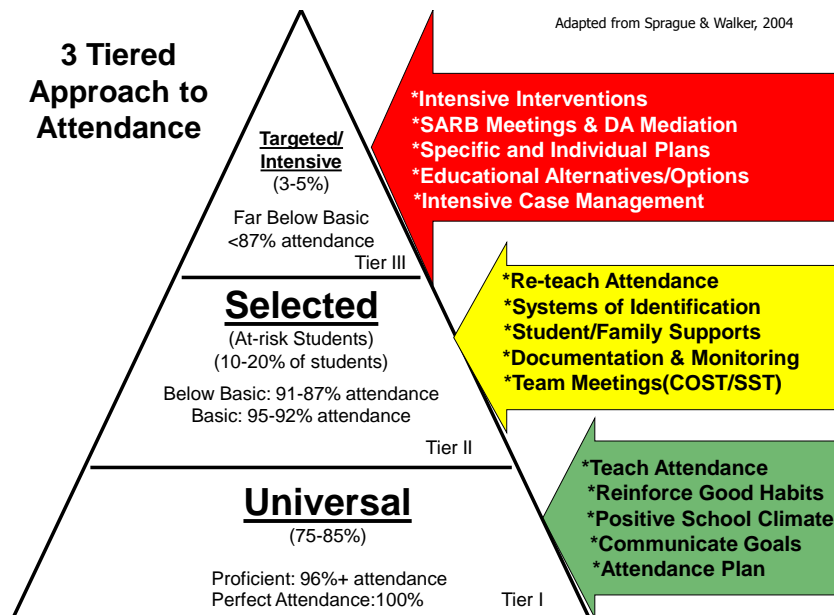


### Sample Attendance Summary by Subgroup, Elementary

Grade	LESS THAN 87% (Far Below Basic) 25+ Abs	87 - 91% (Below Basic) 16-24 Abs	92 - 95% (Basic) 8-15 Abs	96 - 99% (Proficient) 1-7 Abs	100% (Advanced) 0 Abs	Total
KINDERGARTEN	1	9	7	45	6	68
GRADE 1		2	15	45	6	68
GRADE 2	1	2	16	45	5	69
GRADE 3	3	6	12	39	6	66
GRADE 4	2	4	9	46	6	67
GRADE 5		7	15	37	4	63
UNGRADED SPECIAL ED	2	4	6	7	2	21
<b>Total</b>	<b>9</b>	<b>34</b>	<b>80</b>	<b>264</b>	<b>35</b>	<b>422</b>



### The 3 Tiered Approach



#### 1.4.3 USING THE 3 TIERED APPROACH FOR ATTENDANCE

The following guidelines will assist school staff with implementing the 3 Tiered Approach for monitoring and improving attendance.

Begin by implementing school wide universal practices that include:

- Positive Behavior Support



- Safe and Welcoming School Environment
- Resiliency Building Strategies
- High Quality Instruction
- Recognition and Incentive Programs

Schools staff should monitor the distribution of student attendance rates on MyData. Staff must then determine where to distribute available resources to achieve the largest attendance gains toward the goal of all students attending at a rate of 96% or better. Effective programs and practices must be in place at the universal, selected, and targeted/intensive levels.

#### 1.4.4 UNIVERSAL SUPPORTS

**Tier I or Universal Level is the support that is provided to all students.** The initial step for school staff is to evaluate the effectiveness of the educational program in addressing the universal needs of 75-85% of students in academics, attendance, and behavior. The school community should regularly review attendance data to verify that universal practices are effective and identify students who need additional supports. If data indicates that school culture and practices are not meeting the majority of student needs the entire school community must evaluate why and create a plan of action to address the barriers preventing student success. The [Appendix C-2: Attendance and Dropout Prevention Plan](#) Template shall include attendance incentives that support regular attendance for all students and staff. Schools should review BUL-3638.0 *Discipline Foundation Policy: School-Wide Positive Behavior Support* dated March 27, 2007 and BUL- 3720.0, *Dropout Prevention, Intervention and Recovery Strategies* dated May 23, 2007 and other research when creating improvement plans. Once school staff has verified that the majority of the students are responding positively to universal programs they will be able to determine which students need additional intervention.

Teaching Core Attendance Concepts is another crucial component of universal attendance supports. The following 10 Core Attendance Concepts must be taught and modeled for all students, their families, as well as all stakeholders in the school community. All school staff should be engaged in continually teaching and reinforcing positive attendance behavior through these core concepts.

#### CORE ATTENDANCE CONCEPTS:

1. **Clear expectations of positive attendance** (Goal = 96% in-seat attendance; fewer than 7 absences in one school year)
2. **Knowledge and understanding of Compulsory Education Laws**
3. **Benefits of good attendance** (should be motivational and relevant)
4. **Posting and providing parents/guardians with the school calendar and schedules**
5. **Importance of morning routines** (impacts on punctual attendance; what these routines look like; how to encourage at home)
6. **Importance of evening routines** (impacts on punctual attendance, what these routines look like, how to encourage at home)



7. **Support plans** for coming to school (people to support the student coming to school daily, and on-time)
8. **Creating “back-up” systems** (alternative plans for getting to/from school, having others support the student with transportation specifically in times of “emergencies”)
9. **Self-care** (including best practices for staying healthy, sleep requirements, mental health, managing chronic health problems such as asthma)
10. **Consequences of poor attendance** (academic, social, behavioral, legal)

The following strategies may be used to teach the Core Attendance Concepts. Teachers should incorporate the concepts into weekly lessons and provide opportunities for students to be recognized for positive attendance habits. Other school staff should support teachers by modeling and teaching the Core Attendance Concepts to families and the community using assemblies, groups, newsletters as well as other outreach/communication methods.

#### METHODS FOR TEACHING CORE ATTENDANCE CONCEPTS

1. School-wide Assemblies
2. Classroom Instruction
3. Follow-up Assemblies
4. Parent Education
5. Community Education
6. Announcements & Notifications
  - Opening/orientation materials, kick-off activities for the new school year (back on track), Back-to-School Events
  - Parent Student Handbook
  - Parent and Community Groups (formal and informal)
  - Newsletters and other printed materials
  - Blackboard Connect Notification System
  - Electronic Messaging
7. Reinforcement of Positive Attendance Behaviors
  - School-wide Assemblies
  - Group recognition (classroom, grade level, PLE/SLC)
  - Individual Recognition
  - Incentives
  - Random events/moments to recognize those who comply
8. Follow-up assemblies and teaching
9. Re-teaching (use data to identify need)
  - Group Counseling
  - Individual Counseling

Data should be used to identify areas that may require re-teaching, which can be done through assemblies and small groups. Attendance data must also be used



to identify students needing Tier II and Tier III level supports. Schools should continuously implement supports in Tiers I - III.

#### 1.4.5 SELECTED SUPPORTS

**Tier II or Selected Level support is provided to “at-risk” students.** As students are identified as having Basic or Below Basic Attendance, Tier II interventions must be provided. The goal for this selected group of students is to provide effective and efficient systematic group interventions that address their needs. These group interventions are based on the Six Assessment Points, described below, and are tracked and monitored for attendance improvement.

##### Examples of Using Data to Implement Selected Interventions:

- A review of the data demonstrates that 300 of your students fall in the basic attendance level (92-95% attendance). You determine that if 277 of these students attend an additional day of school, they would move into the Proficient Attendance (96%) Level. As an intervention your school decides to hold an assembly for this Selected (Tier II) group of students and their parents/guardians.
- After speaking with students and parents and reviewing the attendance data, you determine that students who live on a particular block are facing safety concerns, which has become a barrier to regular school attendance. As an intervention, your school collaborates with parent and community groups to identify and create alternate safe routes for students to get to school.

Students exhibiting excessive absenteeism, as well as those who may be “at-risk” of dropping out will require additional, individualized interventions. These interventions can include strategies such as: monitoring, mentoring (adult and peer), skill development in critical academic areas, referrals to professionals (mental health, medical), and may include team planning and coordination meetings such as Coordination Of Services Team (COST) and/or the Student Success Team (SST), which brings together staff, family and resources to develop individual plans.

Students and families with multiple issues or more intensive problems should participate in School Attendance Review Team (SART) or other multidisciplinary teams that include the student, their family and school staff. These teams develop specific attendance improvement plans that address the student’s needs.

Irregular attendance is often a symptom of other underlying issues that manifest in poor school attendance behavior. Therefore, students identified at-risk should be assessed using the following Six Assessment Points:



## Assessment Points

- Medical
- Academic
- Behavior
- Social/Emotional
- Family Dynamics
- Community



### 1.4.6 TARGETED/INTENSIVE SUPPORTS

**Tier III or Targeted Level is the support provided to students needing “intensive” services and intervention.** This includes students who have dropped out, or have recently returned to school as well as those exhibiting extreme absenteeism, truancy and/or other behaviors that require interventions in addition to those offered in Tiers I and II. These students require highly individualized assessments to determine the reasons for their excessive absences, truancy or dropping out and must be provided with targeted interventions to match their needs. Tier III interventions include intensive, individualized coordination of actions/resources (such as referral to School Attendance Review Board (SARB), alternative/options programming, alternative pathways to graduation) to re-engage them in school.

School teams may use individualized support plans and coordinate services with multiple service providers. Schools may assign designated staff to case manage Tier III students, as they will likely require the strategic use of multiple resources, community agency involvement, and a highly individualized action and monitoring plan that includes the student and family members.

Case management and intervention may also come from community based organizations, such as Wraparound Services, Department of Mental Health (DMH), Probation, Team Decision Making Meetings (TDM from the Department of Children and Family Services), etc.

## 2. REGISTRATION PROCESS

### 2.1 School Registration Responsibilities

The principal is responsible for the immediate registration of all students under his/her supervision. School personnel shall, immediately, register all known non-enrolled students residing within the school's attendance boundaries and those with special circumstances (regardless of time of year, testing etc...). When a parent/guardian or caregiver is unable to provide required documentation at the time



of enrollment, the *Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools* outlines procedures to facilitate the student's immediate enrollment, section [2.4](#). Schools may contact the Immigrant Student Guidance and Assessment Placement Center (GAP) to facilitate the registration/enrollment of new arrivals to LAUSD at [Immigrant Guidance Assessment & Placement Center \(GAP\): Home Page](#).

## **2.2 Residency Requirements**

A student can only have one residence within the LAUSD. The student must live in one of the following:

- The residence of the student's parent/guardian who resides within the boundaries of the school district
- A licensed foster or group home
- The home of a caregiver adult that is located within the boundaries of the school
- A state hospital located within the boundaries of the school
- Students whose custody is shared by both parents may attend school only in the residential area of one parent. The choice of school is at the parents' discretion, unless otherwise noted by court documentation. Schools cannot and will not mediate custody issues for parents. Dual enrollment due to custody issues is strictly prohibited.

## **2.3 Residency Verification (E.C. 48204)**

A parent/guardian may offer documentation that reasonably verifies that his/ her residence is located within school boundaries. Refer to [Appendix D-1a: Guidelines for Verification of Residence](#) for a complete list of acceptable documentation.

- Documentation must be current and show the parent's/guardian's name and residence address.
- Other documents, independently or together with a utility bill may also be used as further proof of residence.
- LAUSD POLICY DOES NOT ACCEPT telephone bills, drivers' licenses or Department of Motor Vehicles (DMV) Identification card as proof of a residence address. Licenses or identifications may be used to prove identity, but not to verify an address.

## **2.4 Affidavit to Verify Residence**

In the event that the parent/guardian or caregiver does not possess documented proof of residency, he/she must be allowed to submit [Appendix D-2a: Affidavit for Verification of Residence Form](#) and the school shall accept this sworn statement to verify residence. School staff should not request parents/guardians to notarize their affidavit or other documents to prove residency (e.g., rental agreements, or letters from landlords). Follow the procedures below:

- Instruct the parent/guardian that he/she will be responsible for providing proof of residence within 30 calendar days.





- 2.4.1 Mail [Appendix D-3a: Verification of Residence Follow-up Letter](#) the same day the parent/guardian completes enrollment as the 30-day period will begin.
- A binder shall be maintained with all original Affidavits to Verify Residence, including a log to monitor follow-ups. Designated staff must check the returned mail on a monthly basis.
  - If a parent/guardian returns the mailed Affidavit to Verify Residence Letter within 30 days to the school, this is legally sufficient to establish residency.
  - If the parent/guardian or caregiver does not return with the Verification of Residence Follow-up letter during the 30 day period, designated school staff shall follow-up with a telephone call to remind the parent/guardian or caregiver of the need to provide proof of residence. Schools should also send or provide the parent/guardian or caregiver with a copy of their signed, original Affidavit to Verify Residence Form. Certificated school site staff may also conduct home visits as needed to verify residency.
  - If the letter is returned “Undeliverable” and with new address information, the administrator must notify the parent/guardian or caregiver, in writing, that the student does not reside in the school’s attendance area, determine the school of residence, and transfer the student with the appropriate Pupil Accounting Report (PAR). If the new address is located outside of LAUSD boundaries the administrator must follow the procedures outlined in section [4.3.6](#). The new address should be entered into the student information system.
  - If the letter is returned with no forwarding information, the student and their parent/guardian must be contacted to come in to the school to offer new information. If the parent/guardian refuses to give information, the school must immediately initiate the investigative activities outlined in section [5.2](#).

### 3. ENROLLMENT PROCESS

#### 3.1 Definition and School Responsibilities

Once the residency requirements have been established, the student can begin the enrollment process. The principal is responsible for the immediate enrollment of all students under his/her supervision. School personnel shall, immediately, enroll all known non-enrolled students residing within the school’s attendance boundaries and those with special circumstances (regardless of time of year, testing etc...). Year-round schools shall place newly enrolled students on tracks that will, as nearly as possible, ensure that students complete a full school year. District Policy does not allow the establishment of track waiting lists to enroll.

Enrollment is defined as the process of registering (acceptance of all necessary documentation) and the physical appearance of the student in class (elementary) or into each scheduled class (secondary). The enrollment process is not complete until



the student is entered officially into all class(es). The enrollment date or E Date of a student is the first day of in-class attendance.

The LAUSD is a public service entity, therefore every effort must be made to immediately assist all parents/guardians and students when they arrive to register and enroll. Do not send parents/guardians or unaccompanied youth away. Many parents/guardians have great difficulty taking time off from work to complete enrollment. Attendance/Main Offices may not limit enrollment/registration services to certain hours or days of the week. Schools are encouraged to set specific dates, times and locations for mass registration. Parents/guardians and students must be notified of this information two weeks prior, in order to facilitate compliance.

### 3.2 Enrollment Procedures

Initial enrollment and enrollment from another LAUSD school, require the following procedures:

- 3.2.1 Establish student identity with a birth certificate, baptismal certificate, or court order. If parent is unable to provide one of these documents, the parent must complete [Appendix F-1a: Affidavit for Proof of Age of Minor](#).
  - If the parent requests changing the student's name for school records, utilize [Appendix F-2: Affidavit for Unofficial Change of Name of Minor](#). For more information refer to BUL-5703.1 *Names of Pupils for Purposes of School Records*, dated February 27, 2012. Enrolling a student with information (e.g., name, date of birth, parent name, birth country) obtained from legal documents will facilitate the correct assignment of the Statewide Student Identifier (SSID), the unique student ID assigned to each California public school student.
- 3.2.2 Establish student's parent/guardian/caregiver (foster parent, group homes, etc.) identity and verify the relationship of the adult to the student with:
  - A birth certificate and state identification (driver's license, DMV Identification Card or Passport) a copy shall be filed in the student's cumulative record, or be stapled to the completed enrollment packet.
  - A baptismal certificate and a state identification
  - A court order establishing the parent/guardian relationship
  - If the parent/guardian does not have any legal identification, they are required to complete [Appendix F-3a: Affidavit of Parent/Legal Guardian Identification](#). The completed affidavit is to be kept in the student's cumulative record. As a safety precaution, the parent/guardian may be asked to allow the school to take their picture to be kept on file.
- 3.2.3 Caregiver's Affidavit
  - In the absence of a parent/guardian, enrollment shall not be delayed. If the student is not residing with the parent/guardian and guardianship has not been legally established, the school shall provide the adult who is enrolling the student [Appendix F-4a: Caregiver's Authorization Guidelines](#) and [F-5a: Caregiver's Authorization Affidavit](#).



- The adult who enrolls the student must provide proof of age and identity as well as proof of residence in the attendance area of the school. Refer to BUL-1570.2, Enrollment/Support of Homeless Children and Youth in Schools, revision in process.
- The Caregiver's Affidavit is sufficient proof necessary to determine that a student lives in the caregiver's home, unless there is a suspicion that the student is residing elsewhere (E.C. 48204). This affidavit must be renewed on yearly basis.

#### 3.2.4 Determine Grade placement

- Information regarding grade placement may be found in "Inside LAUSD" under "Quick Links," select "The Chronological Age Calculator." Contact the Director of Secondary College and Career Counseling for further assistance.
- Review the PAR (transfer) or LAUSD MAX Student Transfer Form; report card; or transcript
- Contact the last school of enrollment
- For secondary returning students check cumulative high school credits on SIS
  - Students who are low on credits shall be enrolled immediately, and then referred to their counselor for proper educational placement and exploration of their educational options.

#### 3.2.5 Determine student's option or permit status, if applicable

- Intra-District Permit, refer to BUL-5347.1 Intra-District Permits (School to School) and Student Transfers in Elementary and Secondary Schools, revision in process.
- Inter-District Permit, refer to BUL- 5341.2 Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary Schools, dated January 23, 2013.
- Open Enrollment Transfer, refer to BUL-5606.1, Open Enrollment Transfers for Elementary and Secondary Students, dated September 11, 2012.
- Romero Open Enrollment, refer to BUL-5255.1, Implementation of the Romero Open Enrollment Act, dated November 5, 2012.
- Opportunity Transfer, Refer to BUL-4478.0, *Opportunity Transfers* (OTs), dated December 15, 2008.
- No Child Left Behind Public School Choice (NCLB-PSC): The District is required to offer all students enrolled in a Program Improvement (PI) school the option to transfer to a Non-PI school through the NCLB-PSC program.
- In addition, the California Department of Education also designates Title I schools at-risk for being identified for PI. The School at-risk for PI is also required to offer parents the option to transfer to a Non-PI school. Should the School at-risk for PI not be identified as PI, by law the child will not be eligible for a NCLB-PSC transfer to a non-PI school. District-paid transportation is provided to the Non-PI school.



Priority is given to the lowest achieving, low income students if the demand for Choice exceeds funding. Refer to REF-3855.3, *Policies and Procedures for Implementing Public School Choice (PSC)*, dated September 30, 2010 for additional information.

### 3.3 Optional Attendance Area Decision

There are some addresses that fall between two school boundaries which provide parents/guardians an option to choose either school.

- The parent/guardian of a student who moves into an optional attendance area shall have the options explained to them when they first appear to register. Once the parent/guardian signs [Appendix H-3a: Optional Area Decision](#) Form indicating the choice of school, the decision is to be considered final. The decision must be made prior to the student's enrollment.
- When a student matriculates into an optional area, the school shall inform the student and parent/guardian of this option during the tenth week of the last track/second semester. Completed copies of the Optional Area Decision Form shall be forwarded to the schools involved. If the parent/guardian does not respond to reasonable notification attempts through mail or telephone, the Optional Area Decision will be considered to have been made when the student enrolls in one of the option schools. This decision would also be final.
- Once an Optional Area Decision has been made by the parent/guardian, any change of schools thereafter will require a valid permit or District initiated transfer.

### 3.4 Enrolling From Another LAUSD School

Students entering from another LAUSD school or program including those students with initial and subsequent changes in enrollment require a Pupil Accounting Report (PAR). Once ISIS implementation makes the LAUSDMAX application available for enrolling students, the LAUSDMAX Student Transfer Form is to be used in place of the PAR.

#### 3.4.1 Use of Pupil Accounting Report (PAR) Receiving School

Under no circumstances shall parents/guardians be required to return to the previous school of attendance for a PAR, as this would delay the enrollment of the student. When a parent/guardian does not have a PAR, the enrollment staff shall first do a manual search on screen 0 (for Elementary) and check the LAUSDMAX (ISIS) District Enrollment to avoid dual enrollment. In ISIS, the new school may not receive 100% apportionment, if the student is still enrolled in the previous school. The enrollment staff must then call the previous school to notify them that the student has been enrolled, verifying the enrollment date and allowing them to officially "L" out the student. Per District policy, when a student relocates within the District, the receiving school should update the student's record to reflect the new dwelling information in the student information system(s).



- The Records Clerk of the enrolling school must request the cumulative record from the previous school within two weeks of enrollment.

#### 3.4.2 Previous School:

The previous school of enrollment will “L” out the student with the last day of in-school attendance as the exit or “L” date. The school shall immediately issue an exit PAR and fax it to the new school within one business day. Knowingly keeping a student as enrolled when the student is known to be enrolled in another school is not in accordance with District policy and will lead to adjustment of applicable statistical report(s) when the correct exit date is enforced. Office staff shall follow the same procedures above for registration and enrollment.

#### 3.4.3 Pass -Through PAR: (Secondary)

The school of residence creates a PAR for students who are not currently enrolled, but plan or will be attending another school.

- If a student (LAUSD/Non-LAUSD (i.e. home studies/private) never attended your school but lives in the school’s attendance area, and wants to attend an alternative educational setting, the student must obtain a Pass-Through from the comprehensive High School in their residency area to attend the alternative school.
- “No Shows”: if the student did not attend your school last year and was assigned or had pre-registered to attend your school (matriculating students in grades 6 and 9), create a “pass through PAR” and keep it in a file for future reference on No Show reports.
- A “Pass-Through” PAR should not be used if the student attended your school last school year and will not attend current year, go into OLDYEAR and using program ID22, process a Pupil Accounting Report (PAR) with the appropriate leave code and reason. The leave date should be the last day of the Spring Semester. If you also have information that records have been requested or have confirmed the student is attending a new school, update field 212 in ID01.

A regular “PAR” should be issued in the school year the student last attended.

#### 3.4.4 Opportunity Transfer (OT) students may be given a “pass through” by their school of residence only if they are being immediately transferred to another school after having attended a school other than their school of residence.

- Opportunity Transfer students who withdraw from a receiving school (e.g., student moves, student decides to attend AEWC, adult school, continuation school, etc.) must be withdrawn to the next school the student plans to attend. The PAR should not reflect the student’s home school or the last school of attendance. Doing this may erroneously place the student on the potential dropout list (leaver) and may be counted as a dropout. (BUL-4478.0, Opportunity Transfer Policy, December 15, 2008)



### 3.5 Mandated Enrollment Checklist and Forms

Schools are required to provide families with the mandatory Enrollment documents.

- See [Appendix E-1: Enrollment Documents](#) in order to ensure District policy is followed at the time of enrollment.
- Complete [Appendix E-2: Office Checklist for Student Enrollment](#). This checklist must be placed in the cumulative record of all students enrolled in an LAUSD school. See REF-5259.0, Use of New Enrollment Form, October 11, 2010.

3.5.1 School personnel shall provide parents/guardians with the following mandated enrollment forms to be completed and returned individually for each student as part of the enrollment process:

- The new Student Enrollment Form is available in several languages refer to [Appendix E-3: Student Enrollment Form](#) (English) or at: [http://notebook.lausd.net/portal/page?\\_pageid=33,1166308&\\_dad=ptl&\\_sc\\_hema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,1166308&_dad=ptl&_sc_hema=PTL_EP). Parents/guardians/caregivers can download the Form in the desired language, complete electronically, print, sign, and return it to the school or schools may continue to obtain hard copies in triplicate format through the District Warehouse.
- For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/guardian, LAUSD, in accordance with EC 49408, requires parents/guardians to provide current emergency information on an official Student Emergency Information form. This form provides the school with the required contact information for the student. It also replaces the LAUSD Notification System: Parent/Guardian Contact Form and should be used to provide the contact information for the District's notification system, Blackboard connect which sends general, attendance, and emergency calls to the parents/guardians. See [Appendix E-4: Student Emergency Information Form](#). This form is also available online through the District website. Refer to the link below for additional languages  
[http://notebook.lausd.net/portal/page?\\_pageid=33,1166308&\\_dad=ptl&\\_sc\\_hema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,1166308&_dad=ptl&_sc_hema=PTL_EP)
- Schools must maintain two copies of each Student Emergency Information Form. Elementary schools must keep one copy in the Nurse's Office and other in the Main Office. Secondary schools must keep one copy in the Health Office and the other in the Attendance Office or Small Learning Community, as appropriate. A copy of the Emergency form must be placed in the student's cumulative record whenever a student matriculates to the next school level.
  - Parents/guardians shall receive consistent reminders of their responsibility to provide updated emergency information. These reminders should be incorporated in the school's newsletters, monthly bulletins, school's website, through Blackboard Connect messages, etc.





- A list of students for whom there are no completed student emergency information forms on file shall be established. An intensive effort shall be made to secure completed forms for all students. This effort shall include, but is not limited to:
  - Calling student's home utilizing contact information in LAUSDMAX and Blackboard Connect.
  - Sending another student emergency information form home with the student
  - Mailing [Appendix H-1a: Student Emergency Information Form Request Letter](#) with "Do Not Forward" printed on the envelope
- The Attendance and Dropout Prevention Team at your school site, shall establish a protocol in order to obtain the student emergency information form from students.
- All student emergency information shall be entered into the appropriate student information system within five school days after being received.
- Temporary/Student Health Card, if student is new to LAUSD
- Immunization History. Obtain proof of immunizations: Refer to BUL-1660.6, *Immunization Guidelines for School Admission*, dated January 17, 2012 or consult the School Nurse or District Nursing Coordinator. Homeless Students and Students in Out of Home Placement are granted a provisional 30-day period to meet requirements and are to be **enrolled immediately**. Refer to BUL- 1570.2, *Enrollment/Support of Homeless Children and Youth in School*, for assistance with students who are unable to obtain immunization records.
  - Pursuant to Assembly Bill 354, effective July 1, 2012 all students entering or advancing to 7<sup>th</sup> grade will be required to show evidence of receipt of a T-dap vaccine on or after their 10<sup>th</sup> birthday.
  - Students not meeting these immunization requirements may not attend school after the effective dates noted. Medical, religious and personal beliefs exemptions will apply. See the [Personal Belief Exemption](#) in BUL-1660.5 *Immunization Guidelines for School Admission*, dated September 1, 2011.
- [Appendix E-5a: Oral Health Assessment/Waiver Notification Letter](#) only for kindergarten or first grade entry. Provide [Appendix E-5b: Oral Health Assessment/Waiver Request Form](#) to be completed by the dental office, or waiver section completed by the parent/guardian. California Law, E.C. Section 49452.8, now requires that students have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his/her first year in public school. Refer to BUL-3585.5, *Oral Assessment for Kindergarten or First-Grade Entry*, dated May 10, 2010, for specific guidelines.
- Student Meal Application: One application is to be completed per household. Applications are mailed home prior to the beginning of the school year. Cafeteria Managers have additional applications. Instructions on how to complete the application can be found on <http://cafe-la.lausd.net/>





- [Appendix G-1: Student Residency Questionnaire](#)
- [Appendix E-6: Ethnicity/Race Identification for Students Form](#)
- [Appendix E-7a: Migrant Education Program Questionnaire](#) Mem-5499.0, dated July 1, 2011.
- [Appendix E-8a: American Indian-Alaskan Native Letter Questionnaire](#)
- [Appendix E-9a: Financial Responsibility for Damaged School Property](#), refer to BUL- 4808.0, Restitution Procedures for the Loss or Damage of School Property, date July 28, 2009, for more specific guidelines.

### 3.5.2 Mandatory Resources

Provide parent/guardian and students with the following mandatory resources:

- Parent/Student Handbook (updated yearly)
- California School Nurses Organization health update about Pertussis Vaccine Letter
- Master Academic School Calendar
- District and school attendance policy and procedures related to absences, tardiness and truancy.
- School rules, behavior standards, policies, school map including location of restrooms, bell schedules, pedestrian routes, etc.
- CHAMP Program Brochure
- [Appendix E-10a: Family Educational Rights and Privacy Notice \(FERPA\)](#)

### 3.6 Dual Enrollment in any School

There are certain instances in which a student may be enrolled in two different schools simultaneously. Both schools cannot receive apportionment. For Special Education students refer to the Special Education Policy and Procedures Manual. The apportionment must be assigned as follows:

- The school the student attends for the majority of the day (i.e., periods 1-through 4) receives 100% ADA.
- The other school which the student attends for the minority of the day (i.e., during periods 5 and 6) receives no ADA. This procedure must be followed by all LAUSD schools, non-public schools (not special education) and non-public special education schools.

#### Dual Enrollment Correction Procedures

- Verify student's school of attendance and date of enrollment
- Update SIS/LAUSDMAX and "L" student out

### 3.7 The CA Longitudinal Pupil Achievement Data System (CALPADS)

The statewide student information system implemented by the California Department of Education (CDE) does not allow overlapping or concurrent enrollment (CCE). A CCE occurs when a student is enrolled with 100% apportionment at more than one school simultaneously. This normally occurs when the L date at a previous school of enrollment is not entered or is later than the E date at the new school.



The following business rules apply in CALPADS for primary enrollments:

**Intra-LEA primary enrollments:** CALPADS **will not** accept a primary enrollment record from an LEA (Local Education Agency or School District) for a student who already has a primary enrollment in another school within the *same* LEA, where the two enrollment periods overlap by one or more days.

**Inter-LEA primary enrollments:** CALPADS **will** accept a primary enrollment from an LEA (Local Education Agency or School District) for a student who already has a primary enrollment in another school within a *different* LEA, even when the two enrollment periods overlap by one or more days. This overlapping enrollment is considered a concurrent enrollment (CCE) anomaly.

- The principal shall assign designated staff (e.g., SIS Coordinator, main/attendance office staff) to ensure the timely and accurate enrollment and withdrawal of all students.
- In accordance with District and State policies, E date is the first day of in-school attendance and L date is the last day of in-school attendance.
- When notified of CCEs, the principal must direct designated attendance/enrollment staff to resolve the enrollment conflict and enter the appropriate enrollment or exit date in SIS/LAUSDMAX. This shall occur within one week of notification or within one business day when an exit PAR (or LAUSDMAX Student Transfer Form) is requested by another school.
- Continued failure to resolve CCE's in a timely manner will lead to reviews or audits of school enrollment and attendance procedures by appropriate district offices.

## 4. ENROLLMENT SPECIAL CIRCUMSTANCES

### 4.1 Specialized Populations

#### 4.1.1 Homeless Students

Homeless students must be identified utilizing Appendix [G-1: Student Residency Questionnaire](#) and enrolled immediately, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school. Federal laws require the homeless student to be enrolled and attending school. The student has the right to remain at the school of origin or enroll in the public school serving the attendance area where the student is temporarily residing.

- Each principal shall assign a School Site Homeless Liaison to ensure related policies and procedures are followed and implemented appropriately.
- Students must be properly identified through [Appendix G-1: Student Residency Questionnaire \(SRQ\)](#) and enrolled immediately, even if records normally required for enrollment are lacking including immunizations. The SRQ shall be included in every enrollment packet and disseminated annually to all students to ensure proper



identification and services are provided to homeless students and families.

- The completed form shall be sent/faxed to the Homeless Education Program upon identification and the designated school site liaison shall retain a copy in confidential folder at the school site. Students shall be properly identified on the student information system(s).
- The student has the right to remain at the school of origin or enroll in the public school serving the attendance area where the student is temporarily residing. The Homeless Education Program staff is available to assist. [Appendix D-4a: Affidavit of Temporary Residence](#) may be utilized to verify the student's residence.
- The McKinney-Vento Homeless Assistance Act requires the annual reporting of identified homeless students' survey in May of each school year. Refer to BUL-1570.2, Enrollment/Support of Homeless Children and Youth in Schools, revision in process or contact the Homeless Education Program for additional assistance.

#### 4.1.2 Out-of Home Placement

Students who present a Department of Children and Family Services (DCFS) Notification to School of Minors Placement Status (Form 1399), shall be immediately enrolled, regardless of the availability of school records, immunization records, school uniforms or the existence of fines or materials from a prior school.

- Schools shall make two copies of Form 1399. One is to be placed in the student's cumulative record and the other shall be sent to the Foster Care Program via school mail.
- Each principal shall designate a School Site Foster Care Advocate to ensure related policies and procedures are followed and implemented appropriately.
  - When a "Notification to School of Minors Placement Status" (Form 1399) is not available the school shall provide Appendix F: Caregiver's Authorization Affidavit/Guidelines to the adult who is enrolling the student.
  - The adult who enrolls the student must provide proof of age and identity as well as proof of residence in the attendance area of the school.
  - When determined to be in the best interest of the student, foster students have a right to remain in their school of origin or the school in which the foster student was last enrolled. Refer to BUL-787.0, Guidelines for School Enrollment of Students in Out-of-Home-Care, dated July 1, 2004.

#### 4.1.3 Unaccompanied Youth

Students who are not in the physical custody of a parent/guardian, runaways and those who have been told to leave home by the parent/guardian have the right to enroll and shall be enrolled immediately.



Unaccompanied youth have the same rights as homeless students; in addition, they have the ability to self-enroll. Refer to BUL-1570.2, Enrollment/Support of Homeless Children and Youth in Schools, revision in process.

#### 4.1.4 Pregnant and Parenting

No school shall deny enrollment based upon a student's pregnant or parenting status. Students who are pregnant are not exempt from Compulsory Education Law. Refer to BUL-2060.0, *Pregnant and Parenting Students Educational Rights*, dated October 25, 2005

##### Pregnant Minors

- Pregnant minors who are younger than eighteen years of age and have not graduated from high school are to be directed to see their academic counselor within two months of their anticipated delivery date so that they can be:
  - Placed on Leave of Absence and provided with the academic coursework they would have missed during the 6 week post-delivery time, or for as long a period of time, as deemed medically necessary by the student's licensed healthcare provider.

#### 4.1.5 Returning from Juvenile Justice Facilities and Other Placements

"Returnees" as these students are referred, must be enrolled immediately upon release from such placements as Probation Camps, Community Day Centers, Juvenile Halls, Residential Group Homes and the California Youth Authority.

- Students and Parents/Guardians are required to bring school records at time of enrollment; however school enrollment shall not be delayed or denied when release records are not available.
- Once enrolled, counseling staff shall contact Los Angeles County Office of Education (LACOE) (if returning within LA County) or the placement/detention facility immediately to obtain updated records and class/grade placement adjusted as needed. Refer to BUL-787, *Guidelines for School Enrollment of Students in Out-of Home Care*, dated July 1, 2004 and BUL-5553.0, *Enrollment of Students Returning from Juvenile Justice Facilities and Other Placements*, dated September 6, 2011, or for additional support contact the Neglected or Delinquent Program.

#### 4.1.6 Emancipated Minors

Although emancipation allows minors to be considered adults for many purposes, it does not exempt them from Compulsory Education Law, once they are enrolled.

#### 4.1.7 Married Minors

Being married does not exempt a student from Compulsory Education Law. Follow standard enrollment procedures.



#### 4.1.8 Eighteen (18+) Year Old Students

Students may establish their own residence and enroll themselves in school. School personnel shall not arbitrarily check out of school students merely because he/she has reached 18 years of age. Also see section [4.4.5](#) regarding Special Education students (ages 18-22).

- School personnel may offer an Alternative Educational option. Eighteen (18) year old previously enrolled high school students by law are entitled to four years of high school. Schools shall make every reasonable effort to provide high school students with four full years of study.

#### 4.1.9 English as a Second Language (ESL)

ESL Students “may remain in high school until requirements are met or through the age of 21 as long as satisfactory progress is maintained” (Master Plan for ELs).

- This applies specifically to “all students newly enrolling in high school as their first schooling in the United States.” The purpose of this provision is to assure that ELs are provided sufficient time to meet LAUSD graduation criteria and the A-through-G college requirements. See REF-5152, Scheduling Secondary English Learners and Staffing, dated September 3, 2010.

### 4.2 LAUSD Placement

Once required documentation is obtained, school personnel shall, without delay, register and enroll students under the following circumstances whether or not they reside within the school’s boundaries. Examples of such special circumstances include, but are not limited to:

#### 4.2.1 District Placement

Education Service Center (ESC) Superintendents or designees have the authority to make the final decision on special circumstance placements.

#### 4.2.2 School Attendance Review Board (SARB) Placement

The School Attendance Review Board has the right to make placement recommendations.

#### 4.2.3 Open Enrollment,-Romero Transfer

The California Department of Education creates a list of 1000 “low achieving” schools every year. Students attending one of the schools have the option to request a transfer to another school with a higher API score within the same district or to another district. Refer to BUL-5255.0, Implementation of the Romero Open Enrollment Act, dated September 8, 2010.

#### 4.2.4 Opportunity Transfers (OTs)

Opportunity Transfers (OTs) are carefully planned transfers within LAUSD schools. The underlying intent of this policy is to provide intervention and guidance to the student that will result in the student’s improved behavior.



Refer to BUL-4478.0, Opportunity Transfers (OTs), dated December 15, 2008.

#### 4.2.5 Expulsions

- When a student is recommended for expulsion administrator/designee must follow the procedures outlined in BUL-4655.1, Expulsion of Students - Policy and Procedures, dated August 22, 2011. All student recommendation for expulsions must be documented in the LAUSDMAX Discipline module. Refer to BUL-5808.0, ISIS Discipline Module Required Usage dated August 13, 2012.

### 4.3 Permits

#### 4.3.1 Magnet and Permits with Transportation (PWT)

Student enrollment is limited to students residing within LAUSD boundaries. Refer to annual Choices Brochure, created and administered by the Office of Student Integration Services for application information. For assistance contact the Student Integration Services at (877) 462-4798.

#### 4.3.2 Intra-District Permits (Issued by School)

For students who reside within LAUSD boundaries, principals must ensure that students have a current, valid permit. Refer to BUL-5347.1 Intra-District Permits (School to School) and Student Transfers in Elementary and Secondary Schools, revision in process.

#### 4.3.3 District Students Residing Outside of School Boundaries/School Error

When a student is enrolled, despite having given an address which is outside the school's attendance area (outside of the school boundaries, but within LAUSD jurisdiction) and the error is not discovered within the first three weeks of the school year, the school shall give the parent/guardian the option of:

- Transferring the student to the School of Residence, or
- Having the student continue at the current school for the remainder of the semester through the use of a Continuing Enrollment Permit.

#### 4.3.4 Continuing Enrollment Permit

The parent/guardian may request a Continuing Enrollment Permit at the School of Attendance when giving notification of change of address. Refer to BUL-5347.1, Intra-District Permits (School to School) and Student Transfers in Elementary and Secondary Schools, revision in process. This permit does not require the completion of an Intra-District Permit Application Form; however documentation must be submitted to the school on an annual basis.

- The School of Residence shall be notified of the permit through the distribution of the PAR (or LAUSDMAX Student Transfer Form) by the School of Attendance. A change of address within the District is





to have no effect on any permit already issued, providing the school is properly notified of any such change.

- When a student moves out of the attendance area of the school he/she is attending, but wishes to remain at the school, a Continuing Enrollment Permit may be granted:
  - If the student moves to another LAUSD school attendance area, and attendance at the first school was for a minimum of 20 consecutive weeks (the consecutive weeks may include the previous school year, but not intersession programs).
- If the enrollment period was for less than 20 continuous weeks, the following shall be used for students within LAUSD boundaries :
  - During the first 10 weeks of the semester, the student is to be transferred to the School of Residence immediately.
  - During the second 10 weeks of the semester, the student should be allowed to complete that semester.
  - See section [4.3.3](#), District Students Residing Outside of School Boundaries/School Error.

#### 4.3.5 Inter-District Permits (Issued by Permits Office)

For students who reside outside of the LAUSD boundaries, principals must ensure that appropriate permits are submitted and approved. Refer to BUL- 5341.2, Inter-district Permits (District to District) and Student Transfers in Elementary and Secondary Schools, dated January 23, 2013.

#### 4.3.6 Moved, Change of Residence

- Reported Change of Address

If a family reports, in writing, a change of address within 30 days, the student(s) may be granted a Continuing Enrollment Permit for the remainder of the school year. At the end of the year, the student should be transferred to their School of Residence. Students who move out of the attendance boundaries of a school may qualify for an Inter or Intra-District permit.

  - Refer to BUL-5347.1, Intra-district Permits (School to School) and Student Transfers in Elementary and Secondary Schools, revision in process.
  - [BUL- 5341.2, Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools](#), dated January 23, 2013
- Failure to Report Change of Address

Provided the school meets its responsibility regarding residence verification, a family's failure to report, in writing, a change of address, within 30 days, shall be cause for forfeiture of the right to a Continuing Enrollment Permit and the student may be withdrawn at the discretion of the Principal. See [Appendix H-2a: Moved, False Address, Forfeiture of Permit](#). This policy is also included in the Parent Student Handbook. Students who move out of the





attendance boundaries of a school may qualify for an Inter or Intra-District permit.

- Refer to BUL-5347.1, *Intra-district Permits (School to School) and Student Transfers in Elementary and Secondary Schools*, revision in process.
- [BUL- 5341.2, Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools](#), dated January 23, 2013
- Student moves outside of LAUSD during the school year
  - During the first 10 weeks of the semester, the student is to be transferred to the School of Residence immediately.
  - During the second 10 weeks of the semester, the student should be allowed to complete that semester.
  - Refer to [BUL- 5341.2, Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools](#), dated January 23, 2013

#### 4.4 Programs

##### 4.4.1 Foreign Students (Issued by Foreign Students Office)

Foreign Visa Students wishing to study in the LAUSD MUST be referred to Foreign Student Admissions Office for processing. Schools may NOT register or enroll these students without official clearance from this office. F-1 or J-1 visas may apply to this office to attend grades 9-12, for up to 12 months, in one of LAUSD's comprehensive public high schools. For more information see BUL-5417.0, Foreign Student Admissions dated March 19, 2012 or log onto the website at [StudyInLA.lausd.net](http://StudyInLA.lausd.net).

##### 4.4.2 Capacity Adjustment Program (CAP)

Under no circumstances are Capacity Adjustment Program (CAP) schools to create and/or place CAP students on a waiting list. Impacted schools should immediately contact the Office of School Management Services and the ESC Designee for assistance. Refer to REF-5501.0, Procedures for Capping School Enrollment, dated June 20, 2011 for additional information.

CAP sending schools have the following responsibilities:

- Notify parents/guardians during registration of their child(ren) that the school is capped. Determine which students, if any, must be transported by applying the "last in, first out" process for new enrollees. If transportation arrangements are not completed, students must be enrolled and placed in a classroom setting at the sending school until transportation is provided. Complete forms, verify residence information and establish a list of prospective CAP students.

When students are to be capped, parents/guardians have the following option:

- To enroll at a specific integrated receiving school with District transportation provided, if such a school has been identified.



- To enroll at a specific PHBAO receiving school with District transportation, if such a school has been identified.
- To enroll at an adjacent school with available space when an open enrollment transfer can be issued within District guidelines, with no District transportation provided.

#### 4.4.3 Kindergarten

Students are not subject to Compulsory Education Law until 6 years of age. However, once they are enrolled in school, parents/ guardians are accountable to the school and the District attendance policy. Refer to BUL-1312.0, Pre-registration, Registration and Admissions of Pupils to Kindergarten, dated April 12, 2005 and/or BUL-5708, Kindergarten and First Grade Entrance Age Requirement and Verification of Birthdate for School Year 2011-12, dated February 21, 2011.

- Kindergarten students are not eligible to enroll unless they are five years of age on or before (see chart below).
- Schools have a responsibility to enroll kindergarten students even if they enroll late in the school year (E.C. 48000).
- See Quick Reference Chart for Entrance Ages below and/or the Chronological Age Calculator on [lausd.net](http://lausd.net).

#### ***School Entrance Ages for School Year 2012-2013***

Grade Level	Entrance Age as of 11/1/12	Birth Date on or Before
K	5 years	November 1, 2007
1	6 years	November 1, 2006

#### ***School Entrance Ages for School Year 2013-14***

Grade Level	Entrance Age as of 10/1/13	Birth Date on or Before
K	5 years	October 1, 2008
1	6 years	October 1, 2007

#### ***School Entrance Ages for School Year 2014-15***

Grade Level	Entrance Age as of 09/1/14	Birth Date on or Before
K	5 years	September 1, 2009
1	6 years	September 1, 2008

#### 4.4.4 Transitional Kindergarten (TK)

To comply with SB 1381, LAUSD will continue the implementation of the TK program in the existing 104 schools and expand to all schools that offer kindergarten at their sites in the 2012-13 school year.



- Transitional kindergarten is the first year of a two year kindergarten program. In the second year, TK students will attend traditional kindergarten. It is designed for students who turn 5 years old after the designated date.
- The TK program follows the full day schedule with a 6½ hour daily program.
  - Students are not subject to Compulsory Education Law until 6 years of age. However, once they are enrolled in school, parents/ guardians are accountable to the school and the District attendance policy.
- Children who meet the age eligibility for kindergarten may be enrolled in the TK program upon parent request if space is available at the school.
  - For these students, a California Department of Education Kindergarten Continuance Form must be signed by the parent and filed in the student's cum folder in order for the district to receive ADA. Specific instructions will be included in the upcoming Transitional Kindergarten Reference Guide.
- Refer to REF-5777.0, 2012-13 Transitional Kindergarten Implementation dated June 15, 2012 for additional information.

#### 4.4.5 Special Education

Students enrolling with an Individualized Education Plan (IEP) shall be enrolled immediately. School personnel may not delay registration or enrollment to students with an Individual Education Plan (IEP) for any reason. The student's prior school placement shall be contacted to obtain the most current IEP. School staff shall refer to [LAUSD Division of Special Education](#) for more information when enrolling students with an Individualized Education Plan (IEP).

- If a school is unable to determine the appropriate placement based on the student's IEP, school personnel should contact the Special Education Support Unit servicing the ESC. Refer to REF-1888.1, Distribution and Use of Revised Special Education Policies and Procedures Manual, dated July 2, 2007.
- When a parent/guardian moves a student from one District school to another, the school administrator or their designee is responsible for reviewing the student's Individual Education Plan (IEP) at the time of enrollment to determine if the IEP services can be implemented as written. Placement at the home school should always be the first choice and the IEP team should explore with the ESC the appropriate services at this school. If home school placement cannot meet the student's needs, contact the ESC, for other options before proceeding further. Enrollment may not be delayed while school personnel make determinations about placement and explore options.
- If the IEP services cannot be implemented or if the new school/classroom has services available that a Non-Public Agency (NPA) has been providing because that service was not available in



the previous placement, an IEP team meeting shall be convened within 30 days to determine appropriate programs, services, and placements for the student. In these instances, a new summary offer of Free Appropriate Public Education (FAPE) will be provided which will include the name of the new school.

- Students who have IEP eligibility may continue to attend school until the age of 22, (EC 56026). The definition of Individuals with Exceptional Needs; "Pupil" or "Pupil with a disability" means those students, birth through 21 years of age, as defined in Section 300.7 of Title 34 of the Code of Federal Regulations. Please refer to [LAUSD Division of Special Education](#) for more information.

## **5. INACCURATE, SUSPICIOUS/FALSE ADDRESSES**

Schools shall refer to the information outlined in sections [2](#), [3](#), [4](#) and [5](#). Schools may also utilize the Procedures for Verification of Residence that compiles several sections of the Attendance Manual to assist with residency verification.

### **5.1 Failure to Report Change of Address**

Provided the school meets its responsibility regarding residence verification, a family's failure to report, in writing, a change of address, within 30 days, shall be cause for forfeiture of the right to a Continuing Enrollment Permit and the student may be withdrawn at the discretion of the Principal. This policy is also included in the Parent Student Handbook. Students who move out of the attendance boundaries of a school may qualify for an Inter or Intra-District permit. Refer to BUL-5347.1, *Intra-district Permits (School to School) and Student Transfers in Elementary and Secondary Schools*, revision in process or [BUL- 5341.2, Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools](#).

### **5.2 Investigating False or Suspicious Addresses**

When school officials have reason to believe that the address provided by the parent/guardian is incorrect, or was falsely reported, every effort must be made to ascertain the correct information. School staff have the right and obligation to conduct a thorough investigation (due diligence) in order for the principal to take appropriate action. Such an investigation shall include:

- 5.2.1 Search District Enrollment in LAUSDMAX by entering student's, parent's/guardians, names to locate siblings and review their residence information.
  - For Elementary refer to the ESIS website at [http://notebook.lausd.net/portal/page?\\_pageid=33,140301&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,140301&_dad=ptl&_schema=PTL_EP) to assist in locating the student's current address.
  - For Secondary extract a reverse directory from SIS and utilize this list to help locate the student's current address. Refer to [Appendix J-7: Extracting Reverse Directories \(SSIS\)](#) for specific directions.
  - Interview students for residence information.
  - Contact CAL Works, DCFS, Department of Public Social Services (DPSS), Probation Department, or the Housing Authority for family and



residence information as appropriate. [Appendix I-1a: Release of Information](#) may be signed by the parent/guardian and is required in order to share detailed information. However, often these agencies will assist as designated by law or a Memorandum of Understanding (MOU) with LAUSD. Refer to BUL- 1077.1, *Information Protection Policy*, dated December 05, 2006.

5.2.2 Mail a letter to all known current and previous addresses requesting residency verification. Write or stamp “Do Not Forward-Address Correction Requested” on the envelope so that the letter will be returned to the school with the family’s current address.

- The new address should be entered into the student information system(s).
- If the letter is returned with no forwarding information, the student and their parent/guardian must be contacted to provide new information. If the parent/guardian refuses to provide information the school must immediately initiate the investigative activities outlined above.
- Conduct a home visit (school based PSA Counselor or other certificated staff) to establish residency at either the current or previous addresses.
- If the new address is located outside of LAUSD boundaries, the administrator shall follow the procedures outlined in section [4.3.6](#). The new address shall be entered into the student information system(s) immediately.

In situations where a false address is suspected or may have been used, a school may review publicly available documents, in paper form or through an electronic database, to verify the address of students by a review of property records. This tool may not be used as sole verification of address for any student, nor shall this tool be used to verify residence for students living in apartments, under leases or subleases, in foster or probation placements, in the Confidential Address Program, or in homeless situations. The use of this tool must comply with and cannot substitute for the District’s verification of address procedures, which include other strategies that must be used in the verification process. Any agreement to use an electronic database must go through the District’s procurement process and must comply with all applicable laws and regulations, including the Family Educational Rights and Privacy Act.

### **5.3 Response to Inaccurate/False Residence Information**

If it is determined after due diligence, that the parent/guardian provided inaccurate information regarding their place of residence from the initial time of enrollment, the administrator must request a meeting with the parent/guardian to notify them that the student shall be immediately transferred to the School of Residence. The student shall not be eligible to receive any type of permit at the school where the falsification or inaccuracy occurred until the conclusion of that semester, plus one additional semester.



- If the parent/guardian refuses to attend this meeting, the administrator may withdraw the student to the school where the student has been found to reside (School of Residence) and shall mail [Appendix H-2a: Moved, False Address, Forfeiture of Permit](#) notifying the parent/guardian that their residence information has been discovered. The student will be transferred to the School of Residence on the date indicated on the letter.
- 5.3.1 Student moves outside of LAUSD during the school year:
- During the first 10 weeks of the semester, the student is to be transferred to the School of Residence immediately.
  - During the second 10 weeks of the semester, the student should be allowed to complete that semester. Refer to [BUL- 5341.2, Inter-district Permits \(District to District\) and Student Transfers in Elementary and Secondary Schools](#), dated January 23, 2013.
- 5.3.2 Students discovered to be living outside LAUSD boundaries, in the absence of an Inter-District Permit, must be transferred immediately to their district of residence.
- If the residence information is false and the student is no longer in attendance, the school administrator must use due diligence efforts to exhaust all investigative procedures outlined above, before a determination to withdraw the student can be made.
  - If after due diligence, and in consultation with the ESC Pupil Services and Attendance Coordinator or other appropriate District officials, it is determined that withdrawal of the student is appropriate, the school administrator may designate the student as an “L8 – Whereabouts Unknown.” Refer to withdrawal procedures section [9](#).

#### **5.4 California Confidential Address Program Implementation**

There are special circumstances under which a parent/guardian may be reluctant or refuse to give their address of residence. If this occurs, the parent/guardian is to be referred immediately to a school-site administrator for assistance. The family may be homeless or residing in a domestic violence shelter. Both circumstances require sensitivity and confidentiality. Refer to BUL-5073.0, California Confidential Address Program Implementation, dated April 7, 2010.

### **6. ENROLLMENT COMPLETION**

Enrollment/registration is completed only when all enrollment forms have been completed and submitted and the student's attendance has been recorded in class or every period.

#### **6.1 Record Request**

When a student is enrolling in an LAUSD school and has previously attended another school, the enrolling school shall designate a clerical staff member to immediately request records from the previous school of attendance. The record request will be made within two weeks of enrollment.





- If the student enrolls late in the semester, the school administrator must ensure that the parent/guardian and student receive all of the mandatory registration forms and resources.
- In secondary schools, enrollment carries over in annual classes from fall semester to spring semester.

## 6.2 Statewide Student Identifier (SSID)

E.C. Section 60900 established by SB 1453 required the CA Department of Education (CDE) to develop the California Longitudinal Pupil Achievement Data System (CALPADS) in order to meet the federal reporting requirements of No Child Left Behind (NCLB). All students in CA public schools must be assigned a unique statewide student identifier (SSID). The SSID is required for all student records submitted on State testing programs. This allows the CDE to track individual student achievement for accountability. The State also calculates each school's official enrollment based on reports submitted to CALPADS. Only students who are enrolled on CBEDS Information Day, have valid SSIDs, and no conflicting enrollment dates between schools or districts will be counted towards a school's official enrollment.

- To ensure accurate assignment of SSID by the state in a timely manner, enroll new students in LAUSDMAX immediately and verify that the information entered in the LAUSDMAX fields listed below are accurate.
- When schools implement Phase 2 of ISIS and use LAUSDMAX to enroll students, staff can refer to the upcoming publication of the ISIS Census and Enrollment Procedures Handbook as well as additional resources that will be available on the ISIS website (<http://isis.lausd.net>) under Tools & Resources > Attendance & Enrollment.

Elementary SIS Field	Secondary SIS Field	SIS Field Description
Screen 10, Field 1	ID 01, Field 101	Student Name (legal name on birth certificate or other legal documents)
Screen 10, Field 15	ID 01, Field 104	Birth Date
Screen 10, Fields 17-19	ID 01, Field 106	Birth State/Country
Screen 10, Field 10	ID 01, Field 107	Gender
Screen 10, Field 11	ID 01, Field 108	Ethnicity
Screen 2, Field 56	ID 01, Field 236	Other Ethnicity
Screen 10, Field 102	ID 01, Field 141	Grade Level
Screen 10, Field 40	ID 01, Field 147	Enrollment Code (E Code)
Screen 10, Field 42	ID 01, Field 934	Enrollment Date (first day of attendance)
Screen 10, Field 43	ID 01, Field 148	Previous School/District
Screen 10, Field 150	ID 01, Field 301	Home Language
Screen 5, Field 162	ID 01, Field 341	Language Classification

## 7. EXEMPTION TO PUBLIC SCHOOL ENROLLMENT

### 7.1 Home Schooling and Private School





- Home schooling is authorized in the State of CA. In order to do so a parent must have an affidavit on file with the CA State Department of Education. If you have any questions regarding home schooling, please contact the Office of General Counsel.
- Students who attend private school are also exempt from public school education.

## **8. RECORD KEEPING**

There are separate ISIS attendance procedures handbooks for elementary schools, continuation schools, community day schools, and secondary schools. These handbooks should be utilized for detailed information on all attendance procedures to ensure accurate documentation. For the latest versions of the handbooks, as well as additional related resources, please visit the [ISIS website](#) under Tools and Resources > Attendance & Enrollment > Elementary Schools, Options Schools, or Secondary Schools. The following ISIS handbooks should be utilized for detailed information on all attendance procedures to ensure accurate documentation.

### **8.1 Documentation of Enrollment (ESIS/SIS Entry dates)**

CA regulations require school districts to certify attendance procedures with the State. School staff shall document students who enroll in school and shall follow [Appendix J-1: School Enrollment Symbols](#) when recording enrollment data.

### **8.2 Student Enrollment**

- Refer to the [ISIS website](#) for opening day procedures in the latest version of the handbook.
- When enrolling students during the school year, the designated office will issue a Notice of Entrance and Withdrawal (Pink E/L Slip) to notify the teacher that a student has enrolled in the class, since the interface between legacy SIS and ISIS is not immediate.
- Students who are enrolled and attend class for the first time will not appear on the class roster until the next day on LAUSDMAX. When a new student appears on the class roster in LAUSDMAX the next day, the teacher shall:

Teacher:

- Log in and submit attendance for student once they appear on the LAUSDMAX roster.

Administrator/ Designee:

- Log in and submit attendance for student for first day of enrollment
- Failure to follow this procedure will result in the class appearing on the Attendance Not Submitted Report for that day.

#### **8.2.1 Elementary Enrollment Documentation**

The Notice of Entrance and Withdrawal (Pink E/L Slip) shall be:

- Completed for each enrolling student whose name is to be placed in the E and L Book (if applicable).
- Sent to the assigned teacher with the enrolling student.



- The teacher will retain the Notice of Entrance and Withdrawal forms with absence reason notes and will turn them in when absence reason notes are collected by the office.
- The names of enrolling students shall be entered on the Daily Registration and Release Record Form and recorded in the “E” and “L” book (if applicable).
- See section [8](#) for additional information.

#### 8.2.2 Secondary Enrollment Documentation

- Any student who is assigned a class schedule will be considered enrolled when they physically appear in each scheduled class.
- See section [8](#) for additional information.

### 8.3 Documentation of Withdrawal (ESIS/SSIS/ISIS Leaver dates)

CA regulations require school districts to certify attendance procedures with the State. School staff shall document students who withdraw from the school. School staff shall follow [Appendix J-2: Elementary School Withdrawal Symbols](#) and [Appendix J-3: Secondary School Withdrawal Symbols](#) when recording withdrawal data.

#### 8.3.1 Elementary Withdrawal Documentation

- When withdrawing a student, the office will issue a Notice of Entrance and Withdrawal (Pink E/L Slip) to notify the teacher that a student has checked out of the class.
- Elementary students must be withdrawn from the class by the teacher.
- The Notice of Entrance and Withdrawal Form is to be kept with student absence notes. These forms and student absent notes are to be periodically turned into the office as determined by school staff.
- Until full implementation of LAUSDMAX, students who are checked out of the school will not be deleted until the next day. It is important to note that until full rollout, information will be exchanged between ESIS and LAUSDMAX on a nightly basis, creating a one day delay in new information appearing in LAUSDMAX.

#### 8.3.2 Secondary Withdrawal Documentation

In processing withdrawals, school officials shall adhere to the following procedures:

- The Office will use [Appendix J-5: Authorization to Withdraw Student Form](#). Complete and sign by the appropriate staff members and retained on file in the main office for three years.
- A Notice of Entrance and Withdrawal (Pink E/L Slip) is issued to notify the teacher that a student has checked out of the class and is to be completed for each withdrawing student.
- Authorizations are then forwarded to clerical staff for processing.
- Send to the register-carrying teacher
- An “L” indicating withdrawal shall be placed in the appropriate date box for each withdrawal.



- The names of withdrawing students shall be entered on the Daily Registration and Release Record Form and recorded in the “E” and “L” Book.

#### **8.4 Establish Clear Marking Procedures**

The principal is responsible for the daily attendance accounting of all students under his/her supervision and shall establish clear marking procedures.

- Absences, tardies, early leave times, and reasons for absences are to be recorded. All teachers are mandated by E.C. 44809, CA Commission on Teacher Credentialing, UTLA Contract and District policy to take attendance daily.
- Every school shall have an official, daily attendance-reporting time. Teachers who habitually do not submit attendance are to be reported to their principal for guidance and assistance in meeting a required duty. Continued failure to comply with the attendance accounting requirements shall result in disciplinary action. The principal is ultimately responsible for the accuracy and monitoring of attendance records.

##### **8.4.1 Attendance Recording Procedures**

ESIS/SSIS/LAUSD MAX-ISIS are the primary source of information for schools and for the District. Almost all the information provided for State and Federal agencies, compliance with consent decrees and other legislated requirements are based upon information extracted from ESIS/SIS/LAUSD MAX-ISIS. The information is used to generate funding for the District, calculate each school’s Academic Performance Index (API), and to determine whether a school has met their Adequate Yearly Progress (AYP). For the latest versions of the handbooks, as well as additional related resources, visit the [ISIS website \(http://isis.lausd.net\)](http://isis.lausd.net) under Tools and Resources > Attendance & Enrollment > Elementary Schools, Options Schools, or Secondary Schools.

- LAUSD MAX attendance is submitted and certified online
- Teachers as well as substitutes are required to enter student attendance in LAUSD MAX as follows:
  - Elementary within the first 15 minutes of the day.
  - Secondary within the first 15 minutes of each class period.
- Students who attend school any part of the school day are marked “in attendance” and will generate State revenue. Elementary students must appear in their classrooms in order to be counted as present.
- Elementary and Secondary school teachers must provide accurate attendance information to the designated office. In order to properly notify parents/guardians and complete daily record keeping, all corrections must be entered in LAUSD MAX no later than 30 minutes after the close of the school day. Any corrections needed after that time must be submitted to the attendance administrator or designated office.
- Schools may provide temporary access to LAUSD MAX in order for substitutes to enter attendance into the system. This is done by



designated office staff generating a Substitute Schedule Slip with login password for the substitute. If more than one substitute is to cover for a single teacher in a day, each substitute must be provided a unique Substitute Schedule Slip (A single password/slip must not be used by more than one substitute).

#### 8.4.2 Elementary Attendance Recording Procedures

##### Documenting Absence Reason codes for Elementary Schools

- Elementary teachers and substitutes are required to use the numerical absence reason codes listed in [Appendix K-1: Elementary Absence/Tardy/Early Leave Reason Codes](#) when students return from an absence/tardy, the teacher/office staff shall differentiate when the absence/tardy is a verified excused number “1” absence(s) (i.e. 1P, 1M or 1N) or utilize the other absence/tardy reason codes. For early leaves, office staff shall use codes 6, 7 or 8 (see section [10.9.3](#)). Each teacher/designated office staff is responsible for documenting the reason for all absences/tardies/early leaves.
- **Note:** For students with excessive 1P absences who fall below the performance meter, it is recommended that schools require the parent/guardian to provide verified medical notes or to see the school nurse to excuse future absences (document in student’s LAUSD MAX Call Log). If parent/guardian does not comply, the 1P absences from notification can be marked as (3) Non-Compliant.
- Teachers/designated office staff will enter numerical absence reason codes in LAUSD MAX to clear tardies and absences (within 4 days or fewer). See section [8](#) for additional information.
  - After the 4<sup>th</sup> day, teachers can no longer enter absence reason codes. All updates will be made by designated office and staff.
- Teachers will retain all absence verification notes from students regarding an absence, tardy or an early release and submit to designated office on a monthly basis. Schools should determine how often teachers should submit all absence verification notes to the designated office in the Attendance Dropout Prevention and Plan.
- Each month the designated office will distribute a Student Monthly Attendance Summary Report (SMASR) for each teacher to review possible errors and to make necessary correction in ISIS for attendance data or Elementary SIS for enrollment data. See SMASR and Statistical Report Overview April 18, 2011.

##### Attendance Procedures for Field Trips

- The Field Trip (FT) absence reason code for elementary schools has been added for the 2012 school year. The classroom teacher is to submit attendance in LAUSD MAX before leaving on a field trip. Given this change, teachers are to change the attendance status of students who are departing on the field trip to Absent and enter the reason code of FT. For students who were scheduled to depart on the trip but did not come to school, teachers are to change the status to Absent and



leave the reason code blank until the student is readmitted to school/class. For multi-day field trips, such as camp, the Supervising Teacher is to make arrangements with another teacher to serve as "Temporary Teacher" for students who will not be participating in the field trip. The Supervising Teacher is to provide the Temporary Teacher with a Dispersed Student Attendance form with the date and student information completed. Refer to the Elementary Schools ISIS attendance procedures handbook chapter 2.3.7 at the [ISIS website \(http://isis.lausd.net\)](http://isis.lausd.net) for additional information.

#### 8.4.3 Secondary Attendance Recording Procedures

##### Documenting Absence Reason codes for Secondary Schools

- Secondary teachers and substitutes are required to submit attendance in LAUSD MAX (enter absent, tardy or leave blank if present). See section [8](#) for additional information.
- Office Staff are required to use the numerical absence reason codes listed in [Appendix K-2: Secondary Absence/Tardy Reason Codes](#) when students return from an absence/tardy and shall differentiate when the absence/tardy is a verified excused number "1" absence(s) (i.e. 1P, 1M or 1N) or utilize the other absence/tardy reason codes.
- **Note:** For students with excessive 1P absences who fall below the performance meter, it is recommended that schools require the parent/guardian to provide verified medical notes or to see the school nurse to excuse future absences (document in student's LAUSD MAX Call Log). If parent/guardian does not comply, the 1P absences from notification can be marked as (3) Non-Compliant.
- Update attendance record when a student marked absent arrives late. In LAUSD MAX change the attendance status to Tardy, enter the appropriate tardy reason code and Time In (student's arrival time). See section [10.9.2](#).
- Designated office/staff will collect all absence/tardy/early leave notes (i.e. Small Learning Community (SLC)/Attendance office or designated office).

Designated office staff shall make attendance revisions and updates as follows:

- A student submits an absence/tardy/early leave note. In LAUSD MAX enter the appropriate numerical absence reason code.
- A student marked present leaves early. In LAUSD MAX, after teacher submits attendance, enter the appropriate numerical absence reason code and Time out (student's departure time) See section [10.9.3](#).
- Clearing full and partial day absences by contacting students/families to obtain reasons for absence.
- Attendance auditing via the LAUSD MAX, Attendance Not Submitted Report is encouraged throughout the day in order to increase the timely availability of accurate attendance information for twice daily automated Blackboard Connect attendance notification calls and other



purposes. For detailed information on attendance procedures in LAUSDMAX, see section [8](#) for additional information.

At the end of each day, a designated staff member shall generate and print the ISIS auditing reports listed below to verify accurate attendance:

- Attendance Not Submitted Report
- Teacher Discrepancy Memo Follow-up with teachers is to be completed by the designated staff member and/or administrator.

#### 8.4.4 Option Schools Attendance Recording

Students whose attendance is recorded by clock hours shall continue to be reported pursuant to CCR, Title 5, Section 406 (e.g., Continuation High Schools and Community Day Schools)

- For specific instructions regarding LAUSDMAX attendance procedures see section [8](#) and BUL-2430.0, *Enrollment in Continuation High Schools*, dated May 9, 2006 and REF-2515.0, *Attendance Accounting and Reporting for Continuation High Schools*, dated May 15, 2006, for information regarding this program.

### 8.5 Enrollment Verification:

A student's enrollment verification shall be completed at every school on Norm Day, reflecting Norm Day enrollment.

- See REF-1819.9 Classification Reports- Instructions and Schedules of Electronic Capture, dated August 13, 2012 for detailed instructions.

### 8.6 Record Keeping Special Circumstances

#### 8.6.1 Power Outages/Emergencies

- The online system has a procedure to track and verify that initial attendance is entered on the school day for which the attendance is a record thereof. Under certain circumstances, such as wide-spread power outages or system interruptions teachers may be allowed to electronically submit and certify attendance on a subsequent day.
- Whenever the LAUSDMAX application is not available for a teacher or substitute to enter attendance, a Five/Ten Column Class Worksheet must be used by the individual to record attendance; the Worksheet must be signed and dated. The school is to retain/file the Worksheet for audit purposes.
- Five Column Class Worksheets may be used at the beginning of each semester in order to determine an accurate attendance list, at the option of the principal. All information on the Five Column Class Worksheets shall be signed by the teacher, submitted to the designated office and filed for audit purposes.
- The school Integrated Safe School Plan shall designate the process and a person whose responsibility it is, in times of emergency to have knowledge of each student's whereabouts. Names of non E1 (within District same school) students who begin school at any time





during the school year shall be recorded in the E and L Book (if applicable).

- Names of E1 students who arrive during the first week of the school year do not need to be recorded in the E and L Book.

#### 8.6.2 No Show Procedures

Principals must follow No Show procedures delineated in District Communications, applicable [ISIS Attendance Procedures Handbook](#) (Elementary section 2.3.1, Secondary section 2.3.3), and utilize [Appendix L-1: Elementary No Show Strategies](#) and [L2: Secondary No Show Strategies](#) to ensure accurate Norm Day counts. This process includes planning steps before the first day of the school year and steps to take on the first and subsequent days of the year. The process must be followed in order to obtain accurate class counts and Classification Reports. See section [8](#) for additional information.

Definition of a No Show:

- Previously Enrolled: Students who completed the previous school year, but did not return the next school year.
- Matriculated/Pre-registered: Students who culminate/complete and are expected to attend during the new school year and are not enrolled and attending school as of Norm Day.

##### Elementary

- Any student expected on the first day who does not attend class will be treated as a “No Show” and due diligence shall be conducted to locate and properly assign the students refer to [Appendix L-1: Elementary No Show Strategies](#).

##### Secondary

- Any student expected on the first day who does not pick up his/her schedule of classes will be treated as a “No Show” and due diligence shall be conducted to locate and properly assign the students. See section [8](#) for additional information, (ISIS Handbook section 2.2) and [Appendix L-2: Secondary No Show Strategies](#) for further information. Mail [Appendix L-3a: Attendance Not Enrolled/No Show Letter](#) to all no show students.
- Students who are not cleared from the No Show list and are not properly documented on SIS prior to Norm Day will appear on the Potential Dropout Lists which is released by the Office of Data and Accountability and available three times during the school year. For the most recent dropout list go to the [Office of Data and Accountability](#).
- It is imperative that schools include procedures in the Attendance and Dropout Prevention Plan designating responsibilities to staff for the No Show and Dropout Lists. Refer to [Appendix L-2: Secondary No Show Strategies](#) for best practices in clearing the No Show Lists.

#### 8.6.3 Independent Study Program



Independent study allows students to make up absence(s) due to an emergency, personal necessity or extended travel in order to obtain apportionment, in accordance with the requirements of E.C. 51745. Refer to BUL. M-128.0, Guidelines for Independent Study Programs, dated May 31, 2001. See section [8](#) for additional information.

- Elementary students may be assigned to site-based independent study at the discretion of the school principal should absences exceed five (5) days. Schools that choose to implement such a system shall:
- Properly communicate it to all students and their parents/guardians, post it for public viewing and make it available for review by both ESC and Central District personnel.
- Place name of students transferring between register-carrying teachers to Independent Study in the E and L Book and in the student's cum.
- If students are placed in the Independent Study Program, they are to be withdrawn from the regular class and enrolled into Independent Study Program on a separate roster.
- For elementary schools, this will ensure that the count of these students are reported in the Independent Study line of the classification report, and therefore not included in the active enrollment count of the regular class.
- Currently LAUSDMAX is not set up to accurately account for and manage the Independent Study Program in Secondary Schools. However, Secondary school may utilize district-wide Alternative Education Options.

#### 8.6.4 End of the School Year

Students are expected to attend school on all assigned school days. District policy prohibits schools from arbitrarily withdrawing students, conducting mass checkouts/force-outs/push outs, telling students to stay home etc... Schools are responsible for promoting and increasing attendance during this time (i.e. culmination/graduation, prom, grad night etc...). For suggestions see [Appendix B-2: Common Causes for Lost ADA](#).

#### 8.6.5 School Emergency Mass Absence Procedures

Students may be absent from school due to a school emergency that impacts both the school and student's residential community as stated in E.C. 46390. Emergency events can include a natural disaster, a major safety hazard, a state of emergency or strike involving transportation to students provided by a non-school entity. This event may result in having absences greater than 10% of the school's enrollment. If a mass absence is due to some event which affects the District as a whole, the District will distribute appropriate guidelines for documentation and response.



The school administrator/ designee shall follow the procedures listed below:

- Immediately report the incident to the appropriate Operations Coordinator or Division Head by telephone.
- Document the incident by completing the District's online Incident System Tracking Accountability Report (iSTAR) form and electronically submit via the Office of School Operations' website <http://schooloperations.lausd.net>. The Attendance and Enrollment Section and the appropriate District divisions will automatically be notified of the incident. For any status updates go back into iSTAR and append the report.
- Communicate incident information to parents/guardians through the Blackboard Connect notification system and other forms of communication as needed.
- If the Superintendent has approved school closure, the central office will update the specified day(s) in LAUSDMAX as School Emergency (SE). There is no further action required from school staff.

If the school remained open during the incident, follow the procedures below:

- Ensure accurate attendance is taken. For continuation schools and community day schools, mark students who are in school or class as present, both in LAUSDMAX and on manual attendance records. For all other schools, mark students who are not in school or class as absent.
- Document the date(s) and/or class or class periods that did not meet on iSTAR.
- Secondary schools are not to change SSIS CS25/26 for the date(s) the emergency occurred. The central office will update LAUSDMAX by entering School Emergency (SE) as students' absence reason codes for the class periods that did not meet. **Once the reason code of SE has been entered in LAUSDMAX, school staff shall NOT change it.**
- To ensure attendance is taken for all students, verify that all newly enrolled students are assigned to a class.
- Absences are to be cleared upon the student's return. If a student provides a note indicating the incident as reason for the absence, clear the absence with absence reason code (5) [Prior Principal Approval](#). Any other reason submitted for the absence must be cleared using the appropriate absence reason code.
- The Administrator of Operations or Operations Coordinator/designee shall make any updates to the iSTAR report and submit it to the Attendance and Enrollment Section and all other appropriate offices.
- The Attendance and Enrollment Section will review the iSTAR information to determine whether or not the situation warrants a waiver from the California Department of Education.



- Contact the Pupil Services Office for additional attendance taking assistance and support.

#### 8.6.6 Annual School Program Survey

The principal is responsible for ensuring the implementation of the Enrollment/Norm Day Procedures in order to obtain accurate Norm Day counts. The Annual School Program Survey is conducted during the month of October to collect student and staff data as mandated by the California Department of Education (CDE). These data are used to complete the California Basic Educational Data Systems (CBEDS), Office for Civil Rights (OCR) and No Child Left Behind (NCLB) reporting requirements and used by the CDE to allocate funds to districts and calculate school enrollment, high school graduation and dropout rates.

- Data on **school enrollment, graduates, dropouts, and certificated staff data** will not be collected through CBEDS-ORA. Instead, data will be collected in during the fall semester through CALPADS (California Longitudinal Pupil Achievement Data System). The derived data will continue to be part of the CBEDS data files.
- CDE requires districts to account for the enrollment status (e.g., enrolled, graduated, matriculated, transferred, or dropped out) of each student and all district staff information as of CBEDS Information Day. To accomplish this, districts submit individual student records with unique Statewide Student Identifiers (SSIDs). The CDE then derives the official enrollment, graduate and dropout counts for each school based on these individual student records.
- The Annual School Program Survey which occurs on the CBEDS Information Day is usually conducted during the month of October. The enrollment information will be captured from each school's SIS and submitted to the CDE.

Every year, the **Office of Data and Accountability** issues two memoranda titled "Annual School Program Survey for Secondary SIS Schools" MEM-5570 and "Annual School Program Survey for Elementary SIS Schools" MEM-5573. These memoranda and the Student Information Systems Branch, Secondary and Elementary SIS Newsletters, found on the website <http://schoolinfo.lausd.net>, under publications, provide clear and detailed instructions, responsibilities and procedures for the completion of the survey.

## 9. WITHDRAWAL PROCEDURES

### 9.1 School Responsibilities

Students are expected to attend school on all assigned school days. District policy prohibits schools from conducting mass checkouts/force outs/push outs, telling students to stay home, withdrawing students, etc. Schools shall not finalize grades or withdraw students prior to the end of the school year or semester due to the following reasons:

- Mass check-outs based on age, race, ethnic origin, or religion



- Discrepancies with chronological age calculator
- Prior to state testing
- Discipline

Exception to this rule is for enrollment in a special program. Refer to BUL-1353.1, Marking Practices and Procedures in Secondary Schools dated December 23, 2005.

- Withdrawing students for these reasons violate District policy and CA Education Code, reduce the revenue of per pupil Average Daily Attendance for the District, and are harmful to students.

The withdrawal of a student from elementary and secondary schools may be initiated by the:

- Parent/guardian
- 18-year-old student
- Appropriate school site administrator (e.g., Opportunity Transfer)
- School Attendance Review Board (SARB)
- ESC Operations
- ESC Administrative Office
- Central District Administrative Office (e.g., Expulsion)

## 9.2 Reason for Withdrawal

Parent/guardian withdrawal requests are not automatically granted. The parent/guardian must submit the required information listed in the Record Keeping Withdrawal documentation. Refer to [Appendix J-2: Elementary School Withdrawal Symbols](#) and [J-3: Secondary School Withdrawal Symbols](#).

### 9.2.1 Parent/guardian withdrawal within LAUSD boundaries and CA

- A student may be withdrawn from his or her school of residence if the parent/guardian has information verifying another residence address.
- If the request is for the student to attend another school within CA, staff shall request the parent/guardian to contact the school at a later date or return with the address where they will be residing.
- Parents/guardians must be advised by appropriate clerical staff, administrator, PSA Counselor, and/or Diploma Project Counselor of a student's non-attendance prior to withdrawal, specifically if they provide incomplete information on the Parent Assurance Letter (PAL) or refuse to sign. The Attendance Office must make sure that every PAL is filled out with as much information as possible, including a working phone number.

### 9.2.2 Parent withdrawal, student moving out of state

- A student may be withdrawn from the school of residence without an address if the family is moving to another state.

### 9.2.3 Administrative request for student withdrawal



- If there is a circumstance in which a school-site administrator determines that a student should be withdrawn from the school, such as suspicion of a false address, due diligence listed in section [5.2](#) must be followed and documented. Also see section [9.4](#) withdrawal procedures regarding for inactive students.

Parents/guardians and students must be informed of pending withdrawal prior to their completion, preferably through a conference.

- If a conference is not possible, the parent/guardian should be given notice via mail and telephone.
- If the parent/guardian and/or student do not respond, the student may be withdrawn. Prepare and mail [Appendix H-2a: Moved, False Address, Forfeiture of Permit Letter](#) and PAR. The new school of attendance information must be sent to the parent/guardian stating that an investigation warranted the transfer/withdrawal. Upon receipt of the letter, the parent/guardian is advised to enroll the student immediately.
- All due diligence efforts shall be documented and copies of letters mailed shall be filed.
- If “due diligence” results in an inability to locate the student and family, the student may be checked out as an L8 “Whereabouts Unknown.” All documentation regarding this decision must be retained by the Assistant Principal or other designated staff for audit purposes and dropout recovery documentation. These students will appear on the school’s Potential Dropouts Lists, at which time the Principal or designee will be responsible for locating them and confirming their enrollment in another school.

#### 9.2.4 Athletic Eligibility Withdrawal Issues

Any student wishing to participate in interscholastic athletics must adhere to all appropriate California Interscholastic Federation (CIF) and District attendance and enrollment policy and procedures.

- A student athlete who enrolls in a school using fraudulent documentation will be ineligible to compete in any CIF sport for a period of up to 24 calendar months. For further detailed information regarding athletic eligibility see “Los Angeles City CIF Athletic Rules and Regulations” for the current school year.
- Pupil Services and Attendance and/or designated staff are to conduct home visits in relation to attendance and enrollment issues. Home visits for the purpose of sports eligibility are to be conducted by the Athletic Director and/or school administrators as the integrity of the athletic program and championships rests with them.

### 9.3 Withdrawal Procedures

#### 9.3.1 Elementary Withdrawal Procedures

When the decision is made for a student to be checked out of school, use





the Notice of Entrance and Withdrawal (Pink E/L slip) to notify the teacher that the student is withdrawing from the class.

- The teacher will retain the Notice of Entrance and Withdrawal forms with absence reason notes and will turn them in when absence reason notes are collected by the office.
- A parent/guardian must complete [Appendix J-4a: Parent Assurance Letter \(PAL\)](#) in order to withdraw their child(ren) from school. School staff shall request the parent/guardian to provide as much information as possible and ensure the information is recorded on the on the PAL, including a destination address and working phone number. If the parent/guardian does not have new contact information, the school staff shall ask for contact information of relatives.
- If the parent/guardian refuses to sign the PAL, staff should document such on the PAL. The original PAL must be place in the student's cumulative record and a copy filed in the Attendance Office or designated office where it can be accessed if the student appears on the school's Potential Dropouts List.

#### 9.3.2 Kindergarten Withdrawal Issues

- Although Compulsory Education for students under 6 years of age is not mandatory, once a student is enrolled in school, staff may not withdrawal the student for low academic performance, attendance or disciplinary reasons.
- If it is determined by appropriate staff that a student was enrolled in Kindergarten using fictitious records and information, the administrator shall withdraw the student. If a health record, attendance card and other official records were created for the student, appropriate staff shall collect all of the records, document on each the circumstances that occurred causing the withdrawal of the student, and store them in the student's cumulative record.
- If this situation occurs, the Attendance and Enrollment Section must be contacted immediately at [sfs-info@lausd.net](mailto:sfs-info@lausd.net) to provide instructions to the school on how to amend the statistical, state enrollment, K-3 Class Size Reduction and other pertinent reports.
- For additional information regarding Kindergarten refer to BUL-1312.0 named Preregistration, Registration and Admissions of Pupils to Kindergarten dated April 27, 2005 and MEM-5116.1, Entrance Ages, Kindergarten Continuation, and Verification of Birth date, dated August 10, 2011.

#### 9.3.3 Secondary Withdrawal Procedures

In processing withdrawals, school officials shall adhere to the following procedures:



- Once it has been determined that the student is to be withdrawn, [Appendix J-5: Authorization to Withdraw Student Form](#) is signed and completed, which begins the withdrawal process. The administrative designee provides the second signature and routes the Clearance Form to the appropriate staff or program.
- Once a withdrawing student's parent/guardian has submitted the appropriate withdrawal information to the Attendance Office, the student or an appointed student designee shall carry a Clearance Form to each of the classes in which the student was enrolled. Each teacher shall finalize and write the student's grade as of the date on the form. A parent/guardian must complete [Appendix J-4a: Parent Assurance Letter \(PAL\)](#) in order to withdraw their child(ren) from school. School staff shall request the parent/guardian to provide as much information as possible and ensure the information is recorded on the PAL, including a destination address and working phone number. If the parent/guardian does not have new contact information, the school staff shall ask for contact information of relatives.
  - If the parent/guardian refuses to sign the PAL, staff should document such on the PAL. The original PAL must be placed in the student's cumulative record and a copy filed in the Attendance Office or designated office where it can be accessed if the student appears on the school's Potential Dropouts List.
- A Pupil Accounting Report (PAR) is the official form used to document withdrawal, transfer and other student movement. PARs can be generated manually or electronically. The school should retain a copy of the PAR for its records in the student's cumulative record. Schools that use LAUSD MAX to enroll students use the LAUSD MAX Student Transfer Form in place of the PAR.
- Upon completion of the check-out process, the student is removed from the roster in all of his/her classes and the PAR is issued to the parent/guardian.

Although every student who checks out of school should do so legally and receive a PAR, there may be instances where the student does not check out properly and will not have a PAR. See section [3.4.1](#).

#### **9.4 Inactive Status**

Students with 10 or more consecutive days of absence in LAUSD MAX ("Inactive status" in SSIS) may be withdrawn on the 11th day (the last day of attendance) only after all due diligence efforts have failed to locate student (according to the mandate of the Inspector General). If these efforts result in locating the student see [Appendix A-2: Attendance Intervention Protocols](#).

- Elementary: These students shall be withdrawn as L8. See [Appendix J-2: Elementary School Withdrawal Symbols](#).
- Secondary: These students shall be withdrawn as L8, Reason Code 80 "Not Attending/Inactive." These students will subsequently appear on the



State Graduate and Dropout lists. See [Appendix J-3: Secondary School Withdrawal Symbols](#).

- For students that have enrolled in a new school, during the “inactive” period, the L-date must be the day before the student’s first day of attendance at the new school, in order to prevent dual enrollment.
- Students who are located, but are not attending should continue to appear on rosters in LAUSDMAX until enrolled in another educational option. Once students become inactive in Secondary SIS, they remain inactive until their absences are cleared in LAUSDMAX or until they are withdrawn in SSIS. Teachers should continue take accurate attendance. Designated staff shall continue to work with students/families to return the student to an educational option. See sections [12](#) and [13](#) for truancy interventions and dropout prevention, intervention and recovery.
- Schools must exercise due diligence and make every effort to locate and return L8 (Whereabouts Unknown) students to daily attendance. Every student in L8 status should be located and the reason for the absence will determine additional services that will be offered to the student and parent/guardian. The absences will be resolved and documented as follows:
  - The student returns to school.
  - School staff verifies that the student has enrolled in an appropriate instructional program or a request for records is received from another school or school district.

Refer to Dropout Recovery

- The student formally withdraws from school.
- The student continues to be an “L8 Whereabouts Unknown”
- Student eighteen years of age or older, shall not be withdrawn automatically.

## 10. ABSENCES

### 10.1 California E.C. 48205

Every principal shall require satisfactory explanation from the parent/guardian of a student, either in person or by written note whenever the pupil is absent a part or all of a school day as per CCR, Title 5, Section 306. Absences are defined as excused, unexcused or non-compliant. Schools are responsible for promoting and increasing attendance during the school year, especially during end of the year events (i.e. culmination/graduation, prom, grad night, etc.). For suggestions see [Appendix B-2: Common Causes for Loss of ADA](#). When students are absent from school, they miss valuable instructional time. See [Appendix K-1 Elementary Absence/Tardy Reason Codes](#) and [K-2: Secondary Absence/Tardy Reason Codes](#).

#### 10.1.1 Academic Achievement and Absences

Parents/guardians shall be informed of the school’s attendance and tardy policy, parental and student responsibilities, and resources available



through general parent meetings (e.g., back to school night, open house, attendance general assemblies, etc.)

- Daily classroom activities are customarily the most vital and significant aspect of the instructional program. Therefore, excessive absences and tardies may result in gaps in learning and result in the lowering of the grade assigned. While attendance in class may be used as a factor in determining a student's overall performance, attendance, work habits, and cooperation may not be used as part of a rigid or automatic formula for issuing a failing grade or denying credits (e.g., schools may not designate a set number of tardies or absences that result in the automatic lowering of a grade or loss of class credit) E.C. 48205.
- Teachers may consider attendance and tardies, in grading class work habits only, if the above stated system is in place.

## 10.2 Make-up Work and Absences

- When students are absent they may be provided with make-up work based upon the reason for the absence(s). Teachers shall advise their students at the beginning of each semester, of the opportunity to complete missed classroom work, homework, or tests.
- Refer to BUL-1353.1, Marking Practices and Procedures in Secondary Schools, dated December 23, 2005 and BUL- 3491.1, Homework and Makeup Assignments in Grades K-12 dated May 9, 2012 for further information. The opportunity to make up work varies for excused, justifiable personal reasons, suspension, unexcused and non-compliant (i.e. truancy) absences.

## 10.3 Excused Absences

See [Appendix K-1 Elementary Absence/Tardy/Early Leave Reason Codes](#) and [K-2: Secondary Absence/Tardy Reason Codes](#) to review the criteria and determine the appropriate reason code to utilize. California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness (1P, 1M, or 1N)
- Quarantine under the direction of a county or city health officer (1P, 1M, or 1N)
- Medical, dental, optometrical or chiropractic services (1P, 1M, or 1N)
- Attending the funeral of an immediate family member (e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student), one day within the state, three days outside the state(1P, 1M, or 1N)
- Jury duty (5)
- Illness or medical treatment during school hours of a child of whom the student is the custodial parent (1P, 1M, or 1N)
- Justifiable Personal Reasons when the pupil's absence has been requested in writing by the parent/guardian and approved by the principal or designee (prior to the student's absence). See [Prior Principal Approval](#). Absences that fall into this category include, but are not limited to: (5)
  - Appearance in court



- Attendance at a funeral service
- Observance of religious holiday or ceremony
- Attendance at a religious retreat (shall not exceed 4 hours per semester)
- Religious Instruction (needs a board resolution and student must be in school for the minimum school day EC 46014 p. 30)
- Attendance at an employment or an educational conference on the legislative or judicial process offered by a nonprofit organization
- Serving as a member of a precinct board for an election.
- Work in the entertainment industry for a period of not more than 5 consecutive days and for a maximum of 5 absences per school year.
- Participation with a not-for-profit performing arts organization in a performance for a public school pupil audience for a maximum of up to 5 days per school year.
- Mental Health Day Treatment: There are some students who are absent because they participate in intensive outpatient programs. These services must be documented in an IEP or 504 Plan and the principal of the school of attendance must be given a formal letter designating the program and services.
- Revoked suspension through appeal's procedure
- "Take Our Daughters and Sons to Work Day®"

#### 10.4 Unexcused Absences

Any absences for reasons other than those listed above are not excused, and will result in the student being "classified" as truant after the third occurrence.

- If a student has one or more Unexcused (2), Non-Compliant (3), Uncleared (UC), No Note (0), period absences in one school day, it is counted only once towards the classification of truancy. Refer to REF-5464.1 Initial Notification of Truancy for specific information. When a student has multiple period unexcused, absences refer to section [12](#) for truancy interventions.

#### 10.5 School Responsibilities

Every effort shall be made by the school staff to notify parents/guardians of their child's uncleared absences and to clear all absences. If attempts are made to clear absences with sufficient due diligence, yet no excuse is provided, these absences may be converted to reason code (3) Non-Compliant after ten school days. This policy is also included in the Parent-Student Handbook.

- A culture of clearing absences daily needs to be established at each school. Failure to do so will result in quickly developing long lists of uncleared absences and will become a considerable task. If absences remain uncleared, they may be converted to reason code 3, (non-compliant), after ten school days.
- LAUSD MAX does not automatically convert No Note, Uncleared or Blank Absence Reason Codes to any other absence reason code. If no reason



code is assigned to an absence, it remains uncleared (i.e., 0, UC, \_\_) and will be counted toward truancy classification after the 11th school day following the day of absence. As a result, school staff will be out of compliance with the mandated truancy notifications as the reasons for absences have not been established.

- Review and follow ISIS procedures (see section [8](#)) which describe daily and weekly staff attendance responsibilities and [Appendix C-3: Attendance Responsibility Assignment Chart](#).

It is recommended that the following reports be run for the span of the semester, so that all uncleared absences can be identified:

- **Absence Detail Call List Letter Report** (see sample) [Appendix K-4a: Absence Detail Call List Letter](#) report is used to find all uncleared absences for both full and partial days, for any date or date range for an individual student. Schools may print this report from ISIS/LAUSDMAX.
- **Unresolved Absences/Tardies** (by School) Feature found under *Attendance* is used to find all unresolved absences (both full and partial day) and tardies for the school year or for a specific date selected. It can be done for the entire school or specific grade levels, tracks, and/or houses. This is the most efficient tool for clearing absences when a student returns without a note.

In Addition:

- Make daily intercom announcements to students to submit absence notes to the Attendance Office or Small Learning Community (SLC) for secondary or teachers for elementary schools. Remind students that failure to do so will result in their absences being converted to 3 (Non-Compliant).
- Post flyers or posters in all classrooms and offices as a reminder to clear absences.
- Notify parents/guardians through school bulletin reminders and parent newsletters on clearing absences.
- Remind parents/guardians and students of this policy during attendance assemblies and parent meetings.
- Utilize Blackboard Connect Outreach General Notification System to create contact groups or outreach general notifications reminding parents/guardians of their responsibility to clear unresolved absences within ten (10) days in order to prevent absences from being converted to trancies.

#### 10.5.1 Communication to Families

The letters below are available for schools to send to families to provide information regarding district policy and attendance. Note: The Absence, Tardy and Early Release letters have been combined into one letter.

- At the beginning of each semester, send [Appendix M-1a: Opening Attendance Policy Letter](#) to all students from 1<sup>st</sup> -12<sup>th</sup> grade notifying families of E.C. 48200 and District's Attendance Policy and





[Appendix M-2a: Kinder Attendance Compliance Letter](#) to parents of kindergarten students.

- At the beginning of each school year, send [Appendix M-3a: Last Year's Excessive Absences Letter](#) for all students with less than 96% attendance from the previous school year.
- Send [Appendix M-4a: Kindergarten Excessive Absences Letter](#) when kindergarten students are frequently absent, tardy or have early leaves.
- Send [Appendix M-5a: Absence, Tardy, Partial Day Letter #1](#) to notify families of their child's time away from school. A request for [Appendix I-1a: Release of Information](#) can be included in this letter in order to address any medical issues affecting school attendance.
- Send [Appendix M-6a: Absence, Tardy, Partial Day Letter #2](#) to request a conference for students with excessive excused absences, partial days or tardies.
- Send [Appendix M-7a: 5 Day Consecutive Absence Letter](#) for students who are absent 5 consecutive days.
- Send [Appendix M-8a: 10 Day Consecutive Absence Letter](#) for students who are absent 10 consecutive days.
- Send [Appendix O-1a: Failure to Pick Up Letter](#) to parents/guardians of elementary students who fail to pick up their children at the designated time.

## 10.6 Blackboard Connect Notification System

Blackboard Connect calls are made based on the attendance information in LAUSD MAX.

- By default, attendance messages are sent twice a day to the parent/guardian of students that have an absence or tardy that day, by the Blackboard Connect.
- Parents/guardians can designate the telephone number to receive Attendance messages on Blackboard Connect by indicating so on the Student Emergency Information Form.
- Attendance information is taken from LAUSD MAX at 9:30 a.m. to generate the morning call to the parents/guardians. This call provides parents/guardians an early notification of absence and tardies, so that an effort can be made to get the student to class.
- The evening call is based on attendance data in LAUSD MAX as of 3:30 p.m. and reflects attendance information for the entire day. Calls are made for all absences and tardies with a reason code 2 (unexcused, 3 (non-compliant), or left blank.
- It is important that schools accurately submit attendance and make all necessary updates prior to these two times in order to communicate correct information to parents/guardians and to minimize unnecessary inquiries.
  - Utilize Blackboard Connect and ensure it is functioning properly on a daily basis to report all absences and tardies to parents/guardians.



Update all changes to student's information immediately in Blackboard Connect.

- Designate appropriate staff member(s) to make personal phone calls to parents/guardians when students are absent.
- Principals should encourage classroom teachers to call home to inquire about students' chronic absences.

## 10.7 Absence Verification

It is very important in the District's efforts to improve student attendance and engage parents that schools communicate with families. Due diligence needs to be documented in order provide families with accurate attendance information and to convert uncleared absences into (3) Non-Compliant trancies. This in turn provides the greatest opportunity for improved student academic achievement.

### 10.7.1 Uncleared absences

- An uncleared absence is any absence for which no documentation has been provided by a student's parent/guardian. If after attempts are made to clear absences and due diligence has been provided, yet no response is obtained from the parent/guardian, the uncleared absences may be converted to (3) Non-Compliant trancies after ten school days by the designated school staff.
- The reason(s) for an absence may be submitted only by a parent/guardian, or caretaker either in person or by written note, (C.C.R. Title 5, Section 306) (or via telephone) and noted on the ISIS Call Log, during a home visit, or by personal knowledge (e.g., medical exclusion by the nurse).
  - Although caregivers who have completed the "Caregiver's Affidavit" do not have educational rights, they may submit absence notes.
  - Eighteen year old students have the authority to submit the reason for their absences, E.C. 46012. Students under 18 years of age may not verify absences.
- Any of the following persons may verify an absence due to illness or quarantine according to C.C.R. Title 5, Sec. 421. Upon learning the reason(s) for a student's absence from a parent/guardian the following staff may verify the validity of an absence excuse:
  - A school or public health nurse
  - An attendance supervisor (e.g., PSA Counselor)
  - A physician
  - A principal
  - A teacher
  - Any other qualified employee of a school district assigned to make such verification.
- Students are to be readmitted by the office rather than the classroom teacher for all absences that are of five or more consecutive days. A parent's/guardian's absence excuse will be



accepted for up to four consecutive days of absence attributed to illness.

- For absences of five or more consecutive days related to illness, the school nurse or designated staff member is to be consulted. The student must be cleared to return to class by the school nurse or designated staff member. Under no circumstances may school officials require that a health-care provider's verification be submitted for re-admittance to class, unless the student has a serious medical condition or a contagious disease.

#### 10.7.2 Request Additional Absence Information

CA Code of Regulations, Title 5, Section 306 states a principal or teacher may require satisfactory explanation from the parent/guardian of a student, either in person or by written note whenever the student is absent part or all of a school day.

- School-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse the absence.

### 10.8 Clearing Absences

Every school is required to clear and update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. Mandated cost claims for Notification of Truancy (NOT) letters and attendance statistical reports submitted to the State must be accurate at the close of the school year. Any changes to attendance records from any prior school year will result in discrepancies and inaccuracies that are subject to audit. Absences must be cleared promptly, within the school month. When absence reason codes are changed after the statistical has been submitted, it is the responsibility of the school to re-submit the statistical with changes to Attendance and Enrollment. If absences have not been cleared after the Blackboard Connect calls, designated school staff shall:

- Provide students returning from an absence with [Appendix K-3a: Absence Verification Form](#) or the Absent Note Cards (Form 966-122-6173 Rev. 6/09) and request to have their parent complete, sign, and return the form to the school.
- In order to reduce the number of uncleared partial day absences at secondary schools and to avoid students from erroneously receiving Initial Notification of Truancy, all offices and support staff shall establish attendance marking procedures when students are in their offices (i.e., nurse, deans, counselors, probation officer, and testing office).
  - Student sign in logs shall be kept including time of arrival and departure by each individual office or staff member.
  - If a student is sent home prior to the end of the school day, the office sending the student home has the responsibility of inputting the leave time and clearing the student's absences in LAUSDMAX



- Make calls home to clear absences and document calls on LAUSD MAX Call Log or Absence Detail Call list, or other manual logs or forms.
- Designate staff to summons students and provide them with one of the absence forms above for students to give to their parents/guardians and return promptly to school.
- Run ISIS report [Appendix K-4a: Absent Detail Call List Letter](#) (sample) for students who have multiple uncleared absences.
- After verbal attempts to gather the reason for the absence have been documented and exhausted, send/mail the Absent Detail Call List requesting feedback from the parent/guardian to the student's residence. The excuse should be documented in the LAUSD MAX Call Log, Absence Detail Call List, other manual log/form and kept on file and stored for audit purposes.
- If a reason code is entered into LAUSD MAX via phone contact to a parent, the required information, including reason for absence, must be recorded in the LAUSD MAX Call Log or on paper. All manual phone logs must be filed in the same manner monthly for audit purposes and stored for 3 years. Individual student forms should be filed by teacher for elementary schools, and by student in secondary schools, with absence notes and Absent Note Cards. See section [8](#) for ISIS Attendance Handbook information.
- If the verification form letter is returned "undeliverable" or with a new forwarding address, "due diligence" is required to determine whether or not a Continuing Enrollment Permit or other accommodations need to be made for the student to continue enrollment at the school refer to section [5.2](#).

## 10.9 Irregular Attendance

Every principal or designated school staff shall establish notification procedures for irregular attendance, tardies, and early leaves. It is the legal responsibility of the school to notify parents/guardians of their child(ren)'s absence according to E.C. 46011 and 48340.

### 10.9.1 Excessive Absences

- Excessive absences refer to students who are below 96% on the Performance meter. For schools with the traditional calendar of 180 school days, this means no more than 7 absences per school year. For Concept 6 Schools having 163 days, this means no more than 6 absences per school year.
  - When the school has not been successful in reaching and/or resolving the attendance or tardy issues, home visits shall be conducted as appropriate. Case management shall be initiated by the school based PSA Counselor or designated school staff to provide and document school based interventions. Refer to [Appendix A-2: Attendance Intervention Protocols](#).

### 10.9.2 Partial Day Absences/Tardies



A student is marked tardy when the student is not in class, or designated place as defined by each school, when the tardy bell rings signaling the time class is to begin. Students shall be marked present (tardy) when attending any part of the class period. Tardies begin when a student arrives to his/her class or assigned location after the bell has rung. The tardy reason code and arrival time should be inputted in LAUSD MAX.

- Tardies are marked as excused, unexcused or non-compliant. The time that a tardy student arrived is to be documented in every instance. The C.C.R. Title 5, Section 306, requires that parents/guardians write a note of explanation when they have knowledge of their student's tardiness. Students are required to provide excuses if they are tardy to class due to school business. Partial day absence/tardy reason codes not due to school business do not qualify for perfect attendance awards.
- Any unexcused tardy in excess of 30 minutes will be counted toward truancy classification. Tardies in excess of 30 minutes constitute as a truancy and can be counted in combination with whole day truancy to establish truant and habitual truant status.
- Protocols to resolve tardy related truancy should be included in the School's Attendance & Dropout Prevention Plan. Uncleared tardies shall be resolved in the same manner as uncleared absences, refer to section [10.5](#) and [Appendix K-1: Absence/Tardy/Early Leave Reason Codes](#) and [K-2: Secondary Absence/Tardy Reason Codes](#) for tardy symbols.
- For information regarding procedures for students who are tardy due to a late school bus refer to REF-909.1, *Late Bus Instructions for Students*, dated April 15, 2008.

#### 10.9.3 Early Leaves

The time the student leaves the school is to be documented on the Time-Out Feature in LAUSD MAX (Elementary reason codes 6, 7 or 8; Secondary reason codes (1M, 1N, 2, or 3). A Permit to Release Child during School Hours (blue form) shall be completed by the office staff and signed by the parent/guardian with the time the student leaves school (elementary), class (secondary) and inputted in the leave time on LAUSD MAX along with the reason, if known.

- Students who need to leave campus during the school day must come to the Main Office (elementary) or the Designated/Attendance Office (secondary) with a parent/guardian note.
- C.C.R. Title 5, Section 306 requires that a note be written by the parent/guardian explaining the reason for the early leave, the time of release, and a telephone number for confirmation.
- At the time of pick-up the student will be summoned from class **AFTER THE PARENT/GUARDIAN or EMERGENCY CONTACT PRESENTS PHOTO IDENTIFICATION**. Schools may not release a student without proper photo identification (i.e. government issued



- identification, passport, ID from country of origin, employee identification, etc.)
- Students will not be released to anyone not listed on the student emergency information form, unless the parent/guardian has provided written authorization and the parent can be contacted to provide an identifying description of the person.
    - Anyone authorized to remove a student from school will be asked to provide valid photo identification.
    - Each semester, the school shall inform parents/guardians in writing of their responsibility to inform the school of changes of address, telephone numbers, or other pertinent emergency information.
  - The office staff will enter time student leaves school, verify and enter appropriate tardy/absence/early leaver reason code for the period of time the student was off campus. For reason codes, see [Appendix K-1: Elementary Absence/Tardy/Early Leave Reason Codes](#).

If additional documentation is provided, office staff must revise and enter the appropriate absence reason code.

- Unexcused early leaves in excess of 30 minutes constitute a truancy (3) Non-compliant and can be counted in combination with whole day truancy for the purpose of establishing truant and habitual truant status. Early leaves reason codes not due to school business do not qualify for perfect attendance awards.
- LAUSD MAX does not recognize Early Leaves, therefore they are to be documented under tardies, the leave time and appropriate reason code needs to be entered. Please note that early leaves will appear as tardies on the elementary report card.
- Eighteen year old students have the right to write their own notes to excuse their early leaves (E.C. 46012).

#### 10.9.4 Extended Absences

Extended absences can lead to a student's academic failure. Every school is obligated to follow due diligence in identifying and locating these students and addressing their needs. All extended student absences (five or more consecutive days) shall be investigated. At each school, the principal shall designate a school administrator to be responsible for the verification of the reasons for extended absences. Refer to [Appendix A-2: Attendance Intervention Protocols](#) for a template of recommended protocols to meet the needs of these students.

- Attempt to verify whereabouts in accordance with the procedures set forth in section [5.2](#).
- Place telephone calls to all phone numbers on the student emergency information form, and ESIS/SSIS/ISIS to ascertain the whereabouts of the student.





Utilized the following reports to extract students who have extended absences:

- The **Attendance Incentive Report** in LAUSDMAX or in SIS an ID99, for students who are absent in excess of 5, 7 and 9 days or intervals requested for certain interventions as described in the schools.
- The **Absence Audit Report** in LAUSDMAX to produce a list of students who have been absent for a consecutive number of days with uncleared absences.
- The **Attendance Incentive Report** in LAUSDMAX used to produce a list of students with more than a particular number of partial days and full day absences as of a certain day or within a date range.
- Send the 5 day Consecutive Absence Automated Letter through LAUSDMAX.
- Refer the student to the school based Pupil Services and Attendance Counselor, Grade Level/Track Counselor, AP in charge of attendance, Diploma Project Counselor or other appropriate staff member.
- The student or parent/guardian of a student 16 years of age or older in consultation with the school counselor, PSA Counselor or other school administrator may request to be withdrawn from the regular comprehensive program and enrolled in an alternative education program such as continuation high school.
- Provide the student with all applicable educational options offered in the any of the ESCs. Work collaboratively with the student, parent/guardian and school officials to ensure that the student is accepted prior to withdrawal, enrolls and is in regular attendance at the appropriate educational program.
- Consider all applicable attendance interventions prior to referral to the School Attendance Review Board (SARB).

#### 10.9.5 Vacations, Emergencies And Personal Necessity Absences

While parents/guardians shall be discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off. Such approval must take place prior to the absences; refer to section [10.1](#).

Please note that schools may offer:

- Homework or study assignments and/or other appropriate arrangements.
- If the extended absence is unauthorized, (i.e., not approved by the school principal) the absence will be documented as unexcused (reason code #2) and counted towards truancy. If the extended absence is approved by the principal, it will be documented as excused (reason code #5).

### 10.10 Special Circumstances



#### 10.10.1 Confidential Medical Services

School officials may (release) excuse a student from school for the purpose of obtaining confidential medical services without the knowledge or consent of a parent/guardian for students in grades 7-12 (E.C. 46010.1).

- Medical-care related to pregnancy prevention/treatment, treatment of an infectious, contagious or communicable disease, or diagnose/treat rape/sexual assault; drug or alcohol related, mental health treatment, counseling or residential shelter services or HIV testing qualifies. A student's absence, when released from school, shall be recorded on LAUSD MAX as "1" (excused) on their attendance record for the period of absence, in coordination with the School Nurse or designated staff granting the release from school. The absence shall be cleared upon student leaving campus to avoid parent receiving a call from Blackboard Connect.
- Any written verification regarding confidential medical services shall not appear in students' school records and shall be kept in a separate confidential file in the health office or designated location.
- Schools may NOT require that students obtain written parental permission prior to releasing them from school to receive confidential medical services and may NOT notify parents/guardians when students leave school to obtain such services.
- This policy also appears in the District's "Parent-Student Handbook" and the information about the right to be excused from school for confidential medical services is provided to parents/guardians on the "Student Emergency Information Form" signed at the time of enrollment.
- The student shall meet with the School Nurse or designated staff member to request approval to leave campus for confidential medical care. The staff member shall confirm the appointment and complete and issue a Permit to Release Child during School Hours (blue form).
- The student shall sign out at the time of departure and sign in upon his/her return. The student shall be informed of their responsibility to obtain and provide proof of treatment or appointment.
- It is recommended that the designated staff member follow up with the student as necessary.

#### 10.10.2 Student Medical Exemption or Exclusion:

A parent/guardian, principal/designee or school personnel may request that exemption from partial or total school attendance is in the best interest of the student until suitable medical or educational intervention can be provided. Medical exemptions occur with parental consent.

- If the school principal has recommended a Medical Exemption for student without an IEP and during the conference the parent/guardian does not agree that withholding school attendance is in the best interest of the student, the school physician may recommend Medical Exclusion of the student to the school principal.



- Medical Exclusion is considered only when documented evidence clearly indicates potentially hazardous behavior and the parent/guardian refuses to sign a Request for Medical Exemption.
- When a student exhibits behavior which causes attendance to be detrimental to the welfare of students and/or school personnel a medical exclusion can be initiated. Refer to BUL 3219.2, *Student Medical Exemption and Exclusion Policy and Procedures*, dated April 7, 2008. See Attachment A for specific instructions.
- Exclusions or exemptions may not be for more than 50 days in one school year.
- If interim placement at Carlson Home Hospital School is appropriate, the student can be withdrawn using the L2 code upon verification of enrollment. Tele-teaching through a district program and/or other workable options should be explored. Any absences occurring while the student is excluded or exempted while awaiting placement will be documented as "1" (excused).

#### 10.10.3 Prolonged Illness

A student who contracts an illness of a prolonged nature or who has been a victim of an accident which will prevent attendance for a prolonged period shall be counted as absent due to illness only until such time as he/she is able and starts to receive instruction in home or hospital. Refer to BUL-1229.1 Carlson Home Instructional Program and Hospital School dated November 28, 2005.

#### 10.10.4 Student Suspension

When a student is suspended the principal/designee must follow the procedures outlined in BUL-5655.0 Guidelines for Student Suspension dated December 6, 2011. All student suspension must be documented in the LAUSDMAX Discipline module. Refer to BUL-5808.0 ISIS Discipline Module Required Usage dated August 13, 2012.

- The designated office staff will ensure the following absence reason codes are entered appropriately. See [Appendix K-1: Elementary Absence/Tardy/Early Leave Reason Codes](#) and [Appendix K-2: Secondary Absence/Tardy Reason Codes](#).

#### 10.10.5 Runaway Students

Runaway students may be withdrawn only after due diligence has been conducted, resulting in documented verification that the student cannot be located (i.e. obtaining police report). Parents/guardians shall be notified of their responsibility to notify the school of any updated information and immediate re-enrollment of the student. The Parent Assurance Letter (PAL) shall be signed by parent/guardian and placed in the student's file.

#### 10.10.6 Entertainment Industry

A student who holds a work permit to work for a period of not more than five (5) consecutive days or five (5) days total for school year in the



entertainment or allied industries shall be excused from school during the period that the student is working, upon principal approval refer to [Appendix P: Work Permit and Guidelines](#).

- Students must receive instruction from a studio teacher and provide documentation upon returning to school to clear absence (reason code 5).

#### 10.10.7 Specialized Population or Enrolled in a LAUSD Program

Specialized populations or students enrolled in a LAUSD Program (Foreign Students, Capacity Adjustment Program, Kindergarten, Transitional Kindergarten, Special Education) shall adhere to the Compulsory Education law. Parents/guardians are not excluded from being responsible for verifying absences.

### 10.11 Employee Attendance Policy

A commitment to excellent attendance is expected from school staff in order to meet the District's teacher attendance goal. The District acknowledges that there is a strong correlation between teacher attendance and student performance. Administrators shall provide [Appendix Q: Employee Attendance Policy](#) to all employees under their supervision at the beginning of each school year.

- While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service and significant costs to the District.

The Superintendent is monitoring staff attendance and Goal #3 in the Performance Meter dated April 15, 2011. The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;

Supervisors to explain and insist upon regular attendance, maintain accurate employee records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.

## 11. MANDATED TRUANCY NOTIFICATIONS

Each principal is responsible for the daily attendance accounting of all students under his/her supervision and shall establish clear marking procedures. Absences, tardies, early leave times, and reasons for absences are to be recorded. All interventions related to truancy identification, notification, and intervention must be documented in the student's record. The principal is ultimately responsible for all attendance records. **Schools that report negative/hourly attendance are not included in this process and must continue to send Initial NOT Letters manually.**

#### Mandated Truancy Notification Procedures

- All letters have been standardized by the District. As such, they may not



be altered, except for adding an ending paragraph requesting a meeting. The PSA Counselor's or other designated certificated staff member's signature may be added to the letter in addition to the principal's signature.

- Elementary and secondary schools shall utilize the following absence, tardy, and early leave notifications to notify parents/guardians of their responsibility to ensure their child(ren) are in compliance with Compulsory Education Law.

### 11.1 Initial Notification of Truancy (NOT) Letter Automation

Parents/guardians of students between the ages of 6 and 18 years who have accumulated three or more reason codes of 3, 2, 0, UC, or blank within a school year will be mailed an Initial NOT Letter.

- Unexcused or uncleared absences accumulated at any LAUSD school within the same school year are counted toward the classification of truancy. If a student has one or more of the qualifying absence reason codes in one school day, that school day is counted only once towards the classification of truancy.
- Only unexcused tardies of 30 minutes or more with specific "In/Out" times entered in LAUSDMAX should be coded with a reason code 3, otherwise they will not count toward truancy classification.
- To comply with State law, LAUSD has automated the mandatory Initial Notification of Truancy (NOT) Letters through the Integrated Student Information System (ISIS). This procedure will be carried out by Central Office. See REF-5464.1 Initial Notification of Truancy (NOT) Letter Automation Procedures for more information.

### 11.2 First (1<sup>st</sup>) Initial Truancy Notification

Central Office will issue the automated Initial Notification of Truancy (NOT) Letter see [Appendix N-1a: Sample 1<sup>st</sup> Initial Truancy Notification Letter](#) as a formal notification that the student between the ages of 6 and 18 years has accumulated three full days of unexcused absences or unexcused tardies of 30 minutes or more, or any combination thereof in one school year and is being classified as truant (E.C. 48260).

#### 11.2.1 School-Site Responsibilities/Procedures

- In order for Central Office to prepare for the mailing of the Initial NOT Letters, designated staff at each school-site must adhere to the timeline provided each year. Failure to clear absences before the Final Notification Letter Report is generated by Central Office will result in the incorrect mailing of Initial NOT Letters and increased phone calls from concerned parents. See REF-5464.1.
  - Access the Initial Evaluation list to determine which students have been identified to receive an Initial NOT Letter.
  - Clear absences as necessary.
  - Access the Final Truancy Letter Report which provides a list of all students who will be mailed an Initial NOT Letter.



- Central mails one copy to the student's parent/guardian, and one copy is sent to the school-site. For audit purposes, school staff must retain the paper copy of all Initial NOT Letters for three years in a secure location, regardless of the student's enrollment status. The letters should be labeled and dated for easy access in case of an audit.

#### 11.2.2 Undeliverable Mail

Initial Notification of Truancy (NOT) Letters returned "undeliverable" to Central Office will be forwarded to the school indicated on the NOT letter. School staff should ensure student residency information is routinely updated. Verify the address in ESIS/SIS, review the student's emergency information form and update the information in LAUSD MAX.

- For currently enrolled students, make every effort to provide/inform the parent/guardian of the Notification of Truancy Letter. Provided returned letters to the parent/guardian either via school mail or in person, regardless of where the trancies occurred. Parents/guardians can clear absences at school where trancies were generated. See REF-5464.1 for more information on the NOT removal procedures.
- For non-Enrolled students, store returned Initial Notification of Truancy (NOT) Letter in the student's attendance file for three years.
- School staff can verify, in LAUSD MAX, individual students for whom a letter was generated by going to Attendance > Student Attendance > Attendance Notification History Screen (AT0039) and selecting the student. The letter and the date it was mailed will be listed on this screen.
- Schools may contact a student's previous school to obtain a copy of the Initial Notification of Truancy (NOT) letter. For all students whose records indicate an Initial Notification of Truancy (NOT) Letter was mailed and continues to have excessive absences, implement the following Truancy notification procedures below and interventions in section [12](#).

#### 11.2.3 Non-Automated Notification of Truancy (NOT) Procedures (i.e. Continuation/AEWC/City of Angeles and Carlson Schools)

Schools that offer a modified instructional schedule should follow the attendance requirements designated by their own program.

- If students do not meet the attendance requirements, it is District policy that principals establish a system for notifying parent/guardian by mailing the Initial Truancy Notification letter. Truancy notifications are a core responsibility for school staff and shall be sent to the parents/guardians of students by first class mail or other reasonable means upon the student's Initial Truancy Classification.

### 11.3 Second (2<sup>nd</sup>) Truancy Notification

Schools shall establish procedures for classifying and sending the 2<sup>nd</sup> truancy letter for students who have received the Initial NOT and have had at least one additional unexcused absence or tardy more than 30 minutes.. The content of these





letters may not be altered, except at the principal's discretion. A final paragraph may be added to contact an AP in charge of attendance, PSA Counselor or other designee. All letters are to be distributed under the principal's signature. Copies of all truancy notifications shall be stored for three year for audit purposes.

- Any student who has once been reported as a truant (after having been sent the Initial NOT letter), as stated in E.C. 48260, and who is again absent from school without valid excuse one or more days or tardy 30 minutes or more shall again be reported as a truant (E.C.48261).
- After providing parents/guardians the opportunity to respond to the Initial NOT Letter, school staff shall mail [Appendix N-2a: 2<sup>nd</sup> Truancy Notification \(Conference Request\)](#) as a formal notification requesting a parent conference. The school must document the fourth (4<sup>th</sup>) unexcused absence/tardy on the 2<sup>nd</sup> Truancy Notification letter.

#### 11.4 Third (3<sup>rd</sup>) Truancy Notification

School staff shall establish procedures for classifying and sending [Appendix N-3a: 3<sup>rd</sup> Truancy Notification Letter](#) for students who have received the Initial NOT, the 2<sup>nd</sup> Truancy Notification Letter, and have had at least two additional unexcused absences or tardies more than 30 minutes. This letter notifies the parent/guardian that the student has been re-classified as a habitual truant for being absent without a valid excuse five or more days, or tardy for 30 minutes or more (or any combination thereof), during the school year without a valid excuse.

- The school must document the fifth or more unexcused absence/tardy on the 3rd Truancy Notification letter. An administrator, designated staff or the PSA Counselor shall make a conscientious effort to hold at least one conference with a parent/guardian and the student prior to the student being reclassified as a Habitual Truant (E.C.48262). The notifications listed previously shall be mailed, prior to classifying a student as a Habitual Truant.

#### 11.5 Truancy Mandate Cost Recovery

The Truancy Mandate applies to all school districts; E.C. section 48260.5 requires schools to notify the student's parent, legal guardian or caregiver, by first class mail or other reasonable means, that the student is truant, upon a student's Initial Truancy Classification.

##### 11.5.1 Mandated Initial Truancy Claim

Central Office is responsible for the Mandated Initial Truancy Claim. The truancy claim method is a per unit cost method. The District is limited to claiming one *1<sup>st</sup> Initial Truancy Letter* per student per school year.

##### 11.5.2 Truancy Conferencing Claim Procedures

This claim is not a per unit cost item. The Truancy Conferencing claim requires that there be a certificated person who is funded by the District's general fund identified at each school and charged with the responsibility to hold the Truancy conferences at their school. An administrator or designee shall be present during the truancy conference. All PSA Counselors should contact their Coordinator before completing this form.



The documentation necessary to submit a claim requires that all of the times engaged in the following activities are claimable:

- Time spent contacting the parent/guardian to set up a truancy conference including, mailing *2<sup>nd</sup> Truancy Notification*, phone calls and emails (HB2).
- Time spent conducting a truancy conference with the parent/guardian which includes preparing and attending the parent/guardian/student truancy conference (HB3).
- Time spent reviewing attendance records to verify the student can be classified as a Habitual Truant. A student without a valid excuse on nine or more days or tardy for 30 minutes or more (or any combination thereof) during the school day is to be reclassified as a Habitual Truant (HB1).
- Time spent updating student records to classify the student as a Habitual Truant, which includes time spent documenting Habitual Truant Status in the student's record (LAUSDMAX call log, SIS ID 19, Welligent etc.) (HB4).

#### 11.5.3 Completion of Truancy Conference Claim Form

- The principal shall designate staff member(s) to complete [Appendix N-4: Truancy Conferencing Form](#), which is used to report truancy conferencing claim.
- This form was developed by School Innovations and Advocacy (SIA) and shall be submitted to the Educational Service Center PSA Office, via school mail on the last day of each school month.
- One truancy conference per student can be claimed per school year.
- SARB meetings are not reimbursable.
- The PSA Office shall then mail all completed forms to the Revenue Enhancement Unit for State reimbursement. The final totals from each Educational Service Center combined will make up the total claim submitted for the District by School Innovations and Advocacy, the current claims manager for the District.
- Questions regarding either the Initial Truancy Claim or the Truancy Conferencing Claim may be directed to the PSA Office of each Educational Service Center or to the Project Manager, SIA at (626) 298-7039.

## 12. TRUANCY INTERVENTIONS

Truancy has long been identified as an early warning sign of potential delinquent behavior, social isolation, and educational failure. District policy mandates that school staff adheres to the full extent of E.C. 48263 and 48340 to ensure that students comply with regular attendance in order to achieve academic success. Schools should utilize their Schools' Attendance and Dropout Prevention Plan for additional interventions.

### 12.1 Parent Attendance Assembly



Once the parent has been mailed the 1<sup>st</sup> Initial Truancy Letter, then the parent/guardian should be invited to a Parent Attendance Assembly. This is a meeting which targets students who are excessively absent from school.

- Depending on available Truancy Abatement Programs such as ACT (Abolish Chronic Truancy) or City Attorney Program, a hearing officer, District or City Attorneys may conduct the parent meeting. Schools without these programs can designate the PSA Counselor or another certificated staff member to coordinate and facilitate their own Attendance Parent Assembly. During this meeting the following should be presented:
- Legal ramifications a parent/guardian can face if their child is excessively absent from school
- Recommended solutions
- Available resources within the school and in the community
- Culmination or Graduation Requirements
- A post Parent Attendance Assembly letter should be mailed to all parents/guardians who were directed to attend the meeting, regardless of whether they were in attendance or not, summarizing all of the information discussed at the meeting.

## **12.2 School Attendance Review Team (SART)**

Schools can provide parent/guardian notifications and interventions for students' excessive absences by conducting SART Meetings. A contract is signed with the parent/guardian, student(s) and SART team members. Resources are provided to parent/guardian and student(s) in order to reduce barriers to school attendance.

- If the student's attendance has not improved, the parent/guardian shall be referred to the school-site School Attendance Review Team (SART), Coordination of Services Team (COST), or Student Success Team (SST). A SART Contract is developed and signed by the parent/guardian, student and committee members.
- Other case management services may be provided prior to or after the SART meeting including home visits, and referrals to appropriate school site and community resources, to eliminate barriers to school attendance.
- If after a SART contract has been signed, attendance has not improved, and all interventions have been exhausted at the school level, then the family is referred to Resource Panel by contacting the Educational Service Center School Attendance Review Board (SARB) chair and completing the Resource Panel SARB Referral Form prior to the scheduled meeting.

### **12.2.1 Resource Panel serves to provide**

- Case Consultation – Pupil Services and Attendance (PSA) Counselors and/or school staff may request suggestions for the next steps, which may resolve the case without electing to take further legal action.
- Screening for SARB – PSA Counselors and/or school staff who intend to pursue the case for legal action will be assisted in determining that all district alternatives have been attempted.



- During Resource Panel a determination will be made as to whether to continue providing additional interventions at the school site or to refer the family to SARB.

### **12.3 School Attendance Review Board (SARB)**

The E.C. 48262 states that “If any student is a habitual truant, or is irregular in attendance at school or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a School Attendance Review Board (SARB) which is composed of members of the Department of Children and Family Services, Department of Social Services, mental health, probation, law enforcement, community service agencies, and/or school attendance personnel.

Once the family has been scheduled for SARB (E.C. 48321), the intent of the board is to:

- Divert students with school attendance or school behavior problems from the juvenile justice system.
- Provide school or community resources to student and/or family.
- Mandate that the student is required to have any future illness absences verified by a school nurse or a medical doctor. If mandated by the SARB, an absence without a medical verification will be marked as a truancy.
- Require at any time that the parent/guardian or student provide satisfactory completion of SARB Contract recommendations.

#### **12.3.1 Post SARB Procedures**

- The school will receive a summary of the hearing and a sticker that is to be placed on the Cumulative Record of the students whose SARB hearing has been heard. This information will also be available to view in LAUSD MAX.
- The PSA Counselor or designated school staff shall provide an attendance and contract update to the SARB Chairperson by a designated date set at the SARB Hearing.
- If there is a violation of the contract after the SARB hearing, the SARB Chair may refer the family to the District or City Attorney’s Mediation Program.
- Students and parents/guardians who have not complied with the SARB recommendations or with the District or City Attorney mediation hearings may be referred to juvenile court and:
  - A judge may adjudicate the student as a ward of the court and find the parents/guardians as guilty of an infraction under EC 48200 and 48450.
  - Parents/guardians may also be cited for a misdemeanor under Penal Code 272, contributing to the delinquency of a minor.

### **13. DROPOUT PREVENTION INTERVENTION AND RECOVERY PROCEDURES**

Principals shall establish a system of due diligence for students with ten or more consecutive absences. Students who withdraw without enrolling in another school increase the District’s dropout rate and lower the enrollment of the last school of attendance. Therefore, it is imperative that schools maintain a system of accurate



data collection. Common practices, such as, withdrawing students without ensuring they are enrolled in another school increase the District's dropout rate and lower the enrollment of the last school of attendance.

### 13.1 Dropout Bulletin

This bulletin includes a discussion on a three-tiered approach to addressing student attendance, attitude, and achievement in relation to preventing student dropouts. See BUL-3720, *Dropout Prevention, Intervention, and Recovery Strategies*, dated May 23, 2007.

- Students who are checked out as L-8-Reason "code 80" and are not found and accounted for (i.e., re-enrolled or checked out to another school) are considered "Dropouts" and will show up on their school's Potential Dropouts Lists, adding to the school's and LAUSD's Dropout Rate.

### 13.2 School Responsibilities

School Principals shall ensure that a Multi-Disciplinary Team focuses on implementing specific dropout prevention and recovery procedures for all students. These procedures shall be incorporated in the Attendance and Dropout Prevention Plan.

- LAUSD authorizes secondary schools, in collaboration with the Education Service Center staff, to develop and implement a system of progressive consequences related to grades for students who are excessively absent or tardy without valid excuses.
- This system shall be part of the overall school's student Attendance and Dropout Prevention Plan, and shall include provisions for students' due process, such as appeal procedures, and safeguards and/or programs to prevent increases in dropout rates.

### 13.3 Clearing Dropout Lists

School Principals shall ensure that a team exists to recover students who were expected to attend their feeder middle or high school (No Shows). See section [8.6.2](#).

- School Principals shall ensure that a team exists to recover students on the Potential Dropouts Lists. These lists can be downloaded from SIS three times per year. Refer to [Tips to Clear Potential Dropout Lists](#).
- School teams may clear students from the dropout lists until CBEDS Information Day (*Norm Day*) of the current year.
- Students who are not enrolled in a school will be counted as a dropout at the last school of attendance. Dropouts reported in the current year will impact the school's graduation rate for AYP for the next four years.
- For more information, see the most recent Potential Dropout list released by the Office of Data and Accountability.

#### 13.3.1 The following types of students will show on a schools Potential Dropout Lists:

- Student completed the (*Last*) school year, but did not begin attending the next grade (7, 8, 9, 10, 11, or 12).



- Student was enrolled in grade 7, 8, 9, 10, 11, or 12 during the (*Current*) school year, left prior to the completing the (*Current*) school year.
- Lost Transfers: Students reported transferring to another CA public school, but are not found enrolled in another CA public school.
- Re-enrolled Dropouts: Students reported as dropouts re-enrolled at another CA school.

### 13.4 Re-Enrolling Dropout Students

When re-enrolling a student returning from dropout status, utilize [Appendix J-6: Authorization to Re-Enroll Student](#). Dropout data for your school and the District is available through the Department of Education's website:  
<http://data1.ca.gov/dataquest>.

### 13.5 Protocols to Reduce Potential Dropouts

School principals shall designate a staff member to follow [Appendix R-1: Potential Dropouts List Protocol](#) and [R-2: Year-End Processing and Procedures](#).

## 14. DOCUMENT RETENTION AND CONFIDENTIALITY

### 14.1 Protection of Record Information

Pupil records are legal documents. School employees are obligated under Federal and State laws to maintain pupil records in a manner that protects and maintains the records' security and confidentiality. These include enrollment, attendance, withdrawal, emergency and other records or reports. For additional information regarding the maintenance and distribution of pupil records, refer to BUL-2469.0, *Pupil Records: Access, Confidentiality Notice of Educational Rights*, dated April 24, 2006 and BUL- 1077.1, Information Protection Policy, dated December 5, 2006.

- Every principal is responsible for training staff with regard to federal and state mandates pertaining to the maintenance and protection of all forms of pupil records (i.e., paper and electronically recorded information). Refer to Family Educational Rights and Privacy Act of 1974 (FERPA) and E.C. 49064-49078; 49602.

#### 14.1.1 Document Retention and Destruction

All auditable documents shall be retained and stored in a place known to the principal and the custodial staff. The documents shall be securely placed, clearly marked with a "destroy date" clearly visible on the box as appropriate.

#### 14.1.2 Attendance Document Retention

State law requires certain types of attendance documents to be filed and stored.

- Below are the filing methods and required retention times for documents related to Pre ISIS, and ISIS Phase 1.





<b>Source Document</b>	<b>Method of Filing</b>	<b>Retention Period (Year = July 1 - June 30)</b>
<b>PRE-ISIS DOCUMENTS</b>		
Apportionment Card-Secondary (manual or computer)	By year	5 years
Attendance Record Card-Elementary	By year, by teacher	3 years after conclusion of enrollment
Classification Report	By month	Permanent
Computer Roster and Homeroom Roll Book	By year	5 years
Enter/Leave Book (Elementary Only)	By year	3 years
Exceptions List	By year	1 year
Readmit Roster-Secondary	By year	3 years
Register-Elementary	By year	Permanent
<b>POST-ISIS DOCUMENTS</b>		
Registration Card and/or SIS Information Card-Secondary	By student, By year	3 years
Registration Card-Elementary	By student, by year	Permanent
Student Enrollment List	By year	3 years
*Partial Day Absence list	By day, by year	1 year
No Note list AT19 Uncleared	By day, by year	1 year
Not Processed List	By day, by year	1 year
<b>ISIS DOCUMENTS</b>		
Teacher's Sign-Off report <b>from prior school years</b> (weekly for regular teachers)	By date, then by teacher name	3 years
Teacher's Sign-Off report <b>from prior school years</b> (daily for substitute teachers using LAUSD MAX)	By date, then with regular teacher's, Teacher's Sign-Off reports	3 years
Five Column Class Worksheet submitted by substitute teachers reporting attendance manually and any used by teachers to record attendance in the event of system unavailability and then entered in LAUSD MAX by the teacher on a subsequent day or entered in the system by office staff the same or subsequent day.	By date, then with regular teacher name	3 years
Student Absent Notes /Absent Note Cards-Elementary*	By teacher, by student name	3 years
Student Absent Notes /Absent Note Cards-Secondary*	By student name	3 years
<b>Documents listed below may need to be retained under certain circumstances</b>		
Attendance Not Submitted Report with Date Range	By teacher name, then date	Suggested to keep until end of school year - may be needed for audit purposes
Partial Day Absence List	By date	Save if using for SARB report – can print at any time
Teacher Discrepancy Memo	By teacher name, then date	Until the end of the month or until resolved**
<b>BOTH SYSTEMS</b>		
Notice of Entrance and Withdrawal	By teacher name, then student name	3 years



<b>BOTH SYSTEMS</b>		
Parent Assurance Letter	In Attendance Office, Alpha by Year	4 years
All Student Absence Notes/Absence Verification Form*	Secondary: By student, by year Elementary: by teacher by student	3 years
Pupil Accounting Report (PAR) or LAUSDMAX Student Transfer Form	In Cum	1 year after conclusion of enrollment
Saturday School Attendance Documents	By date, by year	3 years
Self-Audit/Corrective Action	By date, by year	1 year
Statistical Report	By month, by year	3 years
Notification of Truancy Letters	By student, by year	3 years
Interession Attendance Documents	By Date, By Year	3 years
No Show Documentation	By year	3 years

- If a reason code is entered into LAUSDMAX via phone contact to a parent, the required information, including reason for absence, must be recorded in the LAUSDMAX Call Log or on paper. All manual phone logs must be filed in the same manner monthly for audit purposes and stored for 3 years. Any document that reflects change to the Teacher's Sign-Off report must be filed by date of student's absence and retained for 3 years (e.g., Teacher Discrepancy Memos and Teachers Correction Forms submitted after Teacher's Sign-Off report is completed).
- A three year retention period includes three full calendar years beyond the current school year and past a final audit, which occurs by December 15th of a given year. If a subsequent audit is required by state, federal or independent audit agencies during the three year retention period, the document(s) must be stored for an additional three years past the date the agency issues the final audit report.

## 15. AUDITS

### 15.1 School Responsibilities

- Student enrollment, attendance accounting records and procedures are subject to audit by the District's Internal Audit Branch, Contract Auditors, and state agencies, such as the Office of the Auditor General. Principals are responsible for maintaining enrollment and attendance accounting records in accordance with District policy to ensure their availability for audits.
- It is highly recommended that principals ensure self-audits are conducted twice a year and that errors discovered be corrected. Documentation and corrective action shall be retained for one academic year. The administrator or designee shall be responsible for the completion of self-audits by utilizing [Appendix S-1: Audit Checklist, Elementary](#) or [S-2: Audit Checklist, Secondary](#).

### 15.2 Enrollment, Attendance Record Audits

The Office of the Inspector General has conducted several audits and found that:



- Students were absent for one day, as evidenced by absence notes but were recorded as present.
- Selected elementary teachers did not maintain absence notes, logs, or any absence records to support absences.
- Secondary students were reported as present for one period and absent for the rest of the periods. Absent notes indicated students were absent for the entire day.
- Dates listed on some Notification of Truancy Letters did not match absences recorded on ISIS.

15.2.1 Example of Audit Recommendations included the following:

- Teachers must submit and validate accurate attendance each day for all class(s).
- Schools should use the Attendance Not Submitted reports available on ISIS to identify which teachers have not taken attendance. Administrators should follow-up with teachers that are not recording attendance in a timely manner.
- Schools should review enrollment procedures with school staff as well as introduce them to the new Enrollment Checklist included in this manual.
- Compare absences on ISIS to absent notes, phone logs, truancy letters, and other absence records.
- The schools should continue to focus on implementing the District policy over student attendance reporting such as proper coding of absences and continue to provide adequate attendance reporting training to the school staff.
- Stronger focus over clearing and documentation of absences, monthly review of attendance reports by administration, and monthly audit of absence notes.



## APPENDIX

- [Appendix A-1: Blue Print for Attendance Improvement](#)
- [Appendix A-2 Attendance Intervention Protocols](#)
- [Appendix B-1: Attendance Master Calendar](#) (3 pages)
- [Appendix B-2: Common Causes for Lost ADA](#)
- [Appendix C-1: Attendance and Dropout Prevention Plan Guide](#) (9 pages)
- [Appendix C-2: Attendance and Dropout Prevention Plan Template](#) (11 pages)
- [Appendix C-3: Attendance Responsibility Assignment Chart](#) (2 pages)
- [Appendix D-1a: Guidelines for Verification of Residence, English](#)
- [Appendix D-1b: Guidelines for Verification of Residence, Spanish](#)
- [Appendix D-1c: Guidelines for Verification of Residence, Chinese](#)
- [Appendix D-1d: Guidelines for Verification of Residence, Korean](#)
- [Appendix D-1e: Guidelines for Verification of Residence, Armenian](#)
- [Appendix D-1f: Guidelines for Verification of Residence, Vietnamese](#)
- [Appendix D-1g: Guidelines for Verification of Residence, Russian](#)
- [Appendix D-2a: Affidavit for Verification of Residence Form, English](#)
- [Appendix D-2b: Affidavit for Verification of Residence Form, Spanish](#)
- [Appendix D-2c: Affidavit for Verification of Residence Form, Chinese](#)
- [Appendix D-2d: Affidavit for Verification of Residence Form, Korean](#)
- [Appendix D-2f: Affidavit for Verification of Residence Form, Vietnamese](#)
- [Appendix D-2g: Affidavit for Verification of Residence Form, Russian](#)
- [Appendix D-3a: Verification of Residence Follow-up Letter, English](#)
- [Appendix D-3b: Verification of Residence Follow-up Letter, Spanish](#)
- [Appendix D-3c: Verification of Residence Follow-up Letter, Chinese](#)
- [Appendix D-3d: Verification of Residence Follow-up Letter, Korean](#)
- [Appendix D-3e: Verification of Residence Follow-up Letter, Armenian](#)
- [Appendix D-3f: Verification of Residence Follow-up Letter, Vietnamese](#)
- [Appendix D-4a: Affidavit of Temporary Residence, English](#)
- [Appendix D-4b: Affidavit of Temporary Residence, Spanish](#)
- [Appendix E-1: Enrollment Documents](#) (2 pages)
- [Appendix E-2: Office Checklist for Student Enrollment](#) (2 pages)
- [Appendix E-3: Student Enrollment Form, English](#) (3 pages)
- [Appendix E-4: Student Emergency Information Form, English](#) (2 pages)
- [Appendix E-5a: Oral Health Assessment/Waiver Notification Letter](#) (2 pages)
- [Appendix E-5b: Oral Health Assessment/Waiver Request Form](#) (2 pages)
- [Appendix E-6: Ethnicity/Race Identification for Students Form](#)
- [Appendix E-7a: Migrant Education Program Questionnaire, English](#)
- [Appendix E-7b: Migrant Education Program Questionnaire, Spanish](#)
- [Appendix E-8a: American Indian-Alaskan Native Questionnaire, English](#) (2 pages)
- [Appendix E-8b: American Indian-Alaskan Native Questionnaire, Spanish](#) (2 pages)
- [Appendix E-9a: Financial Responsibility for Damaged School Property Letter, English](#)



[Appendix E-9b: Financial Responsibility for Damaged School Property Letter, Spanish](#)  
[Appendix E-10a: FERPA Notification, English](#)  
[Appendix E-10b: FERPA Notification, Spanish](#)  
[Appendix F-1a: Affidavit for Proof of Age of Minor, English](#)  
[Appendix F-1b: Affidavit for Proof of Age of Minor, Spanish](#)  
[Appendix F-2: Affidavit for Unofficial Change of Name of Minor, English](#)  
[Appendix F-3a: Affidavit of Parent/Legal Guardian Identification, English](#)  
[Appendix F-3b: Affidavit of Parent/Legal Guardian Identification, Spanish](#)  
[Appendix F-4a: Caregiver's Authorization Affidavit Guidelines, English](#)  
[Appendix F-4b: Caregiver's Authorization Affidavit Guidelines, Spanish](#)  
[Appendix F-5a: Caregiver's Authorization Affidavit, English](#)  
[Appendix F-5b: Caregiver's Authorization Affidavit, Spanish](#)  
[Appendix G-1: Student Residency Questionnaire, English](#) (2 pages)  
[Appendix H-1a: Student Emergency Information Request Letter, English](#)  
[Appendix H-1b: Student Emergency Information Request Letter, Spanish](#)  
[Appendix H-1d: Student Emergency Information Request Letter, Korean](#)  
[Appendix H-2a: Moved, False Address, Forfeiture of Permit, English](#)  
[Appendix H-2b: Moved, False Address, Forfeiture of Permit, Spanish](#)  
[Appendix H-2c: Moved, False Address, Forfeiture of Permit, Chinese](#)  
[Appendix H-2d: Moved, False Address, Forfeiture of Permit, Korean](#)  
[Appendix H-2e: Moved, False Address, Forfeiture of Permit, Armenian](#)  
[Appendix H-2f: Moved, False Address, Forfeiture of Permit, Vietnamese](#)  
[Appendix H-2g: Moved, False Address, Forfeiture of Permit, Russian](#)  
[Appendix H-3a: Optional Area Decision Form, English](#)  
[Appendix H-3b: Optional Area Decision Form, Spanish](#)  
[Appendix I-1a: Release of Information, English](#)  
[Appendix I-1b: Release of Information, Spanish](#)  
[Appendix J-1: School Enrollment Symbols](#)  
[Appendix J-2: Elementary School Withdrawal Symbols](#) (2 pages)  
[Appendix J-3: Secondary School Withdrawal Symbols](#) (3 pages)  
[Appendix J-4a: Parent Assurance, English](#)  
[Appendix J-4b: Parent Assurance, Spanish](#)  
[Appendix J-5: Authorization to Withdraw Student Form](#)  
[Appendix J-6: Authorization to Re-Enroll Student](#)  
[Appendix J-7: Extracting Reverse Directories \(SIS\)](#)  
[Appendix K-1: Elementary Absence/Tardy/Early Leave Reason Codes](#)  
[Appendix K-2: Secondary Absence/ Tardy Reason Codes](#) (2 pages)  
[Appendix K-3a: Absence Verification Form, English](#)  
[Appendix K-3b: Absence Verification Form, Spanish](#)  
[Appendix K-3c: Absence Verification Form, Chinese](#)  
[Appendix K-3d: Absence Verification Form, Korean](#)



[Appendix K-3e: Absence Verification Form, Armenian](#)  
[Appendix K-3f: Absence Verification Form, Vietnamese](#)  
[Appendix K-3g: Absence Verification Form, Russian](#)  
[Appendix K-4a: Absence Detail Call List Letter, English](#)  
[Appendix K-4b: Absence Detail Call List Letter, Spanish](#)  
[Appendix K-4c: Absence Detail Call List Letter, Chinese](#)  
[Appendix K-4d: Absence Detail Call List Letter, Korean](#)  
[Appendix K-4e: Absence Detail Call List Letter, Armenian](#)  
[Appendix L-1: Elementary No Show Strategies](#)  
[Appendix L-2: Secondary No Show Strategies \(2 pages\)](#)  
[Appendix L-3a: Attendance Not Enrolled-No Show, English](#)  
[Appendix L-3b: Attendance Not Enrolled-No Show, Spanish](#)  
[Appendix L-3d: Attendance Not Enrolled-No Show, Korean](#)  
[Appendix M-1a: Opening Attendance Policy, English](#)  
[Appendix M-1b: Opening Attendance Policy, Spanish](#)  
[Appendix M-1c: Opening Attendance Policy, Chinese](#)  
[Appendix M-1d: Opening Attendance Policy, Korean](#)  
[Appendix M-1e: Opening Attendance Policy, Armenian](#)  
[Appendix M-2a: Attendance Compliance, Kindergarten, English](#)  
[Appendix M-2b: Attendance Compliance, Kindergarten, Spanish](#)  
[Appendix M-2d: Attendance Compliance, Kindergarten, Korean](#)  
[Appendix M-3a: Last Year's Excessive Absences, English](#)  
[Appendix M-3b: Last Year's Excessive Absences, Spanish](#)  
[Appendix M-3d: Last Year's Excessive Absences, Korean](#)  
[Appendix M-4a: Kindergarten Excessive Absences, English](#)  
[Appendix M-4b: Kindergarten Excessive Absences, Spanish](#)  
[Appendix M-4d: Kindergarten Excessive Absences, Korean](#)  
[Appendix M-5a: Absence, Partial Day, Tardy Letter #1, English](#)  
[Appendix M-5b: Absence, Partial Day, Tardy Letter #1, Spanish](#)  
[Appendix M-5d: Absence, Partial Day, Tardy Letter #1, Korean](#)  
[Appendix M-6a: Absence, Partial Day, Tardy Letter #2, English](#)  
[Appendix M-6b: Absence, Partial Day, Tardy Letter #2, Spanish](#)  
[Appendix M-6d: Absence, Partial Day, Tardy Letter #2, Korean](#)  
[Appendix M-7a: Consecutive 5 Day Absence Letter, English](#)  
[Appendix M-7b: Consecutive 5 Day Absence Letter, Spanish](#)  
[Appendix M-7d: Consecutive 5 Day Absence Letter, Korean](#)  
[Appendix M-8a: Consecutive 10 Day Absence Letter, English](#)  
[Appendix M-8b: Consecutive 10 Day Absence Letter, Spanish](#)  
[Appendix M-8d: Consecutive 10 Day Absence Letter, Korean](#)  
[Appendix N-1a: Sample 1<sup>st</sup> Initial Truancy Notification Letter, English](#)  
[Appendix N-1b: Sample 1<sup>st</sup> Initial Truancy Notification Letter, Spanish](#)





[Appendix N-1c: Sample 1<sup>st</sup> Initial Truancy Notification Letter, Chinese](#)  
[Appendix N-1d: Sample 1<sup>st</sup> Initial Truancy Notification Letter, Korean](#)  
[Appendix N-1e: Sample 1<sup>st</sup> Initial Truancy Notification Letter, Armenian](#)  
[Appendix N-2a: 2<sup>nd</sup> Truancy Notification Letter \(Conference Request\), English](#)  
[Appendix N-2b: 2<sup>nd</sup> Truancy Notification Letter \(Conference Request\), Spanish](#)  
[Appendix N-2d: 2<sup>nd</sup> Truancy Notification Letter \(Conference Request\), Korean](#)  
[Appendix N-3a: 3<sup>rd</sup> Truancy Notification Letter, English](#)  
[Appendix N-3b: 3<sup>rd</sup> Truancy Notification Letter, Spanish](#)  
[Appendix N-3d: 3<sup>rd</sup> Truancy Notification Letter, Korean](#)  
[Appendix N-4: Truancy Conferencing Form](#)  
[Appendix O-1a: Failure to Pick-up Letter, English](#)  
[Appendix O-1b: Failure to Pick-up Letter, Spanish](#)  
[Appendix P: Work Permit and Guidelines \(2 pages\)](#)  
[Appendix Q: Employee Attendance Policy](#)  
[Appendix R-1: Potential Dropouts List Protocol \(2 pages\)](#)  
[Appendix R-2: Year-End Processing and Procedures](#)  
[Appendix S-1: School Attendance Audit, Elementary](#)  
[Appendix S-2: School Attendance Audit, Secondary](#)



## Los Angeles Unified School District

### BLUEPRINT FOR ATTENDANCE IMPROVEMENT

#### The Law

- ▶ All students between the ages of 6 and 18 must attend school daily. Parents or guardians are responsible for sending their children to school (E.C. 48200).
- ▶ A student who is absent three full days without a valid excuse, or on three occasions is tardy or absent for more than thirty minutes, or any combination thereof, is a truant (E.C. 48260)
- ▶ Truancy can lead to severe consequences, including fines and criminal prosecution.

#### School-Site Attendance Strategies

- ☐ Describe strategies to create a welcoming school environment and a positive school climate
- ☐ Describe incentives and attendance motivational programs for Students (e.g., prizes, certificates, and special recognitions)
- ☐ Describe incentives for teachers who improve their classroom Attendance (e.g., gift certificates, commendations, or recognitions)
- ☐ Indicate roles of school staff, as it relates to improving attendance
- ☐ Describe school efforts to implement alternatives to suspensions.
- ☐ Describe relevant after school programs (e.g., tutoring, academic enrichment, student clubs, remedial education).
- ☐ Describe alternative instructional practices for students with high numbers of unexcused absences (e.g., independent study, credit recovery programs, in-school instructional alternatives).
- ☐ Describe strategies for integrating existing District initiatives with Attendance Initiative (e.g., Small Learning Community, Coordinate School Health Programs).

#### Attendance Accountability

- ✓ Every school shall develop and implement a written [Attendance and Dropout Prevention Plan](#) in collaboration with appropriate participants.
  - ✓ ["Attendance Intervention Protocol,"](#)
  - ✓ ["Attendance Improvement Action Plan"](#)
  - ✓ ["Attendance Improvement Progress Monitoring"](#)
- Note: Each Principal is ultimately responsible for improving the school's student attendance rates.

#### Interventions for At-Risk Students and Potential Dropouts

- ☐ Describe the school's efforts to track past years attendance patterns, as it relates to students with excessive absences
- ☐ Describe the school's case management system for working with at-risk students and potential dropouts
- ☐ Describe the school's use of multi disciplinary programs (e.g., SARTs, SSTs, COST, and SARBs).
- ☐ Describe other existing innovative programs.

#### Mandatory Training

- ☐ Describe Training Programs for teachers, administrators, support personnel, and classified staff regarding attendance .
- ☐ Describe parent outreach and training Programs (e.g., attendance assemblies, workshops, parent education programs).
- ☐ Indicate efforts to train parents, students, and school-site staff on the contents of the [District's Parent-Student Handbook](#).

#### Attendance Reports

- ☐ Month to Month Comparisons
- ☐ Grade Span Comparisons
- ☐ Attendance by Location by Month
- ☐ Revenue Lost
- ☐ Daily Absences
- ☐ Subgroup Comparisons
- ☐ Truancy
- ☐ At-Risk Attendance
- ☐ Location Comparisons

To review attendance trends, identify students with low attendance rates (below 96%), and compare attendance-rates across schools go to [mydata.lausd.net](http://mydata.lausd.net)



## ATTENDANCE INTERVENTION PROTOCOLS

- NOTE:**
1. Every teacher must take attendance for every student in every class or class period.
  2. Each step replicates, and builds on previous actions and interventions.
  3. Each step must be specifically documented.
  4. Each school shall designate a certificated staff member for case management.

### Advanced or Proficient 96%+ attendance

1<sup>st</sup> - 7<sup>th</sup>  
Absence

- Designate appropriate staff member(s) to make personal phone calls to parent/guardian when students are absent and notify the parent/guardian that they have 10 days to clear the absence.
- Document reason(s) for absence and expected date of return.
- Ensure Blackboard Connect notifies parents twice a day of student absences.
- Assign staff to verify accuracy of all contact numbers and update disconnected/wrong numbers.
- Obtain day-time phone numbers, including cell phones, and e-mail addresses and update new information on ISIS
- Submit attendance during the first 15 minutes of each day or period.
- Refer the family to appropriate school-based and/or social service agencies

### Basic 92% - 95%

8<sup>th</sup> - 15<sup>th</sup>  
Absence

- Encourage classroom teacher to call home to inquire about student absences.
- Send e-mail messages, if available and appropriate letter to parent/guardian for any unverified/unexcused absences.
- Consult with school-based PSA Counselor, when available.
- Designate a staff member to be responsible to review and correct the Initial Evaluation list for the Automated Notification of Truancy (NOT) letters (REF-5464.1).
- Refer the family to appropriate school-based and/or social service agencies.

### Below Basic 87% - 91%

16<sup>th</sup> - 24<sup>th</sup>  
Absence

- Consult with school-based PSA Counselor, when available, regarding appropriateness of home visitation and/or case management.
- Refer to the [Attendance and Dropout Prevention Plan](#) for specific strategies on case management.
- Designate a staff member to mail Truancy Letter #2 –request and schedule parent/guardian conference to review student's records and to develop an intervention plan/contract.
- Refer the family to appropriate school-based and/or social service agencies.

### Far Below Basic 87% + attendance

25<sup>th</sup> +  
Absence

- Designate a school staff member to review prior absences to discern existing patterns (attendance, graduation and suspension reports).
- Monitor students with excessive absences.
- Follow up with PSA Counselor or other staff member responsible for case management for updated information on case.
- Refer student to \*SST, \*COST, \*ACT and \*SART.
- Consult with District/City Attorney program staff where partnership exists.
- Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.
- Hold assemblies for parents/guardians of chronically absent students.
- Designate a staff member to mail Habitual Truancy Re-classification Letter #3.

- Refer the family to appropriate school-based and/or social service agencies.
- Bring student's case to the District Resource Panel. Panel offers additional resources and screens case for SARB.
- Refer the student to \*SARB. Referral must include documentation of all interventions.

COST Coordination of Services Team  
SART School Attendance Review Team  
ACT Abolish Chronic Truancy  
SARB School Attendance Review Board

LAUSD-Pupil Services-6/12



## ATTENDANCE MASTER CALENDAR

The Attendance Master Calendar serves as a comprehensive sequential list of monthly related attendance and dropout prevention activities. Specific staff members shall be assigned to complete each activity.

ON-GOING ACTIVITIES	
ACTIVITIES	GENERATE THE FOLLOWING REPORTS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enforce teachers to submit attendance for each class/period the first 15 minutes</li> <li><input type="checkbox"/> Enforce clearing of absences, tardies, early leaves (time and date)</li> <li><input type="checkbox"/> Design/implement interventions for Tiered Approach and monitor effectiveness</li> <li><input type="checkbox"/> Inform parents/student of District Performance Meter Attendance Goals through assemblies and Blackboard Connect on a monthly basis.</li> <li><input type="checkbox"/> Promote incentive programs through PA, memos, email, school bulletins, newsletters (monthly)</li> <li><input type="checkbox"/> Review Truancy Letter Report (Initial Evaluation List) and updated student attendance records on a monthly basis</li> <li><input type="checkbox"/> Mail <a href="#">Appendix N-2a: 2nd Truancy Notification</a></li> <li><input type="checkbox"/> Mail <a href="#">Appendix N-3a: 3rd Truancy Notification</a></li> <li><input type="checkbox"/> Identify students for SARTs, resource panel, and SARBs</li> <li><input type="checkbox"/> Review attendance and suspension data on a monthly basis</li> <li><input type="checkbox"/> Participate in COST, SST, IEP meetings for students with excessive absences</li> <li><input type="checkbox"/> Review and update disconnected phone numbers in SIS/ISIS/Blackboard Connect</li> <li><input type="checkbox"/> Mail <a href="#">Appendix D-3a: Verification of Residence Follow-up Letter</a> to parents who signed <a href="#">Appendix D-2a: Affidavit for Verification of Residence Form</a>. Utilize an enrollment log to document follow-up (on a monthly basis)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ISIS Master Absence Report</li> <li><input type="checkbox"/> ISIS Master Returns Report</li> <li><input type="checkbox"/> ISIS Absence Audit Report</li> <li><input type="checkbox"/> ISIS Attendance Not Submitted Report</li> <li><input type="checkbox"/> ISIS Absence Detail Call List</li> <li><input type="checkbox"/> ISIS Re-admittance Roster</li> <li><input type="checkbox"/> Attendance Incentive Report (Detail/Summary)</li> <li><input type="checkbox"/> ISIS Truancy Letter Report</li> <li><input type="checkbox"/> ISIS Unresolved Absences/Tardies</li> <li><input type="checkbox"/> ISIS Absent/Tardy Totals</li> <li><input type="checkbox"/> ISIS All dates/class periods</li> <li><input type="checkbox"/> All MyData Attendance Comparison Reports for the previous year</li> <li><input type="checkbox"/> Previous years' AT24</li> <li><input type="checkbox"/> Black Board Connect Wrong number Report</li> </ul>
MONTH ONE (Beginning of the School Year)	
ACTIVITIES	GENERATE THE FOLLOWING REPORTS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and Clear No Shows (refer to ISIS Handbook &amp; <a href="#">Appendix L-1: Elementary No Show Strategies</a>, <a href="#">Appendix L-2: Secondary No Show Strategies</a>)</li> <li><input type="checkbox"/> Locate and recover all students on the Potential Dropout List which is due the first week of October</li> <li><input type="checkbox"/> PD for Teachers and office staff, review the attendance policy and procedures</li> <li><input type="checkbox"/> Hold attendance assemblies for all grade levels</li> <li><input type="checkbox"/> Mass mail <a href="#">Appendix M-1a: Opening Attendance Policy</a> and/or truancy abatement program notification, if applicable.</li> <li><input type="checkbox"/> Mail <a href="#">Appendix M-3a: Last Year's Excessive Absences</a> for all students with less than 96% attendance from the previous school year</li> <li><input type="checkbox"/> Review My Data At-risk Attendance and Truancy Classification Reports</li> <li><input type="checkbox"/> Establish an Attendance and Dropout Prevention Team to review data and update <a href="#">Appendix C-2: Attendance and Dropout Prevention Plan Template</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow ISIS No Show procedures</li> <li><input type="checkbox"/> No Show Reports ID99,3 (option 7 for No Show) then ID38,0</li> <li><input type="checkbox"/> Download Dropout List from (SSIS)</li> <li><input type="checkbox"/> Previous years' AT24</li> <li><input type="checkbox"/> MyData Grade Span Comparison</li> <li><input type="checkbox"/> MyData At-risk Attendance for the previous year</li> <li><input type="checkbox"/> MyData Truancy Classification for the previous year</li> <li><input type="checkbox"/> MyData Attendance by Location by Month</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Blackboard Connect procedures and passwords</li> <li><input type="checkbox"/> Monitor the update of emergency card information in SIS/ISIS/Blackboard Connect</li> <li><input type="checkbox"/> Continue with On-going Activities above</li> </ul>	
<b>MONTH TWO</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct classroom presentations and grade level assemblies</li> <li><input type="checkbox"/> Review status of last year's SART/ Resource Panel/SARB and mail follow-up SART/SARB reminder letter</li> <li><input type="checkbox"/> Organize an Attendance General Assembly for students with excessive absences from the previous year</li> <li><input type="checkbox"/> Develop SART Team &amp; establish calendar for the year</li> <li><input type="checkbox"/> Implement Attendance Incentive Programs</li> <li><input type="checkbox"/> Teach attendance and district's 96% attendance goal at Back to School Night, Kinder meetings, etc.</li> <li><input type="checkbox"/> Mass mail <a href="#">Appendix G-1: Student Residency Questionnaire (SRQ)</a>, update homeless roster with emergency card information, and update in SIS</li> <li><input type="checkbox"/> Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ISIS Attendance Incentive Report (Detail/Summary)</li> <li><input type="checkbox"/> AT24 for previous years</li> <li><input type="checkbox"/> MyData Grade Span Comparison</li> <li><input type="checkbox"/> MyData At-risk Attendance</li> <li><input type="checkbox"/> MyData Attendance by Location by Month</li> </ul>
<b>MONTHS THREE AND FOUR</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Presentations (Related to Attendance for ELAC and CEAC, School Site Council)</li> <li><input type="checkbox"/> Mass mail a letter and/or utilize Black Board Connect to remind parents that extended absences during the holidays are unexcused and will lead to truancy status</li> <li><input type="checkbox"/> Provide "double" incentive awards to students who attend up until the last day of vacation/return on time from winter break</li> <li><input type="checkbox"/> Utilize Black Board Connect to remind students of first day back to school from holiday vacation</li> <li><input type="checkbox"/> Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MyData Month to Month Comparison</li> <li><input type="checkbox"/> MyData Grade Span Comparison</li> <li><input type="checkbox"/> MyData Revenue Lost</li> <li><input type="checkbox"/> MyData Daily Absences</li> <li><input type="checkbox"/> MyData Truancy Classification</li> <li><input type="checkbox"/> MyData At-risk Attendance</li> <li><input type="checkbox"/> MyData Attendance by Location by Month</li> </ul>
<b>MONTHS FIVE AND SIX</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and recover all students on the February Potential Dropout List</li> <li><input type="checkbox"/> Continue to review Implemented targeted interventions for student bands and evaluate if interventions have proven to be successful</li> <li><input type="checkbox"/> Review Report Card Attendance Data</li> <li><input type="checkbox"/> Hold first semester attendance ceremony</li> <li><input type="checkbox"/> Organize 2<sup>nd</sup> General Assembly for 2<sup>nd</sup> phase of 10-12 absences</li> <li><input type="checkbox"/> Review ISIS Procedures, clearing absences through and PD for Teachers</li> <li><input type="checkbox"/> Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Download Dropout List from (SSIS)</li> <li><input type="checkbox"/> MyData Month to Month Comparison</li> <li><input type="checkbox"/> MyData At-risk Attendance</li> <li><input type="checkbox"/> AT24 for current year</li> <li><input type="checkbox"/> ISIS Attendance Incentive Report (Detail/Summary)</li> <li><input type="checkbox"/> ISIS Absence Detail Call List</li> <li><input type="checkbox"/> ISIS Absence Audit Report</li> </ul>



MONTHS SEVEN AND EIGHT	
ACTIVITIES	GENERATE THE FOLLOWING REPORTS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan an incentive program during test weeks to include raffles and recognitions</li> <li><input type="checkbox"/> Mass mail letter regarding Attendance and CST</li> <li><input type="checkbox"/> Locate/call students who are absent during testing</li> <li><input type="checkbox"/> Parent presentation at Open House (Reiterate 96% District Attendance Goal, Compulsory Education)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MyData Month to Month Comparison</li> <li><input type="checkbox"/> MyData At-risk Attendance</li> <li><input type="checkbox"/> ISIS Master Absence Report</li> <li><input type="checkbox"/> ISIS Re-admittance Roster</li> <li><input type="checkbox"/> ISIS Master Returns Report</li> <li><input type="checkbox"/> ISIS Attendance Incentive Report (Type: Summary)</li> </ul>
MONTHS NINE AND TEN	
ACTIVITIES	GENERATE THE FOLLOWING REPORTS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and recover all students on the May Potential Dropout List</li> <li><input type="checkbox"/> Mass mail homeless survey, update roster and forward to the Homeless Unit</li> <li><input type="checkbox"/> Review and update students with permits or residing out of the area and mail <a href="#">Appendix H-2a: Moved, False Address, Forfeiture of Permit</a>, if applicable</li> <li><input type="checkbox"/> End of the year attendance awards ceremony</li> <li><input type="checkbox"/> Plan next year's incentive program/outreach, mail donation letters to community businesses and agencies</li> <li><input type="checkbox"/> Review implemented targeted interventions for student bands to evaluate effectiveness of interventions</li> <li><input type="checkbox"/> Prepare Case Transfers for students with excessive absences who will attend a different school</li> <li><input type="checkbox"/> Review Enrollment packets utilizing <a href="#">Appendix E-1: Enrollment Documents</a> to ensure all required forms are included</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Download Dropout List from SSIS</li> <li><input type="checkbox"/> ISIS Attendance Incentive Report (Type: Summary)</li> <li><input type="checkbox"/> AT24 for current year</li> <li><input type="checkbox"/> MyData Month to Month Comparison</li> <li><input type="checkbox"/> MyData At-risk Attendance</li> <li><input type="checkbox"/> MyData Grade Span Comparison</li> <li><input type="checkbox"/> MyData Revenue Lost</li> <li><input type="checkbox"/> MyData Daily Absences</li> <li><input type="checkbox"/> MyData Truancy Classification</li> <li><input type="checkbox"/> MyData Attendance by Location by Month</li> </ul>





By the end of the 2012-13 school year, Superintendent Deasy expects that 71% of students district-wide will be attending at a rate of 96% or better. Historically a school's attendance decreases during the months of April, May and June. Avoid a decrease in student attendance and loss of ADA by implementing the following:

Ensure that staff understands the importance of "Every School Day Counts".

- Discourage students from taking extended vacations during spring break or early vacations in June.

Promote a safe, supportive and welcoming school environment.

- School climate and culture often remains unfriendly to those families and students who struggle the most.

Encourage teachers to have an inviting and engaging classroom environment.

- It prevents students from gradual disengagement (missing more school days and making it difficult to return).
- The relationships that students have with teachers/adults at school provide encouragement to attend and support for academic learning.

Encourage staff to maintain regular attendance and avoid absenteeism.

- Increased absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction.

Enforce accurate attendance taking during Testing (STAR, CST, CAHSEE, AP exams).

- Do not check out students with poor attendance before testing.
- Have attendance taking procedures in place for students testing in other locations (student cafeteria, gym, etc). Ensure that attendance is taken for these students.
- Plan ahead on activities, class schedules and attendance taking procedures for students not testing.

End of the year events/field trips.

- During the months of April, May and June of the 2010-11 school year the district lost **\$51,350,569** due to student absences.
- Schedule "Prom Night" on a Saturday not Friday and Grad Night after graduation.
- Ensure that attendance is taken for student's on field trips or special events during the school day.
- Schedule Graduation on the last day of school or after.

Prevent end of year push outs/force outs.

- Do not systematically checkout 18 year-olds not on track to graduate.
- Do not encourage students who are failing classes or not on track to graduate to stay home.
- Do not finalize grades several weeks before the end of the school year or "unofficially" suspend students displaying behavioral problems.
- Do not inappropriately use Opportunity Transfers.
- Do keep students who are requesting to check out until the last possible day.



## SCHOOL ATTENDANCE AND DROPOUT PREVENTION PLAN GUIDE

The intent of this document is to assist schools with the development of their Attendance and Dropout Prevention Plan Template. Education Code 48340 encourages school districts to adopt pupil attendance policies based on the active involvement of parents, pupil, teachers, administrators, other school personnel, and community members. As such, every school shall have a formal, written, proactive plan for the improvement of student and staff attendance. The school principal shall meet annually with an attendance team to develop, review, and implement a school-wide plan consistent with District, State and Federal policies and laws. Each attendance plan shall be incorporated into the Coordinated Safe and Healthy School Plan Volume 1, Chapter 6, "Prevention Programs". For additional information please go to the Office of Environmental Health and Safety (OEHS) website [www.lausd-oehs.org](http://www.lausd-oehs.org)

1. **Attendance and Dropout Team Members:** Every school as directed by their principal will identify a team that includes the Principal, AP in charge of attendance or APEIS, or other administrator responsible for attendance, academic counselor, dean, nurse, Pupil Services Counselors, school police officer, teacher (general and special education), attendance clerk, parent representative, student representative, community partners, and additional personnel as designated by the Principal to develop and implement a comprehensive plan to record, monitor, improve and maintain student attendance. Refer to [Appendix A-1: Blueprint for Attendance Improvement](#) for the suggested blueprint for the plan.
  - Attendance team should meet regularly throughout the school year.
  - The team should use attendance data to guide its decisions.
  - At the beginning of every school year (or time of enrollment), students, parents and staff should be notified of the school-wide attendance plan and policies.
  - The plan should be reviewed and updated annually and be maintained for parents and community members use in school's Main Office, Attendance Office, and/or Parent Center as appropriate.
  - The plan should be collected and reviewed annually by the Education Service Center (ESC) Superintendents, ESC Directors, ESC Principal Leaders, ESC PSA Field Coordinators and the ESC Operations Administrators.
2. **LAUSD Performance Meter:** On April 15, 2011 our superintendent introduced the performance meter (see below) with a baseline and annual targets. The responsibility to meet the annual targets/results includes schools, ESCs, and the Central Office:
  - 100 Percent Graduation
  - Proficiency for All
  - 100 Percent Attendance
  - Parent and Community Engagement
  - School Safety



## Data Driven Decision Making

GOAL 3: 100% ATTENDANCE	Baseline			Annual Targets			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. Increase percentage of students with 96% or higher attendance	62	64	60	64	66	71	76
B. Increase percentage of staff with 96% or higher attendance	65	67	65	67	69	74	79

**Attendance Goals:** To align your school's attendance to the Performance Meter, a review of your school's attendance data can be examined using MyData, insert school data in table.

### Attendance Summary by Location,

	Far Below Basic		Below Basic		Basic		Proficient		Advanced			
School Name	LESS THAN 87%		87 - 91%		92 – 95%		96 - 99%		100%		Unknown	
Sample School#1	2.30%	25	7.20%	79	15.00%	165	55.50%	609	20.00%	220		
											100.00%	
											1,098	

**Graduation Goals:** To align your school's graduation rates to the Performance Meter, a review of your school's graduation data can be examined on

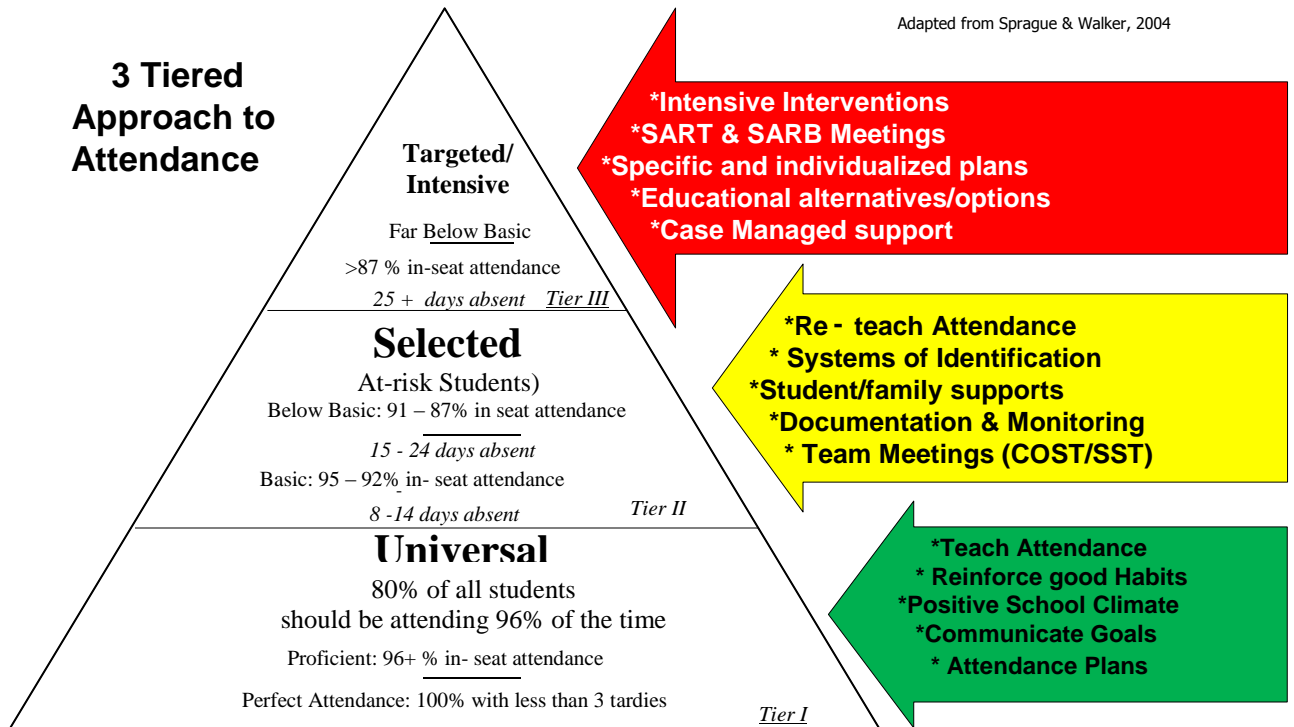
GOAL 1: 100% GRADUATION	Baseline			Annual Targets			
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
A. % Increase in Four-Year Cohort Graduation Rate	48	52	55	58	60	63	70
B. % Increase in Students On-Track for Meeting A-G Requirements	--	--	26	28	38	50	75

### 3. USING THE 3 TIERED APPROACH FOR ATTENDANCE

The following guidelines will assist school staff with implementing the Tiered Approach for monitoring and improving attendance. Staff must then determine where to distribute available resources to achieve the largest attendance gains toward the goal of all students attending at a rate of 96% or better. Effective programs and practices must be in place at the universal, selected, and targeted/intensive levels.



Adapted from Sprague & Walker, 2004



## SCHOOL-SITE ATTENDANCE STRATEGIES

### 4. UNIVERSAL (TIER I)

Begin by implementing school wide universal practices that include:

- Positive Behavior Support
- Safe and Welcoming School Environment
- Resiliency Building Strategies
- High Quality Instruction
- Recognition and Incentive Programs
- Parent Engagement

**Positive School Climate:** Every member of the school community must work together to create a school culture and climate for every student and family to feel welcome, safe and nurtured. There will be a common expectation that every child can succeed and will receive a high school diploma and pass the California High School Exit Exam (CAHSEE). Refer to BUL- 3638.0, *Discipline Foundation Policy: School-Wide Positive Behavior Support*, dated March 27, 2007, and BUL--5212.0 *Bullying and Hazing Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult)* dated August 27, 2010, and BUL-3720.0, *Dropout Prevention, Intervention, and Recovery Strategies*, dated May 23, 2007. Below is a list of some positive school climate practices:

**Teach and encourage staff and students to be welcoming, safe, culturally sensitive, responsive, clean and respectful.**

- Welcoming - All school communications and staff interactions with students reflect that every student is welcome at school and is expected to do well. Make it a point



to say "hello" to every parent/guardian or student you see in the halls and outside - make it your business to know his or her names.

- Safe - Every effort is made to secure the well-being of all students and staff while in the classrooms, hallways, and bathrooms, on the playground, and in and around any other areas of the school. Set clear anti-bullying guidelines for staff and students.
- Culturally Sensitive - Staff models understanding and appreciation of the cultural diversity of the school, the neighborhood, the country, and the world. This diversity is valued, and its value is reflected in the school's curriculum.
- Responsive - Staff will make every attempt to address the many and varied needs of all students, including educational, physical, emotional, educational, social, financial, or other nature. In particular, staff will make every effort to provide services for students who display behaviors including but not limited to, bullying, hate speech, threats against others, suicidal ideation, depression, isolation, and substance abuse.
- Clean - The school is clean and the buildings, classrooms, and surroundings are well maintained.
- Respectful - Respect for others, their person and their property, is modeled by all and for all, regardless of anyone's race, gender, ability, age, religion, or sexual orientation. Respect for others includes an understanding and appreciation for people's differences, including, for example, learning styles.

### **Use examples to complete the Comprehensive Student Support: Resiliency Building Components Worksheet**

**Increase Student Attendance:** Students with good attendance tend to have a higher rate of academic success. Every school should create an environment that supports the increase of student attendance. Finding creative ways to do this is essential. Some best practices are listed below:

- Set high expectations that students should be at school every day and on time.
- Monitor student attendance on a regular basis.
- Notify parents regarding Compulsory Education Law, the attendance policy and expectations.
- Involve students and families in recognizing good and improved attendance.
- Inform student and families regarding consequences of poor attendance.

**Attendance Incentives and Motivational Programs:** Every school will create and utilize an attendance incentive programs to improve and maintain student and staff attendance including relevant educational activities, clearly defined accountabilities, procedures, specified responsibilities, interventions and rewards.

Examples of attendance incentives and motivational programs include, but are not limited to, the following:

- Recognize and award individual students, classrooms and/or small learning communities for good and improved attendance.
- Plan school-wide activities to promote attendance. Have a specific plan for high absence dates such as during the holidays, inclement weather, testing week etc.
- Post attendance data/student names/classrooms in highly visible areas.



- Encourage friendly attendance competition between groups and individuals (classrooms, grade levels etc.)
- Recognize the importance of excellent attendance, academics and behavior as executed in athletic award ceremonies.
- Identify and recognize students that are on time to school.
- Make announcements (verbal and written) regarding the importance of attendance, acknowledge individuals and groups for good and improved attendance and provide school with any important attendance updates. Hold attendance events/assemblies. Use certificates to recognize students with good/excellent attendance and improved attendance

### **Increase Employee Attendance:**

Improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.

On July 13, 2004 the LAUSD Board of Education adopted an Employee Attendance Policy. (Reference: Bd. Of Ed. Report No. 393 – 0304)

Below is a list of some best practices related to increasing employee attendance that you can use in your plan:

- Set high expectations that staff should be at work every day and on time.
- Recognize staff for good attendance by giving awards and certificates.
- Provide support to employees with 6 or more days of absences.
- Emphasize the importance of staff attendance at the monthly school meetings.
- Monitor staff attendance on a regular basis
- Administrators should be role models and have good attendance.

**Incentives for Teachers:** The following are some examples of incentives for teachers who improve classroom attendance.

- Gift certificates to restaurants, theatre tickets, and/or department stores.
- Monthly commendation letters, awards, publicize names of teachers in the school/local newspaper.
- Display attendance graphs by classroom to show attendance comparisons.
- Make teachers and administrators aware of the loss of Average Daily Attendance (ADA) funds due to absences. Make them aware of the monetary benefits that will come to the school as attendance increases.

## **5. SELECTED (TIER II)**

### **COMPULSORY EDUCATION**

"Each person between the ages of 6 and 18 years not exempted under provision of this chapter is subject to compulsory full-time education. Each person subject to compulsory continuation education not exempted shall attend public full-time day school or continuation





school or classes for full-time designated as the length of the school day by the governing board of the school district in which residence of either parent or legal guardian is located. Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day."

"Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law" Education Code 48260.

Accurate Record Keeping is essential to meeting the Compulsory Education requirement. Identify administrator and staff members responsible for each action.

**Tardy Policy and Procedures:** The Absence, Partial Day, Tardy letters are available; refer to [Appendix M-5a: Absence, Partial Day Tardy Letter](#). Before creating and implementing a tardy policy refer to BUL- 3638.0, *Discipline Foundation Policy: School-Wide Positive Behavior Support*, dated March 27, 2007.

Sample of a Tardy Policy:

- Tardy #1 Teacher counsels student
- Tardy #2 Student writes/draws about the importance of being on time
- Tardy #3 Parent/Guardian are contacted
- Tardy #4 Student is referred to the counseling office
- Tardy #5 Parent/student conference

## TRUANCY

**Refer to the manual section 11 Mandated Truancy Notification**

### Truancy Policy and Procedures

Identify staff that will generate, review and correct the Initial Evaluation list for the Notification of Truancy (NOT) Reports. Refer to REF-5464.1 Initial Notification of Truancy (NOT) Letter Automation Procedures or go to the ISIS website at <http://isis.lausd.net>.

**Truancy Parent Notifications:** Schools can notify parents about their children's absences through letters, conferences, phone calls and the Blackboard Connect telephone system. Refer to Parent-Student Handbook (published annually) and [Appendix A-2: Attendance Intervention Protocols](#). The protocols are best practice models describing the manner in which attendance issues will be addressed with the students and their parents. See Appendix Q for Truancy Letter notification.

Review procedures on truancy notification and specify your school's procedures.

### 3 TIERED INTERVENTION PROGRAMS:

Students who are chronically absent from school, or habitually truant, are often at-risk of educational failure and school dropout. Refer to BUL-3720.0, *Dropout Prevention, Intervention, and Recovery Strategies*, dated May 23, 2007.

Some suggestions may include, but not limited to, the following:

#### Universal



- Train school staff on the importance of attendance, on attendance data and how to make appropriate educational referrals to ensure student success.
- Notify staff, students, and families and the community regarding Compulsory Education Law (distribute Opening Attendance Policy Letter, hold assemblies/parent meetings, make announcements, post information etc.)
- Communicate attendance goals and teach good attendance habits (96% or higher attendance rate, no more than 5-7 absences for school year etc.)
- Use incentives to increase and maintain good attendance (awards/certificates, school activities,

### Selected

- Exhaust every effort/method available to assist at-risk students. Review student's records, including attendance, grades, test scores, and discipline records, to determine the most appropriate services (change class schedule, referral to tutoring, counseling etc.)
- Compile available in-school and community resources that address the various needs of students.
- Assign a case manager (such as a PSA Counselor, academic counselor) to coordinate, monitor, and document services offered and services utilized for students who exhibit patterns of poor attendance, social/emotional problems, or poor school adjustment.
- Form a Coordination of Services Team (COST) that documents and coordinates multidisciplinary student services that may include, but is not limited to, SST, IEP, SART, or SARB.

### Targeted/Intensive

- Exhaust every effort/method available to recover those students that have dropped out- (i.e., Contact neighbors of family to find where they may have moved to, home visits, letters, etc.)
- Schools should develop strong collaborations/partnerships with their adult schools, community colleges, skills centers, options programs, AEWCs, and occupational centers.
- For students not successful at a traditional comprehensive school--Use the "Guide to Educational Alternative Placements for At-Risk Students" to inform students and parents about available options.
- Compile a list of all the educational options within the student's surrounding area along with the listed requirements.

**Potential Dropouts List:** It is recommended that schools create a "dropout list team" to assist in clearing the potential dropout lists which comes out three times per year. Schools are encouraged to utilize the "Potential Dropouts List Protocol" provided by Pupil Services on [pupilservices.lausd.net](http://pupilservices.lausd.net). It is important that schools use due diligence to clear students from these lists and have a prevention/intervention program in place.

**Alternatives to Suspension:** It is the responsibility of site administrators to assist in the development of procedures for implementing alternatives to suspension, including any and all interventions. Pursuant to E.C. section 48911.2 (a), schools with suspension numbers that exceed 30% of their enrollment from the previous school year shall consider



implementing alternatives to suspension. Before creating and implementing alternatives to suspension refer to BUL-5655.0, *Guidelines for Student Suspension*, dated issued December 6, 2011.

**Note:** By law, alternatives to suspension must be used to address problems of truancy, tardiness, and/or other attendance-related issues.

## 6. TARGETED/INTENSIVE(TIER III)

### **School Attendance Review Team (SART) and School Attendance Review Board (SARB)**

**Utilize SART and SARB for students with excessive absences.**

#### **Truancy Abatement Partnerships:**

Schools may have partnerships with community programs to address student attendance, describe any partnerships your school has developed.

Sample of Abatement Partnerships:

- District/City Attorney Truancy Prevention Programs
- Partnership with Los Angeles Police Department and LAUSD School Police to cite students who are not in school during school hours for loitering. Schools should develop the support services needed for students cited upon their return to school.

**Educational Options:** Placing students in a school or program that best fits their needs can help student successfully engage in learning and follow a path to achieving a high school diploma.

**Independent Study:** Every school shall develop an In-School Independent Study Program at the discretion of the school principal to address two important needs (1) To provide an opportunity for students who are absent from school due to life circumstances such as long-term illness, delivery of a child, family emergency or other situation. The parent may obtain written permission for the student to make up their academic assignments. (2) In these tenuous times of depleting budgets, the District will recoup ADA that would have been lost if not for the Independent Study Program. Refer to BUL- M-128, Guidelines for Independent Study Program, dated May 31, 2001.

The following Education Codes should be reviewed:

- Independent Study is a voluntary instructional strategy. No student shall be required to participate in Independent study. (EC 51747 (c) (7))
- An individual with exceptional needs may not be enrolled in Independent Study unless his or her Individualized Education Program (IEP) specifically provides for such enrollment. (EC 56026 & 51745 (c) )
- The independent study curriculum shall be substantially equivalent in quality and quantity to classroom instruction. (EC 11701.5)

## 7. SCHOOL RESPONSIBILITIES

**Training:** Appropriate training is necessary to insure that all staff understands the importance of attendance and how it is everyone's responsibility. All staff including administrators, teachers, support personnel, and classified must have a clear



understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring.

Some examples of trainings are listed below:

- How to utilize the reports in ISIS, My Data and other attendance data programs.
- Staff training on attendance related bulletins, laws, and policies.
- Parent/student attendance assemblies/meetings
- Parent workshops that review the Parent-Student Handbook
- Workshops for teachers and office personnel on accurate attendance record keeping.
- Trainings for school staff regarding strategies to implement monthly activities focused on reducing the number of truants, inactive students, and recovering dropouts.

**Roles and Duties of School Staff:** Schools should review the roles and specific duties of all school staff as they relate to improving student attendance. Schools vary in their office staff size, as such the roles and duties will vary from school to school. The elementary administrator responsible for attendance can use the “ISIS Attendance Responsibility Summary Chart” on pages 6-7 of the Integrated Student Information System (ISIS) Attendance Procedure Handbook for Elementary Schools; version 1.6 dated July 15, 2011, for assistance. The secondary administrator responsible for attendance can use the “ISIS Attendance Responsibility Summary Chart” on pages 10-11 of the Integrated Student Information System (ISIS) Attendance Procedure Handbook for Secondary Schools; version 2.7 dated July 15, 2011, for assistance. The Continuation School administrator responsible for attendance can use the “ISIS Attendance Responsibility Chart” on page 8-9 of the Integrated Student Information System (ISIS) Attendance Procedure Handbook for Continuation Schools; version 1.9 dated July 15, 2011, for assistance. The Community Day School administrator responsible for attendance can use the “ISIS Attendance Responsibility Chart” on page 8-9 of the Integrated Student Information System (ISIS) Attendance Procedure Handbook for Community Day Schools; version 1.4 dated April 11, 2012, for assistance. Provide specific names for the person(s) primarily responsible for the tasks listed and a person(s) who will serve as back-up when the primary person is absent.



## SCHOOL ATTENDANCE & DROPOUT PREVENTION PLAN

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**(Insert Your School's Name)**

---

**(Insert School Year)**



## INTRODUCTION

### COMPULSORY EDUCATION

"Each person between the ages of 6 and 18 years not exempted under provision of this chapter is subject to compulsory full-time education. Each person subject to compulsory continuation education not exempted shall attend public full-time day school or continuation school or classes for full-time designated as the length of the school day by the governing board of the school district in which residence of either parent or legal guardian is located. Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day."

"Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law" Education Code 48260.

### STUDENT ATTENDANCE POLICY

On July 13, 2004 The Los Angeles Board of Education adopted a District–Wide Student Attendance Policy. This comprehensive policy focuses on implementing an attendance intervention protocol such as alternatives to suspensions, City/District Attorney Truancy Abatement Programs, identifying and assisting at-risk students/potential dropouts, staff development, parent involvement, self-audits and accountability in order to improve student in-seat attendance.

### ATTENDANCE & DROPOUT PREVENTION PLAN

This template was developed to assist schools plan, communicate, their school's student attendance goals and to meet the District mandates listed below.

- Every school shall develop and implement a written Attendance & Dropout Prevention Plan in collaboration with appropriate participants, refer to [Appendix: A-1: Blueprint for Attendance Improvement](#).
- Every school shall implement [Appendix A-2: Attendance Intervention Protocols](#)

## INSTRUCTIONS

### STEPS TO FOLLOW

1. Assemble your Attendance & Dropout Prevention Team.
2. Review the items in red, discuss, create, and implement specific to your school's needs.
3. All instructions printed in red require specific school information to be inserted in the space provided.
4. Once your school's plan has been completed, provide a copy to each member of the attendance team.
5. Copies of the Attendance & Dropout Prevention Plan should be available in the principal's office, main office, and the attendance office.

Please refer to the [Appendix C-1: Attendance and Dropout Prevention Plan Guide](#) for an expanded list of recommended topics to be included in the attendance plan.





# ATTENDANCE & DROPOUT PREVENTION PLAN

## 1. ATTENDANCE & DROPOUT PREVENTION TEAM MEMBERS

The following staff members should be included: PSA Counselor, Principal, Assistant Principal, counselors, nurse, Diploma Project Counselors, teachers, office clerks, parents, and students.

Team Member	Title

## 2. LAUSD Performance Meter

### DATA DRIVEN DECISION MAKING

Monitoring Student Attendance:

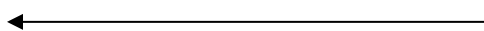
\_\_\_\_\_ SCHOOL'S ATTENDANCE DATA

	Last School Year	Current School Year	Performance Meter Target (Current Year)
Student Enrollment			
In-Seat Attendance %			
Graduation Rate			
Drop-Out Rate			
School Staff Attendance			

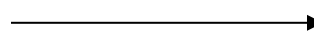
School data can be found on MyData, for dropout and graduation rates go to [www.cde.ca.gov](http://www.cde.ca.gov).

### Attendance Summary by Location

	Far Below Basic	Below Basic	Basic	Proficient	Advanced		
School Name	LESS THAN 87%	87 - 91%	92 - 95%	96 - 99%	100%	Unknown	Total
Insert School Data							



Attending Below 96% Goal



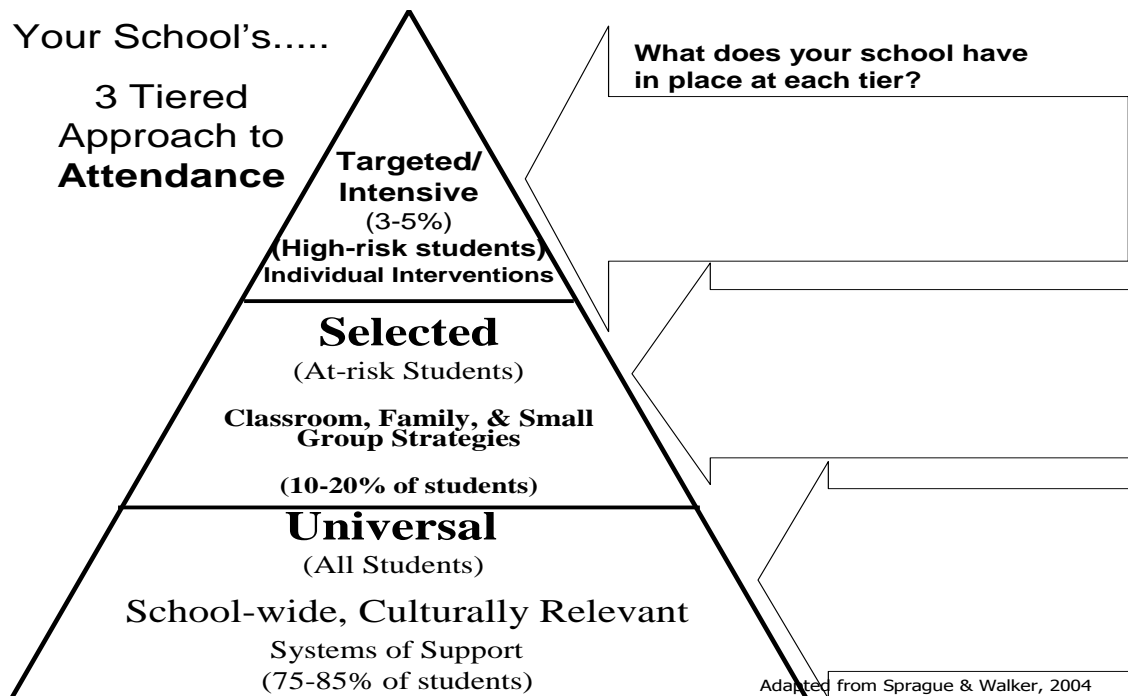
Attending at/above 96% Goal



**INSERT YOUR SCHOOL'S SPECIFIC PLAN TO MOVE ALL STUDENTS TOWARDS THE PROFICIENT AND ADVANCED ATTENDANCE BANDS (96% or ABOVE) HERE**

### 3. USING THE 3 TIERED APPROACH FOR ATTENDANCE

Schools can obtain their own specific numbers to determine where students fall in the Universal, Selected, and/or Targeted/Intensive Tier by going to [mydata.lausd.net](http://mydata.lausd.net).



## SCHOOL-SITE ATTENDANCE STRATEGIES

### 4. Universal (Tier I)

#### POSITIVE SCHOOL CLIMATE

Every school shall develop a positive social climate. This climate should be nurturing, encourage positive human relations between staff and students, and make students feel, and believe that they are important human beings capable of making wise decisions. The classroom environment should be hospitable and should create an atmosphere in which regular school attendance and high achievement are expected of every student. A positive school climate promotes good attendance and academic achievement. Because a positive school social climate promotes in students the desire to both want to attend school on a regular basis and achieve their academic potential. Its importance cannot be taken lightly.



<b>Comprehensive Student Support: Resiliency Building Components</b> 7 Aspects of Comprehensive Student Support (CSS):	
1) Connectedness and Sense of Belonging 2) Opportunities for Meaningful Participation 3) Supportive Relationships 4) Safe and Positive Environment	5) High Expectations 6) Clear and Consistent Boundaries 7) Recognition Programs
<b>List the Attendance &amp; Dropout Prevention programs in place at your school which address each of the 7 aspects of Comprehensive Student Support</b>	<b>Circle the CSS Aspect(s) Each Program Addresses</b>
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7

*INSERT YOUR SCHOOL'S POSITIVE SCHOOL CLIMATE STRATEGIES HERE*

### **INCREASE STUDENT ATTENDANCE**

*INSERT YOUR SCHOOL'S SPECIFIC PLAN TO INCREASE STUDENT ATTENDANCE HERE*

### **ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS**

Schools should analyze practices that contribute to the increase of attendance or decrease of absences and develop policies and strategies to assist schools in the implementation of programs that enhance attendance.

*INSERT YOUR SCHOOL'S ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS HERE*

### **LAUSD EMPLOYEE ATTENDANCE POLICY:**



***INSERT YOUR SCHOOL'S SPECIFIC PLAN TO INCREASE STAFF ATTENDANCE HERE***

## **INCENTIVES FOR TEACHERS**

***INSERT YOUR SCHOOL'S INCENTIVES FOR TEACHERS HERE***

## **5. SELECTED (Tier II)**

### **COMPULSORY EDUCATION**

#### **Accurate Record Keeping:**

<b>Accurate Record Keeping Actions:</b>	<b>Administrator(s) Overseeing Action:</b>	<b>Staff Member(s) Responsible for Action:</b>
Develop site-based policies for attendance		
Train existing and new teachers on attendance procedures		
Train clerical staff who enter student data into ISIS/SIS on district policy and procedures and provide appropriate access level		
Complete and enter checkouts and new enrollees		
Print paper rosters for substitutes (when applicable) and in case of a power outage or emergency		
Verify attendance is taken during the first 15 minutes of class (in secondary, every period)		
Enter and update student contact information into SIS and Blackboard Connect. (i.e. emergency card updates)		
Clear unresolved absences by entering reason codes		
Collect and file absence reason notes		
Each month print an ID99 of all students who have withdrawn to confirm their enrollment in another school		
Run a follow-up on Attendance Not Submitted Report		
Run Absence Detail Call List daily and run other reports as needed.		
Field 212 on SIS is updated on a regular basis		
Truancy Letter Report (Initial Evaluation list) is reviewed monthly and corrected		



### **TARDY POLICY AND PROCEDURES**

Regular and punctual attendance is expected of all students. A student is considered tardy upon arrival to any class after the tardy bell. The following issues must be considered in creating your school's tardy policy:

Any unexcused tardy in excess of 30 minutes, may be counted toward truancy.

***INSERT YOUR SCHOOL'S SPECIFIC TARDY POLICY HERE***

### **TRUANCY**

"Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district." Education Code 48260

"Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261." Education Code 48262

### **TRUANCY POLICY AND PROCEDURES**

LAUSD automated the Mandated Initial Truancy Letter through ISIS (Integrated Student Information System). School sites generate their own LAUSDMAX Truancy Reports and update the Initial Evaluation list. In order to ensure accuracy of truancy letters mailed, school staff is allotted ten school days to clear absences prior to the actual production of the letters, thus preventing unnecessary generation of truancy letters.

***INSERT YOUR SCHOOL'S PROCESS REGARDING GENERATING, REVIEWING, AND CORRECTING THE TRUANCY REPORT HERE***

#### **Truancy Parent Notification**

Parents and guardians have the right to be notified in their own language of the following:

- Requirements of the California Compulsory Education Laws (E. C. 48260.5).
- When students are absent from school without a valid excuse (E. C. 48260.5).
- Resources available to assist them in addressing problems that are barriers to regular school attendance.
- Access to LAUSD resources that provide the opportunity for alternative educational programs.

Education Code 48260.5 - "Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by first-class mail or other reasonable means, of the following:

- a) That the pupil is truant.
- b) That the parent or guardian is obligated to compel the attendance of the pupil at school.



- c) That the parent or guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.
- d) That alternative educational programs are available in the district.
- e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f) That the pupil may be subject to prosecution under Section 48264.
- g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

***INSERT THE PROCEDURES THAT YOUR SCHOOL FOLLOWS AFTER A STUDENT IS KNOWN TO HAVE BEEN TRUANT HERE***

### **3 TIERED INTERVENTION PROGRAMS**

Every school shall develop a system to identify and assist high-risk students and potential dropouts. Implementation of the Coordination of Services Team (COST) and the Student Success Team (SST) will serve to provide resources, assess family needs and provide interventions necessary to stabilize the student and family and return the student to regular daily attendance.

<b>UNIVERSAL Tier I</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Members/Office:</b>
Parent Meetings		
MyData- Utilize where students fall in these tiers		
Grade Level Transitions		
Matriculation between schools		
Off Track/Vacation times/Intersession		





<b>SELECTED Tier II</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Member/Office</b>
Parent Meetings		
Data		
Referral list for on and off campus resources (i.e., mental health services, tutoring, food/clothing/shelter, etc.)		
Students are discussed in Multidisciplinary teams and offered support plans		
Parents/Students are informed of opportunities to engage in supplemental educational programs.		
<b>TARGETED/INTENSIVE Tier III</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Member/Office</b>
Parent Meetings (SART/SARB)		
Data		
Specific and individualized plans modified to meet student needs.		
Parents/Students are informed of opportunities to engage in alternative educational programs including credit recovery options		



**Potential Dropout Lists:** Dropouts who re-enroll in another California school will be subtracted for the school's dropout count. Schools are provided instructions on downloading the lists of students who may be counted as a dropout. Identified students must be placed in a prevention/intervention program.

*INSERT YOUR SCHOOL'S AT-RISK DROPOUT PREVENTION/INTERVENTION PROGRAM HERE*

### **ALTERNATIVES TO SUSPENSIONS**

Identify consequences that are appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct. (Refer to BUL-5655.0 Guidelines for Student Suspension dated December 6, 2011).

*INSERT YOUR SCHOOL'S ALTERNATIVE TO SUSPENSIONS PROCEDURES HERE*

## **6. Targeted/Intensive (Tier III)**

### **SART and SARB**

*INSERT YOUR SCHOOL'S SART and SARB PROCEDURES HERE*

### **TRUANCY ABATEMENT PARTNERSHIPS**

Research indicates that student attendance significantly increases when school districts form strong partnerships with community programs that prevent truancy.

*INSERT YOUR SCHOOL'S TRUANCY ABATEMENT PARTNERSHIPS HERE*

### **IN-SCHOOL INDEPENDENT STUDY PROGRAM**

The implementation of an Independent Study Program is at the discretion of the school principal. The primary purpose of Independent Study is to design a program of study that is more responsive to the academic, personal, and social needs and interests of the individual students than some traditional approaches. All enrolled students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

*INSERT YOUR SCHOOL'S EFFORTS TO IMPLEMENT AN IN-SCHOOL INDEPENDENT STUDY PROGRAM HERE*

## **7. School Responsibilities**

### **TRAINING**

Appropriate training for administrators, teachers, support personnel, and classified staff is important so that all staff have a clear understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring.



*INSERT DESCRIPTION OF TRAINING PROGRAMS FOR SCHOOL STAFF, PARENTS, AND STUDENTS HERE*

### **DESCRIPTION OF ROLES AND DUTIES OF SCHOOL STAFF**

Schools should review the roles and specific duties of all school staff as they relate to improving student attendance.

Persons that should be included may include, but not limited to, the following:

- Pupil Services Counselors (i.e. PSA, DPC, AIC, GPC, R-GPC)
- Principal
- Assistant Principal, Student Support Services (SSS)
- Academic counselors
- Deans
- Nurse
- Campus aides
- Teachers
- Attendance office clerks
- Records Clerk
- Parents/guardians
- Students
- Campus police and/or school safety personnel

*INSERT ROLES AND SPECIFIC DUTIES OF ALL SCHOOL STAFF, PARENTS/GUARDIANS, AND STUDENTS HERE*



## Attendance Responsibility Assignment Chart

Responsibility	Responsible Administrator	Responsible Person(s)	How Often? Daily /Weekly
Teachers must submit attendance the first 15 minutes of each class/period			
Revise and disseminate Attendance Plan			
Continuously conduct clerical, teacher and staff in- services regarding attendance accounting procedures and updates			
Conduct group informational meetings with school staff regarding tracking, monitoring and case management of students with excessive absences			
During parent conferences discuss the impact attendance and behavior have on academic success in the classroom			
Ensure attendance for each class/period is submitted*			
Run Attendance Not Submitted (ANS) report with date range on ISIS and provide to teachers and administrator*			Daily
Create and implement student sign-ins for all offices and school activities to ensure accurate attendance record keeping			
Ensure attendance is submitted for all offices and school activities. Collect and input sign-ins for all offices and school activities. Ensure absences are cleared			
Run ISIS Extended Absence Report			
Create and input an absence log for student exclusions and extended absences			

**\*For additional support on attendance procedures refer to the Elementary or Secondary ISIS Handbook**



## Attendance Responsibility Assignment Chart

Responsibility	Responsible Administrator	Responsible Person(s)	How Often? Daily /Weekly
Update and manage SIS/ISIS/ Blackboard Connect for all absences			Daily
Encourage classroom teachers to call home to inquire about student's absence and report information to attendance office			Daily
Call home for 2-3 consecutive day absences			
Monitor students with excessive absences.			
Document reasons for absence and expected day of return			
Clear Uncleared Absences			
Referral & Resource for Non Enrollees, Pass throughs			
Review the Truancy report (Initial Evaluation List) and update the students attendance record			Monthly
Mail Truancy Letter #2 after 4 absences without valid excuse			
Schedule parent/guardian conference to review records and develop an intervention plan/contract			
Refer students to COST, SST,SART,SARB ACT and Truancy Prevention program			
Hold assemblies for parents/guardians of students who are truant/habitual truant.			
Mail Habitual Truant Letter # 3 after 5 absences without a valid excuse			
School Site Advocates Homeless Liaison			
Foster Care Liaison			
Other:			

**\*For additional support on attendance procedures refer to the Elementary or Secondary ISIS Handbook**



## Guidelines for Verification of Residence

A school may accept one or more of several types of documents from the parent or legal guardian of a pupil as reasonable evidence that the pupil meets residency requirements for school attendance in the Los Angeles Unified School District. All documentation must be current and must identify the parent or legal guardian as the resident. Examples of documents that may be accepted as proof of residence **include, but are not limited to** any of the following:

- Utility service bills (gas, water, electric)
- Property Taxes, rental or lease agreement
- Official government mail (CalWorks, Social Security)

Other documents may also be considered as proof of residence. However, many of these documents may not be as reliable as those listed above and therefore, may require additional verification. Examples of these documents **include, but are not limited to**:

- Escrow papers
- Current bank statements (personal checks will not be accepted as proof of residence)
- Moving company receipts
- Verification of residency service letter from a utility company

Any documentation offered as proof of residence must show the name of the parent/legal guardian, a current date and the residence address. **The LAUSD does not accept telephone bills or driver's licenses as proof of residence.**

In the absence of specific documentation, a prospective parent may provide a **written affidavit** (*See attached form – D2*) verifying his or her residence.

Schools may not require the parent/legal guardian to notarize or provide notarized documentation.

At times, a student will be allowed to enroll in school based on special circumstances. In these cases, one of the following should be accepted in lieu of standard proof of residence documentation:

- Homeless Affidavit or Affidavit of Temporary Residence
- DCSF Form 1399 "Notification to School of Minor's Placement Status"
- Intra or Inter-District Permit
- Special Education IEP





## Guía Para Verificación de Domicilio

Las escuelas del Distrito Escolar Unificado de Los Ángeles aceptan uno o más de los siguientes documentos como prueba razonable de que un estudiante habita dentro de la zona que le confiere derecho a matricularse en ellas. Los mismos deben ser presentados por uno de los padres o tutores del estudiante, identificar a estos como residentes en el domicilio, y ser actuales. Entre otros, algunos de los documentos aceptados son:

- Facturas de servicios públicos (gas, agua, electricidad).
- Recibo de contribución inmobiliaria, contrato de alquiler.
- Correspondencia oficial proveniente de una entidad gubernamental (*CalWorks*, Seguro Social).

Existen otros documentos que también se aceptan como prueba de domicilio. Sin embargo, muchos de ellos pueden no considerarse tan fiables como los mencionados en la lista anterior y por consiguiente, requieren de verificación adicional. Entre otros, algunos de estos son:

- Documentos de escritura de la propiedad en que se reside.
- Estado de cuenta bancaria actual (no se aceptan cheques personales como prueba de domicilio).
- Recibos de pago a una empresa de mudanzas.
- Verificación de servicio residencial de parte de una compañía de servicios públicos.

Toda documentación que se presente como prueba de domicilio debe incluir el nombre de por lo menos uno de los padres o tutores del estudiante, fecha actual, y la dirección del hogar. LAUSD no acepta facturas telefónicas o licencias de conducir como prueba de domicilio.

En caso de no contar con la documentación específica que compruebe el domicilio, los padres del estudiante pueden realizar una declaración jurada por escrito (ver formulario D2 adjunto) que verifique el domicilio.

La escuela no puede exigirles a los padres de familia o tutores que presenten documentación notariada.

En ciertos casos, se le permitirá a un estudiante que se inscriba en la escuela bajo circunstancias extraordinarias. En tales casos, se podrán aceptar uno de los siguientes documentos en lugar de la documentación habitualmente exigida:

- Declaración jurada de carencia de hogar fijo [*Homeless Affidavit*] o declaración jurada de residencia temporal.
- Formulario 1399 DCSF de “Notificación a la Escuela de la Asignación del Menor”.
- Permiso dentro del Distrito o entre distritos [*Intra o Inter-District Permit*].
- IEP de Educación Especial.



## 住址核对

学校可以接受一种或多种来自家长或法定监护人的文件，合理地证明学生的住址符合

洛杉矶联合学区的规定得以在学区所属的学校报名入学。所有的文件必须是最新的并

必须能证明家长或法定监护人是居民。以下文件可做住址的证明，**包括但不限于：**

- 公用事业帐单（瓦斯，水费，电费）
- 财产税，租约
- 政府公务信件（CalWorks, 社安）

其他文件也可考虑作为住址证明。但有些文件不象上述的可靠，因此需要额外的查证。

例如下列，**包括但不限于：**

- 物业文件
- 最近的银行对帐单（个人支票帐单不接受作为住址证明）
- 搬家公司收据
- 公用事业的住址查证信。

任何提供作为住址证明的文件必须注有家长 / 法定监护人的名字，最近的日期和住址。

**洛杉矶联合学区不接受电话帐单和驾驶执照作为住址证明。**

如缺失某些特定的文件，家长可以书面宣誓（参见附表 D2）来证实他或她的住址。

学校不要求家长 / 法定监护人公证或公证提出的文件。

有时候，可根据特殊情况让学生入学。在这种情况下，下列其中之一的文件可替代标

准的住址证明：

- 无家业宣誓书或暂时居所宣誓书
- DCSF 表 1399“少数族裔分配学校通知”
- 跨学区或学区内入学许可
- 特殊教育 IEP



## 주거지 증명서

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- 유틸리티 서비스 고지서 (가스, 물, 전기)
- 재산 납세서, 렌트 또는 리스 계약서
- 우편으로 받는 정부 공문 (칼웁스, 소셜 시큐리티)

그 외에도 주거자임을 증명하는 문서가 있을 수 있습니다. 그러나 이런 문서들은 위에 열거된 문서보다 신빙성이 없기 때문에 확인을 위한 목적으로 다른 문서가 추가로 요구될 수 있습니다. 이런 문서들은 다음이 포함되나, 이에 국한되지는 않습니다:

- 에스크로 서류
- 현 은행 대차표 (개인 수표는 인정받지 못함)
- 이사 운송 회사 영수증
- 전기나 가스 회사가 우편으로 보낸 주거 서비스 편지

주거 증명 목적으로 제출된 문서에는 반드시 부모/법적 보호자의 이름, 현재 날짜 그리고 주소가 적혀 있어야 합니다. LAUSD는 전화 고지서나 운전 면허증은 인정하지 않습니다.

증명 서류가 없을 경우, 증명 용지 (첨부서 -B2 참조)를 작성하여 주거지를 증명할 수도 있습니다.

학교는 서류에 공증을 요하지 않을 것입니다. 간혹, 특별 상황이 적용되어 학생에게 등록이 허락되는 경우도 있습니다. 특별 상황이 적용되는 경우, 아래 항목들 중에서 한 가지만 있으면 주거지 증명 서류로 인정될 것입니다:

- 홀리스 증명서 또는 임시 주거지 증명서
- DCSF 용지 1399 “미 성년자 학교 배치 상황 보고서”
- 교유 꾸와 교육구 사이 허락서
- 특수 교육 IEP



### Բնակարանի ձշդում

Դպրոցը կրնայ ընդունել ուսանողին ծնողին կամ օրինաւոր խնամակալին մէկ կամ աւելի փաստաթուղթերու բազմաթիւ տեսակներէն մին, որպէս իրաւացի փաստ, որ ուսանողը կը բաւարարէ Լոս Անճելոսի դպրոցական Շրջանի դպրոց յաճախելու բնակութեան պայմանները: Բոլոր փաստաթուղթերը պէտք է աշխատեալով ըլլան և ապացուցանեն, որ ծնողը կամ օրինաւոր խնամակալը բնակիչներ են: Հետեւեալ փաստաթուղթերու օրինակները ընդունելի են որպէս բնակութեան ապացոյց **բայց չեն սահմանափակուիր** հետեւեալներով,

- Կազի, ջուրի, էլեկտրականութեան հաշուեցոյցներ:
- Կալուածային տուրքեր, վարձակալական կամ պայմանագրական համաձայնագրեր:
- Պաշտօնական կառավարական նամակագրութիւն (CalWorks, Social Security)

Այլ բնակութեան փաստաթուղթեր կարելի է նկատի ունենալ որպէս բնակութեան փաստ: Սակայն, այս փաստաթուղթերէն շատեր կրնան վաւերական չըլլալ անոնք, որ ստորեւ ցուցակագրուած են և ուստի, կը պահանջուի յաւելեալ ճշդումի: Ստորեւ այդ փաստաթուղթերու օրինակները կը **պարունակեն բայց անոնցմով չեն սահմանակուիր**.

- Տունի գնման թուղթեր
- Ներկայ դրամատնային թուղթեր – անճանական անդորրագրեր – չէֆեր ընդունելի չեն որպէս բնակութեան ապացոյց:
- Փոխադրական ընկերութեան ստացագրեր:
- Բնակութեան ճշդումի ծառայութեան նամակ, ջուրի, էլեկտրականութեան, կազի ընկերութեան կողմէ:

Որպէս բնակութեան ապացոյց ներկայացուած որեւէ փաստաթուղթ պէտք է ապացուցէ ծնողաց/օրինաւոր խնամակալի անունը, ընթացիկ բնականը և բնակութեան հասցէն: **Լոս Անճելոսի Միացեալ Դպրոցական Շրջանի Դպրոցը չընդունիր հետաձայնի հաշուետուներ կամ շարժավարական արտօնագրեր որպէս բնակութեան ապացոյց:**

Յատուկ փաստաթուղթի չգոյութեան պարագային, յետագայ ծնողը կրնայ հայթայթել **գրաւոր վկայագիր** մը – տես կցուած Բ 2-ը, որ կը ճշդէ իր բնակութիւնը:

Դպրոցը կրնայ և չպահանջել ծնողէն/օրինաւոր խնամակալէն, որ նոտարէն փաստաթուղթ բերեն:

Երբեմն, աշակերտին պիտի արտօնուի արձանագրուիլ դպրոց յատուկ պարագաներու տակ: Այս պարագաներուն, հետեւեալներէն մէկը ընդունելի պիտի դառնայ ընդունուած չափանիշի փոխարէն որպէս բնակութեան ապացոյց.

- ԱՆտունի Վկայագիր կամ Ժամանակաւոր Բնակութեան Վկայագիր
- DCSF Form 1399 “Ազդարարութիւն Փոքրերու Տեղադրման Կարգավիճակի Դպրոցին”
- Ներ Դպրոցական և միջ-Դպրոցական Շրջանի Արտօնագիր:
- Յատուկ Կրթութիւն IEP



### Chứng Nhận Nơi Thường Trú

Nhà trường có thể chấp nhận một hay nhiều thứ trong vài loại văn kiện từ phụ huynh hay giám hộ hợp pháp của một học sinh như là bằng chứng hữu lý rằng học sinh đó đáp ứng được các điều kiện đòi hỏi về thường trú để đi học trong Khu Học Chánh Los Angeles. Tất cả văn kiện phải là hiện thời và phải xác nhận phụ huynh hay giám hộ hợp pháp là thường trú nhân. Các ví dụ về những văn kiện nào có thể được chấp nhận là bằng chứng thường trú *gồm có, nhưng không phải chỉ giới hạn trong* bất cứ loại nào sau đây:

- Hóa đơn các dịch vụ tiện ích (Khí đốt, nước, điện)
- Các Giấy Thuế Tài Sản, hợp đồng thuê hay mượn dài hạn
- Thư chính thức của chính phủ (CalWorks, An Sinh Xã Hội)

Những văn kiện khác cũng có thể được xem là bằng chứng thường trú. Tuy nhiên, nhiều thứ văn kiện này có thể không tin cậy được như những thứ ghi trên và vì thế, có thể cần thêm xác minh bổ sung. Ví dụ về các văn kiện ấy *gồm có, nhưng không chỉ giới hạn trong*:

- Giấy tờ mua bán nhà
- Các báo cáo tương mục ngân hàng hiện thời (chi phiếu cá nhân sẽ không được chấp nhận là bằng chứng thường trú)
- Biên nhận của hãng chuyên chở dọn nhà
- Thư xác minh về dịch vụ cho nơi thường trú của công ty tiện ích

Bất cứ văn kiện nào đưa ra làm bằng chứng thường trú cũng phải có tên của phụ huynh/giám hộ, ngày tháng hiện tại và địa chỉ nơi thường trú. **LAUSD không chấp nhận hóa đơn điện thoại hay bằng lái xe như là bằng chứng thường trú.**

Trong trường hợp thiếu văn kiện cụ thể, phụ huynh tương lai có thể nộp một đơn bằng văn bản (*Xin xem mẫu đính kèm -B2*) xác minh nơi thường trú của mình.

Các trường không thể đòi hỏi phụ huynh/giám hộ hợp pháp đi công chứng chữ ký hoặc phải nộp văn kiện được công chứng.

Có những lúc, học sinh sẽ được phép ghi danh vào học căn cứ trên các trường hợp đặc biệt. Trong những trường hợp này, một trong những thứ sau đây phải được chấp nhận thay thế cho văn kiện tiêu chuẩn chứng nhận thường trú:

- Đơn Vô Gia Cư hay Đơn Nơi Cư Trú Tạm Thời
- Mẫu DCSF 1399 “Thông Báo cho Trường về Tình Trạng Xếp Lớp Vị Thành Niên”
- Giấy Phép Chuyển Trường Nội Bộ hay Giữa Các Học Khu
- IEP Giáo Dục Đặc Biệt





## Подтверждение места жительства

Школа может принять один или более различных документов от родителей или опекунов ребенка, которые подтверждают право ребенка посещать школу Объединенного школьного округа г. Лос-Анджелеса. Все документы должны быть действительны и свидетельствовать о том, что родитель или опекун постоянно проживают по указанному ими адресу. Здесь показаны образцы некоторых документов, которые принимаются как подтверждение места жительства.

- Счет за коммунальные услуги (газ, вода, электричество)
- Налог на недвижимость, контракт квартиросъемщика
- Официальная государственная почта (CalWorks, соц. обеспечение)

Существуют также другие документы, которые могут служить как доказательство места жительства. Эти документы не настолько достоверны как предыдущие и поэтому школа может потребовать дополнительных доказательств. Здесь приведен ряд таких документов:

- Документация Escrow
- Текущие балансы банковского счета (чеки не принимаются как доказательство места жительства).
- Квитанции за перевозку багажа при переезде на квартиру
- Подтверждение компании, предоставляющей коммунальные услуги об открытии счета.

Каждый документ, подтверждающий места жительства должен включать имя и фамилию родителей или опекунов ребенка, дату и адрес по месту проживания. **Объединенный школьный округ г. Лос-Анджелеса не принимает телефонный счет или водительские права как доказательство места жительства.**

При отсутствии определенных документов родители могут подать письменное свидетельство как доказательство места жительства. (см. *приложенную форму-B2*)

Школы не будут требовать от родителей или опекунов предоставить нотариально заверенные документы.

В некоторых случаях школьнику разрешат записаться на занятия при особых обстоятельствах. В этих случаях вместе обычных документов, подтверждающих место проживания примут следующие документы:

- Письменное свидетельство об отсутствии определенного места жительства или о временном месте проживания.
- Разрешение на внутриведомственный перевод учащегося или перевод в школу другого школьного округа
- Форма 1399, выданная отделом обслуживания детей и семьи DCSF „Уведомление школы о помещении несовершеннолетнего (в семью, воспитательное учреждение и т. д.)“
- Программа спец. образования IEP





## Affidavit to Verify Residence Form

*(This form should be used only when the parent/legal guardian cannot provide documented proof of residence.)*

I, \_\_\_\_\_, declare I am the parent/legal guardian of

Name:      First                      Middle                      Last                      Date of Birth

I currently reside at the address listed below.

Address      \_\_\_\_\_      City      \_\_\_\_\_  
CA Zip      \_\_\_\_\_ Phone #      \_\_\_\_\_

At this time, I do not possess any official documentation to prove residency. This is because:

\_\_\_\_\_  
\_\_\_\_\_

As soon as I am able to obtain documentation proving my residency, I will provide copies of such documentation to the school's attendance office.

I declare under penalty of perjury under the laws of California that the above statements are true and correct.

\_\_\_\_\_  
Print Name of Parent/Legal Guardian

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date

Parent/Guardian will be given 30 days to provide the "Proof of Residency" documentation. If not received by \_\_\_\_\_, the student will be checked-out.

\_\_\_\_\_  
Parent/Guardian Signature



## Declaración Jurada Para Confirmar El Domicilio

*(Este formulario se utiliza tan solo cuando el padre de familia o tutor legal del alumno no tiene los documentos necesarios para probar que vive en su domicilio)*

Yo, declaro que soy el padre o tutor legal de:

Nombre	Segundo nombre	Apellido	Fecha de nacimiento
--------	----------------	----------	---------------------

Actualmente vivo en la dirección apuntada a continuación:

Dirección	Ciudad	CA	Código postal
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Teléfono

En este momento no tengo en mi posesión documentos oficiales que prueben que vivo en mi domicilio. Esto se debe a que:

En cuanto logre obtener los documentos que comprueban que vivo en mi domicilio, le proporcionaré copias de dichos documentos a la Oficina de Asistencia Escolar de la escuela.

Declaro bajo pena de falso testimonio conforme a lo establecido por las leyes del Estado de California que las declaraciones anteriores son verdaderas y correctas.

Escriba el nombre y apellido del padre o tutor en letra de molde

Firma del padre o tutor

Fecha

Al Padre/Tutor se le dará 30 días para que proporcione prueba de documentación de domicilio. Si esta no es recibida para la fecha de \_\_\_\_\_, el estudiante será dado de baja en la escuela.

Firma del Padre/Tutor



### 核實居住地點的宣誓書

(這份表格只是在家長／法定監護人未能提供居住地點的文件證明時方能使用。)

I, \_\_\_\_\_, 宣告，我是下面學生的家長／法定監護人：

姓名：名 \_\_\_\_\_ 中間名 \_\_\_\_\_ 性 \_\_\_\_\_ 出生日期 \_\_\_\_\_

我目前居住在下面所列的地址裡：

地址 \_\_\_\_\_ 城市 \_\_\_\_\_  
CA 郵政號 \_\_\_\_\_ 電話號碼 \_\_\_\_\_

在目前，我沒有任何的正式文件來證明居住地點，這是因為：

一旦我能夠取得文件來證明我的居住地點，我就會向學校上課出席辦公室提供這些文件的副本。

我宣布上述文件是真實和正確的，否則願意接受加利福尼亞州法的偽證罪的處罰。

\_\_\_\_\_  
以正楷填寫家長/法定監護人姓名

\_\_\_\_\_  
家長/法定監護人簽名

\_\_\_\_\_  
日期

家長/法定監護人將會得到 30 天來提供“居住地點證明”。如果在 \_\_\_\_\_ 前  
尚未收到，該學生就必須退學。

\_\_\_\_\_  
家長/法定監護人簽名



## 거주지 입증 진술서

## 거주지 입증 진술서

(본 서식은 학부모/보호자가 거주지 증명 서류를 제시할 수 없을 경우에만 이용된다.)

본인, \_\_\_\_\_는, 아래 명시된 학생의 부모/법적 보호자임을 진술합니다

성명:      이름      중간 이름      성      생년월일

본인은 현재 아래 기재된 주소에 살고 있습니다..

주소      시      CA 우편번호      전화번호      #

현재 이 시점에서 본인은 거주지를 입증할 공식 증빙서류를 소지하고 있지 않습니다. 그 사유는 다음과 같습니다:

\_\_\_\_\_

본인 거주지에 대한 증빙서류가 준비되는 즉시, 학교 출결석 부에 증빙서류 사본을 제출할 것입니다.

본인은 캘리포니아 주법의 위증죄의 처벌 하에 위의 내용이 진실이며 정확함을 진술합니다.

\_\_\_\_\_  
학부모/법적 보호자 성명

\_\_\_\_\_  
학부모/법적 보호자 서명

\_\_\_\_\_  
날짜

Parent/Guardian will be given 30 days to provide the "Proof of Residency" documentation. If not received by \_\_\_\_\_, the student will be checked-out.

\_\_\_\_\_  
Parent/Guardian Signature



## Đơn Xác Nhận Nơi Cư Trú

*(Mẫu này chỉ được dùng khi phụ huynh/giám hộ hợp pháp không thể trình giấy tờ chứng minh nơi cư trú.)*

Tôi, \_\_\_\_\_, tuyên bố, tôi là phụ huynh/giám hộ hợp pháp của:

Tên: Tên Gọi                      Chữ Lót                      Họ                      Ngày Sinh

Tôi hiện đang cư ngụ tại địa chỉ ghi dưới đây:

Địa Chỉ                      Thành Phố  
CA Zip                      Điện Thoại

Vào lúc này, tôi không có một văn kiện chính thức nào chứng minh nơi thường trú của tôi. Bởi vì:

Hễ khi nào tôi có thể lấy được giấy tờ chứng minh nơi thường trú của tôi, tôi sẽ cung cấp bản sao văn kiện ấy cho phòng điểm danh của nhà trường.

Tôi tuyên bố chịu trách nhiệm về sự man khai theo luật pháp California rằng những lời phát biểu trên là thật và chính xác.

Viết Rõ Tên của Phụ Huynh/Giám Hộ Hợp Pháp

Chữ Ký của Phụ Huynh/Giám Hộ Hợp Pháp

Ngày

Phụ Huynh/Giám Hộ sẽ có 30 ngày để cung cấp giấy tờ “Chứng Minh Nơi Thường Trú”. Nếu không nhận được vào hạn chót ngày \_\_\_\_\_, học sinh sẽ được trả lại.

\_\_\_\_ Chữ Ký của Phụ Huynh/Giám Hộ

## Аффидавит для подтверждения места жительства

(Данную форму следует использовать в случаях, когда родители / опекуны не могут предоставить документы для подтверждения местожительства)

Я \_\_\_\_\_ являюсь родителем / официальным опекуном

имя	средний инициал	фамилия	дата рождения
-----	-----------------	---------	---------------

В настоящее время мы проживаем по нижеуказанному адресу:

адрес	город
CA почтовый индекс	телефон

На данный момент у меня нет каких-либо официальных документов, подтверждающих место жительства. Это связано со следующим:

Я предоставляю офису контроля за школьной посещаемостью документы, подтверждающие место жительства, как только смогу их получить.

Я подтверждаю согласно закону о лжесвидетельстве штата Калифорния, достоверность информации о местожительстве.

имя и фамилия родителя / опекуна печатными буквами

подпись родителя / опекуна

дата

Родителям / опекунам дадут 30 дней для получения документов, подтверждающих местожительство. В случае если родители / опекуны не смогут предоставить необходимые документы в срок до \_\_\_\_\_, ученика отчислят из школы.

подпись родителя / опекуна





(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Dear Parent/Guardian:

On \_\_ (insert date) \_\_\_\_ you enrolled your child(ren) at \_\_\_\_\_ School utilizing the "Affidavit of Residence" form requiring that you provide appropriate documentation of your address within 30 days. You have until \_\_ (insert due date) \_\_\_\_ to provide this information.

We are sending this letter to you to establish your ability to receive mail at the address you provided. Please bring this letter and the documentation verifying your address to the school within the time allowed.

Failure to provide this information may result in one or more of the following actions by the school:

- Checking your child(ren) out to the address and appropriate school of residence as established through returned mail.
- Checking your child(ren) out to the last school of residence and attendance which is still your legal placement according to the findings of our investigation.
- Checking your child(ren) out to the school of attendance based on the address that we were able to verify as your legal residence through our investigation.
- Referring you and/or your child(ren) to the School Attendance Review Board or other appropriate school, city, county or state authority.

When you return to the school with this letter and your documentation, please see \_\_\_\_\_ in the Attendance Office. An appointment can be made by calling \_\_\_\_\_ at your earliest convenience.

Thank you for your cooperation and prompt response.

Sincerely,

Principal



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Estimado Padre/Tutor:

Usted recién matriculo a su hijo(a) en la Escuela \_\_\_\_\_ utilizando la forma de “Declaración Jurada Para Confirmar Residencia” que requiere que provea la documentación apropiada para su domicilio actual hasta el día \_\_\_\_\_.

Le estamos enviando esta carta para establecer su habilidad de recibir correo en el domicilio que proveó. Por favor traiga esta carta y la documentación para verificar su domicilio dentro del tiempo asignado.

El no proveer la información requerida puede resultar en una o más de las siguientes acciones tomadas por la escuela:

- Dar de baja a su hijo(a) y enviarlo(a) a la ultima escuela de residencia y asistencia que todavía es su domicilio legal de acuerdo a nuestra investigación.
- Dar de baja a su hijo(a) y enviarlo(a) a la escuela de asistencia y asistencia que todavía es su domicilio legal de acuerdo a nuestra investigación.
- Dar de baja a su hijo(a) y enviarlo(a) a la escuela de asistencia que le corresponde basado en la investigación que se realizo sobre su domicilio y que pudimos verificar como su residencia legal.
- Referirlo a usted y/o a su hijo(a) al Comité de Revisión de Asistencia Escolar u otra escuela apropiada, ciudad, condado, o autoridad del estado.

Cuando regrese a la escuela con esta carta y su documentación, por favor vea a \_\_\_\_\_ en la oficina de asistencia. Una cita se puede hacer llamando al \_\_\_\_\_ en cuanto pueda.

Gracias por su cooperación y responder lo mas pronto posible.

Atentamente,

Director(a)



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

親愛的家長/監護人：

你最近使用“居住地點的宣誓書”讓你孩子在 \_\_\_\_\_ 學校註冊入學，  
該表要求你在 \_\_\_\_\_ 日之內提供你們卻當的居住地點。

我們現在將此信函發送給你來為你能夠通過你提供的地址建立收到信函的能力。請在允許的時間之內，帶上這封信和核實你地址的文件到學校去。

未能提供這一資訊就可能導致學校對你採取下列行動之一或者更多的行動：

- 將你學生退學並送到按照回信上的地址而確立的合適學校去上學。
- 將你學生退學並送到他最後一次上學的居住地學校，根據我們調查結論，該處的地址仍然是你的合法安置處所。
- 將你學生退學並送到根據我們調查所證實的你的合法居住地所在地址的學校。
- 將你和／或者你孩子推薦到學校上課出席複查委員會，或者其他合適的學校、城市政府或者州政府當局。

當你帶著這封信和文件回學校時，請會見上課出席辦公室的 \_\_\_\_\_ 你  
你可以儘早在你方便的時間打電話來預約時間。電話號碼是 \_\_\_\_\_

感謝你的配合和及時回覆。

誠摯地，

校長



## (SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

친애하는 학부모/보호자께:

\_\_(insert date)\_\_ 일, 귀하는 30 일 이내에 거주지 입증서류 제출을 요구하는 “거주지 진술서(Affidavit of Residence)을 통해 자녀를\_\_\_\_\_ 학교에 등록시켰습니다. 이런 서류 제출 시한이\_\_\_\_\_ 일 남아있습니다.

본 서신을 보내는 것은 서신이 귀하가 제시하신 주소에 우송되는지를 확인하기 위함입니다. 본 서신과 거주지 주소 확인 증빙서류를 위에 언급한 시일 내에 학교로 가져오십시오.

위의 정보를 제공하지 못할 경우, 학교측에서는 다음 중 하나 이상의 조치를 취할 수 있습니다:

- 반송된 우편을 통해 알려진 주소와 해당 학교를 확인한다
- 본교의 조사 결과에 의거하여, 법적으로 배정된 가장 최근의 거주지 및 출석 학교를 확인한다.
- 본교의 조사를 통해 찾아낸 귀하의 법적 거주지로 확인된 주소를 근거로 출석학교를 확인한다.
- 귀하 그리고 귀하의 자녀(들)을 학교 출결석 심의 위원회, 기타 해당 학교, 시, 카운티, 주 기관에 회부한다.

본 서신과 거주지 증빙서류를 출결석 부서의 \_\_\_\_\_에게 제출하십시오. \_\_\_\_\_로 전화하시면, 편리한 시간에 시간 약속을 하실 수 있습니다.

신속히 답변해주시면 감사하겠습니다.

안녕히 계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Հարգելի ծնող/խնամատար.

Դուք վերջերս ընդունեցիք ձեր երեխային

դպրոցը,  
օգտագործելով

"Բնակավայրի Գրավոր Ցուցմունքը", նպահանջվում է,  
որ դուք տաք ձեր հասցեի համապատասխան  
փաստաթուղթը \_\_\_\_\_ օրից:

Մենք ուղարկում ենք այս նամակը, որոշելով ձեր կարողությունը,  
ստանալու համար փոստը այս հասցեով, որ դուք տվել էք:  
Խնդրում ենք բերել այս նամակը նաև փաստաթուղթը,  
հաստատելով ձեր դպրոցի հասցեն այդ ժամանակ:

Այս տեղեկությունը ձախողելու դեպքում,  
կարող եմ առաջ բերել մի քանի խիստ միջոցների ձեր դպրոցի կողմից:

- Հանելով ձեր երեխային տվյալ հասցեից բնակավայրի համապատասխան դպրոցից,  
որը հաստատվում է փոստի կողմից:
- Հանելով ձեր երեխային բնակավայրի վերջին դպրոցից և հաճախման տեղից,  
որը դեռ ձեր օրինական տեղավորումն է,  
համաձայն մեր հետաքննության ստացված տվյալների:
- Հանելով ձեր երեխային հաճախման դպրոցից, որը հիմնված է այն հասցեի վրա,  
որ մենք կարողանանք հաստատել որպես ձեր օրինական բնակավայրը մեր հետաքննության  
իջև:
- Վերագրելով ձեզ ձեր երեխային Դպրոցի Հաճախման Վերանայման Խորհուրդ կամ այլ հարմար  
դպրոց, քաղաք, երկիր կամ նահանգի իշխանություն:

Երբ դուք վերադառնաք դպրոցային նամակով ձեր փաստաթղթով, խնդրում ենք տեսնել  
Հաճախման Գրասենյակում:

Ժամադրությունը կարելի է կատարել,  
զանգահարելով \_\_\_\_\_ ըստ ձեր հարմարության:

Շնորհակալություն ձեր համագործակցության և ճիշտ պատասխանի համար:

Անկեղծորեն՝

Դիրեկտոր



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Thưa Quý Phụ Huynh/Giám Hộ:

Quý vị vừa mới ghi danh cho (các) con của quý vị tại Trường \_\_\_\_\_ bằng cách dùng “Đơn Xác Nhận Nơi Cư Trú” đòi hỏi rằng quý vị phải cung cấp văn kiện thích đáng về địa chỉ của quý vị trong vòng \_\_\_\_\_ ngày.

Chúng tôi gửi thư này đến quý vị để thiết lập khả năng của quý vị nhận thư tín tại địa chỉ mà quý vị đã cung cấp. Xin đem thư này và văn kiện xác nhận địa chỉ của quý vị đến nhà trường trong khoảng thời gian cho phép.

Không cung cấp thông tin này có thể dẫn tới một hoặc nhiều biện pháp sau đây bởi nhà trường:

- Trả (các) con của quý vị về địa chỉ và trường nơi thường trú thích hợp như đã thiết lập qua thư được gửi trả lại.
- Trả (các) con của quý vị về trường nơi thường trú và dự học cuối cùng nơi vẫn là chỗ sắp xếp hợp pháp của quý vị theo những sự phát hiện qua cuộc điều tra của chúng tôi.
- Trả (các) con của quý vị về trường dự học căn cứ trên địa chỉ mà chúng tôi đã xác minh được là nơi thường trú hợp pháp của quý vị qua sự điều tra của chúng tôi.
- Gửi tên quý vị và/hay (các) con của quý vị tới Hội Đồng Xét Duyệt Điểm Danh Học Đường hoặc thẩm quyền thích hợp khác của học khu, thành phố, quận, hay tiểu bang.

Khi quý vị trở lại trường với thư này và văn kiện của quý vị, xin gặp \_\_\_\_\_ ở Phòng Điểm Danh. Một buổi hẹn có thể được lập bằng cách điện thoại số \_\_\_\_\_ vào lúc thuận tiện nhất của quý vị.

Cảm ơn quý vị về sự hợp tác và đáp ứng nhanh chóng của quý vị.

Trân trọng,

Hiệu Trưởng





## AFFIDAVIT OF TEMPORARY RESIDENCE

I, \_\_\_\_\_, declare as follows:

I am the (check one) ☐ parent ☐ legal guardian ☐ caretaker of

Name: First Middle Last Date of Birth

a school age minor who is seeking admission to \_\_\_\_\_  
School

in the Los Angeles Unified School District.

Since \_\_\_\_\_ our family has not had a permanent address; however,  
(date)  
we do reside within the attendance area of \_\_\_\_\_.  
School

For school purposes, I can receive mail at and maintain regular contact with:

Name: Phone #:

Address: Street City/State Zip Code

In case of emergency, please contact:

Name: Phone #:

Address: Street City/State Zip Code

I declare under penalty of perjury under the law of California that the above is true and correct and that if called upon to testify, I would be competent to testify thereto.

Signature of Parent/Legal Guardian/Caretaker

Date

Witnessed by: \_\_\_\_\_  
School administrator's signature or his/her designee



## DECLARACION JURADA SOBRE EL DOMICILIO PROVISIONAL

Yo, \_\_\_\_\_, declaro lo siguiente:

Soy el/la (marque una casilla) ☐ padre/madre ☐ tutor(a) ☐ la persona a cargo de

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
--------	----------------	----------	---------------------

Un menor en edad escolar que solicita ingreso a \_\_\_\_\_  
Escuela  
en el Distrito Escolar Unificado de Los Angeles.

Desde el \_\_\_\_\_ nuestra familia no ha tenido domicilio fijo; sin  
(Fecha)  
embargo, actualmente vivimos en la zona de asistencia escolar de \_\_\_\_\_  
Escuela

Si la escuela desea comunicarse conmigo, puedo recibir correo y mantenerme en contacto regularmente con:

Nombre:	Nº de Teléfono
---------	----------------

Dirección:			
	Calle	Ciudad y Estado	Zona Postal

En caso de una emergencia, por favor comuníquese con:

Nombre:	Nº de Teléfono
---------	----------------

Dirección:			
	Calle	Ciudad y Estado	Código Postal

Declaro bajo pena de falso testimonio conforme a lo establecido por las leyes del Estado de California que lo anterior es verdadero y correcto y que si se solicitara que testifique, atestiguaría a ello con competencia.

Firma del padre, tutor legal o persona a cargo del alumno	Fecha
---	-------

Da fe: \_\_\_\_\_  
Firma del administrador de la escuela o de la persona designada por el/ella.



## ENROLLMENT DOCUMENTS

Date of Enrollment \_\_\_\_\_

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

- ☐ [Appendix E-2: Office Checklist for Student Enrollment](#) (file in Cumulative Record for Audit purposes)
- ☐ [Appendix E-3: Student Enrollment Form](#)\* (file white copy in Cumulative Record)
- ☐ [Appendix E-4: Student Emergency Information Form](#)\* (Original to Nurse, Optional copy to Attendance Office)
  1. Information on the Student Emergency Information Form should be updated in ESIS/SSIS and ISIS within 5 days.
- ☐ Temporary/Student Health Card, if student is new to LAUSD.
- ☐ Immunization History
- ☐ [Appendix E-5b: Oral Health Assessment Letter /Waiver Request Form](#) only for kindergarten or first grade entry
- ☐ Student Meal Application
- ☐ [Appendix G-1: Student Residency Questionnaire](#), if applicable
- ☐ [Appendix E-6: Ethnicity/Race Identification for Students Form](#)
- ☐ [Appendix E-7a: Migrant Education Program Questionnaire](#)
- ☐ [Appendix E-8a: American Indian-Alaskan Native Letter Questionnaire](#)
- ☐ [Appendix E-9a: Financial Responsibility for Damaged School Property Letter](#)

\*Additional languages available on [www.lausd.net](http://www.lausd.net) under Families, Forms and Policies tab.



## ENROLLMENT DOCUMENTS Continued

Provide parent/guardian and students with the following mandatory resources:

- ☐ Parent/Student Handbook (updated yearly)
- ☐ California School Nurses Organization health update about Pertussis Vaccine Letter Master Academic School Calendar
- ☐ District and school attendance policy and procedures related to absences, tardiness and truancy.
- ☐ School rules, behavior standards, policies, school map including location of restrooms, bell schedules, pedestrian routes, etc.
- ☐ CHAMP Program Brochure
- ☐ [Appendix E-10a: Family Educational Rights and Privacy Notice \(FERPA\)](#)

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Keep with enrollment documents**



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Student Health and Human Services

ATTACHMENT C

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

**OFFICE CHECKLIST FOR STUDENT ENROLLMENT (to be completed with each new enrollment form)**

**A. VERIFICATIONS/ADDITIONAL DOCUMENTATION RECEIVED**

1. **AGE VERIFICATION** ...Certified copy of birth record ...Statement by local registrar or county recorder certifying the date of birth  
...Baptismal Certificate duly attested ...Passport ...Affidavit (list below in #5) Chronological Age: \_\_\_\_Years \_\_\_\_Months
2. **RESIDENCE VERIFICATION:** ...Utility Service Bill (Electric, Gas or Water) ...Property Taxes or Rental or Lease Agreement  
...Official Government Mail (CalWorks, Social Security) ...Affidavit (list below in number 5) ...Other (specify): \_\_\_\_\_
3. **IMMUNIZATION VERIFICATION:** ...Proof of Required Immunizations or Immunization Release
4. **AFFIDAVITS** (List all affidavits used, e.g. residence, homelessness, immunization release, caregiver): \_\_\_\_\_  
\_\_\_\_\_
5. **FOSTER FAMILY:** ...Notification of Placement Status Form ...Caregiver Affidavit
6. **EMANCIPATED MINOR VERIFICATION:** ...Legal Document Supplied
7. **OPTIONAL ATTENDANCE AREA DECISION:** ...Completed, Signed, and Dated Option Area Decision Form
8. **NON-RESIDENT REASON:** \_\_\_\_\_ ...Transportation ...Non-Transportation Date \_\_\_\_/\_\_\_\_/\_\_\_\_
9. **STUDENT RESIDENCY QUESTIONNAIRE (SRQ):** If answered any choice other than "None of the Above Apply" the family was referred to the designated School Site Homeless Liaison on \_\_\_\_/\_\_\_\_/\_\_\_\_ and a copy of the SRQ was faxed or mailed to the Homeless Education Program on \_\_\_\_/\_\_\_\_/\_\_\_\_. For information, please contact the Homeless Education Program in the Division of Student Health and Human Services.
10. **OTHER DOCUMENTS RECEIVED** (Check all that apply): ...Electronic PAR ...Manual PAR ...Cumulative Record  
...Emergency Card ...Health Card
11. **RECORDS REQUESTED ON** \_\_\_\_/\_\_\_\_/\_\_\_\_ from \_\_\_\_\_

**B. ADDITIONAL HOUSEHOLD INFORMATION FOLLOW-UP (SECTION E)**

1. **COURT ORDER: SECTION E, QUESTION 1.**
  - a. Has a copy of a court order been provided to the school? ...Yes ...No
  - b. What type of court order is in effect for this student: ...Custody ...Restraining/Injunction ...Other
  - c. If Restraining Order or Injunction, please answer the following questions:
    - i. Name of individual(s) for which the court order has been issued against: \_\_\_\_\_.
    - ii. Date on which the court order ceases to be in effect: \_\_\_\_/\_\_\_\_/\_\_\_\_
2. **STUDENT IS A FOSTER CHILD: SECTION E, QUESTION 2 or QUESTION 3.** If either question is completed, a copy of the Notification of Placement Status Form was sent to the **Foster Care Unit of the Division of Student Health and Human Services (via fax to (213) 241-3305 or email scan to [norma.sturgis@lausd.net](mailto:norma.sturgis@lausd.net))** on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_.
3. **AMERICAN INDIAN/ALASKA NATIVE ANCESTRY: SECTION E, QUESTION 4.** If answered **Yes**, the student's required federal form was completed and sent to the Indian Education Program Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_.

**C. ENROLLMENT STAFF AND DATA ENTRY FOLLOW-UP**

Enrollment Information Verified by (initials) \_\_\_\_\_ on \_\_\_\_/\_\_\_\_/\_\_\_\_  
Enrollment Wizard Used by (initials) \_\_\_\_\_ on \_\_\_\_/\_\_\_\_/\_\_\_\_  
Enrollment Data Entry Completed by (initials) \_\_\_\_\_ on \_\_\_\_/\_\_\_\_/\_\_\_\_



## **OFFICE CHECKLIST FOR STUDENT ENROLLMENT**

### **D. STUDENT EDUCATIONAL INFORMATION FOLLOW-UP (SECTION D, QUESTIONS 1 - 2)**

<b>1.A.</b> Was this student receiving special education services at his/her previous school?	<b>(Circle one)</b>	Yes		No
<b>1.B.</b> Did this student have an Individualized Education Program (IEP) at his/her previous school?	<b>(Circle one)</b>	Yes		No
If the student had an IEP at his/her previous school, has this school received a copy of the IEP? <b>(Circle one)</b> Yes No				
If IEP was not received, a copy of it was requested from: _____ (Name and Title, School and Office, Phone Number)				
Requested by: _____ on ____/____/____ Received on: ____/____/____ (Name)				
Forwarded to: _____ on ____/____/____ (Name)				
Previous School/Office verified student received special education services? <b>(Circle One)</b> Yes No				
_____ (Name of School Verifying and Phone Number) (Name of Person Furnishing Information) ____/____/____ (Date)				
If applicable, date student exited from prior school's special education program: ____/____/____				
Comments: _____				
If interim placement, date IEP must be conducted by ____/____/____				
<b>1.C.</b> If the student had a Section 504 Plan at previous school, has this school received a copy of it?	<b>(Circle one)</b>	Yes		No
If 504 Plan was not received, a copy of it was requested from: _____ (Name and Title, School and Office, Phone Number)				
Requested by: _____ on ____/____/____ Received on: ____/____/____ (Name)				
Forwarded to: _____ on ____/____/____ (Name)				
If applicable, date student exited from Section 504 Eligibility: ____/____/____				
<b>1.D.</b> If the parent reported that the student has difficulties that interfere with his/her ability to go to school or to learn, to whom was this information forwarded? _____ on ____/____/____ (Name)				
Responses to difficulties reported, documentation, and comments: _____				
<b>1.E.</b> Has this student been identified as GATE? <b>(Circle one)</b> Yes No				
GATE verification requested by: _____ on ____/____/____ (Name)				
<b>2.B.</b> If a "Yes" is checked off on any of the items 1.A – 1.D and the parent checked "Yes" for 2.B, ask him/her the following oral questions and record the responses below: Was the school a magnet or charter school? If yes, what was the name of the school and the reason the student stopped attending? _____				
After completing the blank above, fax this information and a photocopy of pp.1 and 2 of the student's enrollment form to the <b>Division of Special Education Fiscal and Program Accountability Office at (213) 241-8916</b> ; be sure to include the name of your school. Fax sent on: ____/____/____ by _____				
<b>2.D.</b> If a "Yes" is checked off on any of the items 1.A – 1.D and the parent indicated in 2.D that s/he attempted to enroll the student in another school in Los Angeles County but was denied or wait listed, fax a photocopy of pp.1 and 2 of the student's enrollment form to the <b>Division of Special Education Fiscal and Program Accountability Office at (213) 241-8916</b> ; be sure to include the name of your school. Fax sent on: ____/____/____ by _____				





Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

**Office Use Only**

1. SCHOOL NAME: _____	6. LAUSD / STATE STUDENT ID NUMBER: _____
2. LOCATION CODE: _____	7. HOUSEHOLD NUMBER: _____
3. TRACK/SLC: _____	8. HOMEROOM: _____
4. ENROLLMENT DATE/CODE: _____	9. TEACHER/COUNSELOR: _____
5. STUDENT ENTRY GRADE LEVEL: _____	10. ENROLLMENT WIZARD USED: <input type="checkbox"/> Yes <input type="checkbox"/> No

## LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM

*INSTRUCTIONS: Please print using black or blue ink. If you have any questions, please ask for assistance.*

### A. STUDENT INFORMATION

(LAUSD MAX: Family Member Information)

1. Legal Name: Last _____ First _____ Middle _____	2. Alias/Nickname: Last _____ First _____ Middle _____
3. Home Address: Number _____ Street _____ Apt./Unit _____ City _____ Zip Code _____	4. Home Telephone Number _____
5. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	6. Date of Birth _____
7. Place of Birth: City _____ State/Province _____	Country _____

### B. PARENT/LEGAL GUARDIAN WITH WHOM THE STUDENT LIVES

(LAUSD MAX: Caretaker Information)

1. Legal Name: Last _____ First _____ Middle _____	2. Other Names Used: Last _____ First _____ Middle _____
3. Home Telephone Number _____	4. Cell/Pager Number _____
5. Work Telephone Number _____	6. Email Address _____
<b>Home Correspondence Language</b> Correspondence is provided in the following languages; select preferred language. 7. If <b>Other</b> is indicated, written correspondence will be in English. <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Armenian <input type="checkbox"/> Chinese <input type="checkbox"/> Farsi <input type="checkbox"/> Filipino <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other: _____	
8. <b>Highest Level of Education Completed</b> <input type="checkbox"/> Some College (includes AA Degree) <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post Graduate Training <input type="checkbox"/> High School Graduate or Equivalent <input type="checkbox"/> Decline to State or Unknown	
9. Does the student live with this parent/legal guardian? <input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Relationship to Student: _____	

### C. HOME LANGUAGE AND ETHNICITY INFORMATION

1. <b>Home Language of the Student</b> A. Which language did this student learn when he/she first began to talk? _____ B. Which language does this student most frequently use at home? _____ C. Which language do you use most frequently to speak to this student? _____ D. Which language is most often used by the adults at home? _____ E. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Is the student's ethnicity Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. <b>Student's Primary Race (Mark one choice)</b> <input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander	
4. <b>Student's Additional Race (Optional)</b> <input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander	

### D. STUDENT EDUCATIONAL INFORMATION

1. <b>Special Services</b> If you have any questions regarding this section, please refer to the brochure entitled "Are You Puzzled By Your Child's Special Needs?" A. Was this student receiving special education services at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No B. Did this student have a current Individualized Education Program (IEP) at the previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, do you have a copy of the student's IEP with you? <input type="checkbox"/> Yes <input type="checkbox"/> No C. Did this student have a Section 504 Plan at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, do you have a copy of the student's Section 504 Plan with you? <input type="checkbox"/> Yes <input type="checkbox"/> No D. Does the student have difficulties that interfere with his/her ability to go to school or to learn? <input type="checkbox"/> Yes <input type="checkbox"/> No E. Has this student been identified for gifted and talented educational services (GATE)? <input type="checkbox"/> Yes <input type="checkbox"/> No			
2. <b>Previous School Information</b> A. Has this student previously attended this school? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, when? _____ B. Has this student previously attended any other school or center in the LAUSD (e.g., early education center, state preschool, SRLDP, Head Start, or other preschool)? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, list most recent school/center attended. _____			
Name of School _____	City/State _____	Dates Attended _____	Grade Level(s) _____
C. Please list last non-LAUSD school student attended (including early education center, state preschool, SRLDP, Head Start, faith based or other preschool): Name of School _____ City/State _____ Type of School _____ Dates Attended _____ Grade Level(s) _____			



Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM

### D. STUDENT EDUCATIONAL INFORMATION (Continued)

D.	Did you attempt to enroll the child in a different school in Los Angeles County for the current or preceding year?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>If No, skip to E.</b>
1.	If <b>Yes</b> , what was the outcome?	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied <input type="checkbox"/> Wait Listed <input type="checkbox"/> Other _____	
2.	Please provide name of school:	_____	
E.	Is student currently under an expulsion order?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	If <b>Yes</b> , please list the name of the school district	_____	
F.	Date of first U.S. school enrollment excluding preschool (mm/dd/yy)	_____	
G.	Date of first California school enrollment excluding preschool (mm/dd/yy)	_____	

### E. ADDITIONAL HOUSEHOLD INFORMATION

1.	<b>Court Orders</b>	
A.	Are there any court orders you wish to notify the school about regarding legal custody, physical custody or restricted contact with the school or child?	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>If Yes, a copy of the court order must be provided to the school.</b>
2.	<b>Student Lives with Foster Family</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <b>If Yes,</b> <input type="checkbox"/> Relative Caregiver _____ If <b>Yes</b> , please provide Notification of Placement Status Form <input type="checkbox"/> Non-Relative Caregiver Children's Social Worker (CSW) Telephone Number (ext) _____
3.	<b>Complete these three rows if student's address is a licensed children's institution/family foster agency/group home/adult residential facility.</b>	
A.	Facility Name	B. Facility Type
C.	License Number	D. Contact Person
E.	Facility Telephone Number	F. Alternate Telephone Number
G.	Facility Street Address: Number	Street
	Apt./Unit	City
	Zip Code	
H.	Children's Social Worker (CSW)	I. Telephone Number & ext.
4.	<b>Does the student have any relatives who are all or part American Indian or Alaska Native?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	<b>Has the student's parent or legal guardian worked in one or more of the following industries in the last three years (agriculture, dairy, fishery, food processing/packing, or livestock)?</b> If you respond <b>Yes</b> , you will be contacted at home regarding the Migrant Education Program and whether your child may qualify for its free academic assistance and health benefits. <input type="checkbox"/> Yes <input type="checkbox"/> No	

### F. ADDITIONAL FAMILY INFORMATION

(LAUSD MAX: Caretaker Information)

<b>PARENT/LEGAL GUARDIAN/CAREGIVER:</b>	
1. _____ Legal Name: Last First Middle	2. _____ Other Names Used
3. _____ Home Address (if different than student's) Number Street	Apt./Unit City Zip Code
4. _____ Home Telephone Number	5. _____ Cell/Pager Number
6. _____ Work Telephone Number	7. _____ E-mail Address
8. <b>Preferred Correspondence Language</b>	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Armenian <input type="checkbox"/> Chinese <input type="checkbox"/> Farsi <input type="checkbox"/> Filipino <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese
9. <b>Highest Level of Education Completed</b>	<input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate or Equivalent
<input type="checkbox"/> Some College (includes AA Degree) <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post Graduate Training <input type="checkbox"/> Decline to State or Unknown	
10. <b>Does the student live with this individual?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No 11. <b>Relationship to Student:</b>

<b>PARENT/LEGAL GUARDIAN/CAREGIVER:</b>	
1. _____ Legal Name: Last First Middle	2. _____ Other Names Used
3. _____ Home Address (if different than student's) Number Street	Apt./Unit City Zip Code
4. _____ Home Telephone Number	5. _____ Cell/Pager Number
6. _____ Work Telephone Number	7. _____ E-mail Address
8. <b>Preferred Correspondence Language</b>	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Armenian <input type="checkbox"/> Chinese <input type="checkbox"/> Farsi <input type="checkbox"/> Filipino <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese
9. <b>Highest Level of Education Completed</b>	<input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate or Equivalent
<input type="checkbox"/> Some College (includes AA Degree) <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post Graduate Training <input type="checkbox"/> Decline to State or Unknown	
10. <b>Does the student live with this individual?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No 11. <b>Relationship to Student:</b>



## F. ADDITIONAL FAMILY INFORMATION (Continued)

(LAUSD MAX: Caretaker Information)

### PARENT/LEGAL GUARDIAN/CAREGIVER:

1. _____			2. _____		
Legal Name: Last		First	Middle	Other Names Used	
3. _____			4. _____		
Home Address (if different than student's)		Number	Street	Apt/Unit	City
					Zip Code
4. _____		5. _____		6. _____	
Home Telephone Number		Cell/Pager Number		Work Telephone Number	
				<input type="checkbox"/> Day <input type="checkbox"/> Evening	
				7. _____	
				E-mail Address	
8. Preferred Correspondence Language <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Armenian <input type="checkbox"/> Chinese <input type="checkbox"/> Farsi <input type="checkbox"/> Filipino <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese					
9. Highest Level of Education Completed <input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate or Equivalent					
<input type="checkbox"/> Some College (includes AA Degree) <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post Graduate Training <input type="checkbox"/> Decline to State or Unknown					
10. Does the student live with this individual? <input type="checkbox"/> Yes <input type="checkbox"/> No    11. Relationship to Student: _____					

### ADDITIONAL SCHOOL AGE CHILDREN LIVING IN HOUSEHOLD WITH SAME PARENT(S)/LEGAL GUARDIAN(S) (include brothers, sisters, and cousins)

1. _____		2. _____		3. _____		4. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	
2. _____		3. _____		4. _____		5. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	
3. _____		4. _____		5. _____		6. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	
4. _____		5. _____		6. _____		7. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	
5. _____		6. _____		7. _____		8. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	
6. _____		7. _____		8. _____		9. _____	
Last Name		First Name		Birth Date		Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
						Current school and track	

## G. EMERGENCY CONTACT INFORMATION

### EMERGENCY CONTACT (other than parent(s)/legal guardian(s) above)

1. _____		2. _____		3. _____		4. _____	
Last Name		First Name		Home Telephone Number		Cell/Pager Number	
						Work Telephone Number	
5. _____		6. _____		7. _____		8. _____	
Relationship to student		Home Address: Number		Street	Apartment/Unit	City	Zip Code

### EMERGENCY CONTACT (other than parent(s)/legal guardian(s) above)

1. _____		2. _____		3. _____		4. _____	
Last Name		First Name		Home Telephone Number		Cell/Pager Number	
						Work Telephone Number	
5. _____		6. _____		7. _____		8. _____	
Relationship to student		Home Address: Number		Street	Apartment/Unit	City	Zip Code

### THE SCHOOL IS AUTHORIZED TO RELEASE THIS STUDENT TO THE FOLLOWING PERSONS IN NON-EMERGENCY SITUATIONS (after verifying with parent, in addition to the emergency contacts above)

1. _____		3. _____		4. _____	
Last Name		First Name		Home Telephone Number	
				Relationship to Student	
				Parent/legal guardian providing authorization	
2. _____		4. _____		5. _____	
Last Name		First Name		Home Telephone Number	
				Relationship to Student	
				Parent/legal guardian providing authorization	

## H. SIGNATURE

I verify that the information contained in this document is true and correct to the best of my knowledge.

**X** \_\_\_\_\_  
Signature Date

Printed Name

Relationship to Student:    ☐ Parent    ☐ Legal Guardian    ☐ Other (Specify) \_\_\_\_\_



### LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT EMERGENCY INFORMATION FORM

Parent Information: Please fill out completely and sign where indicated. In a major emergency, it is school district policy to retain students at school for their safety. This form will be used by the school staff when students are released to go home. Please complete electronically or print clearly and return completed form to school.

STUDENT'S LAST NAME				FIRST NAME				M.I.		STUDENT'S LAST NAME																														
BIRTH DATE		<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE		GRADE		HOME LANGUAGE																																		
STUDENT'S HOME ADDRESS -- NUMBER		STREET				APT #		CITY			ZIP CODE																													
MAILING ADDRESS -- NUMBER (IF DIFFERENT FROM ABOVE)		STREET				APT #		CITY			ZIP CODE																													
PARENT'S / LEGAL GUARDIAN'S LAST NAME			FIRST NAME			RELATIONSHIP TO STUDENT			LIVES WITH? <input type="checkbox"/> Yes <input type="checkbox"/> No		FIRST NAME																													
WORK ADDRESS -- NUMBER		STREET				CITY			ZIP CODE																															
CONTACT NUMBERS				Indicate which phone to call for each message type:*				EMAIL ADDRESS:																																
HOME		EMERGENCY		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
CELL		ATTENDANCE		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
WORK		GENERAL INFO		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
PARENT'S / LEGAL GUARDIAN'S LAST NAME			FIRST NAME			RELATIONSHIP TO STUDENT			LIVES WITH? <input type="checkbox"/> Yes <input type="checkbox"/> No		MIDDLE INITIAL																													
WORK ADDRESS -- NUMBER		STREET				CITY			ZIP CODE																															
CONTACT NUMBERS				Indicate which phone to call for each message type:*				EMAIL ADDRESS:																																
HOME		EMERGENCY		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
CELL		ATTENDANCE		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
WORK		GENERAL INFO		<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work																																				
<p><i>To the principal: In case you are unable to reach me during any emergency, you are authorized to contact and, if necessary, release my child to any of the following:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>NAME</td> <td>RELATIONSHIP</td> <td>HOME PHONE</td> <td>CELL PHONE</td> <td>WORK PHONE</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>NAME</td> <td>RELATIONSHIP</td> <td>HOME PHONE</td> <td>CELL PHONE</td> <td>WORK PHONE</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>NAME</td> <td>RELATIONSHIP</td> <td>HOME PHONE</td> <td>CELL PHONE</td> <td>WORK PHONE</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>											NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE						NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE						NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE					
NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE																																				
NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE																																				
NAME	RELATIONSHIP	HOME PHONE	CELL PHONE	WORK PHONE																																				
<p><i>List any other family members attending this school:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>LAST NAME</td> <td>FIRST NAME</td> <td>HOME ROOM</td> <td>GRADE</td> <td>RELATIONSHIP</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>LAST NAME</td> <td>FIRST NAME</td> <td>HOME ROOM</td> <td>GRADE</td> <td>RELATIONSHIP</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>											LAST NAME	FIRST NAME	HOME ROOM	GRADE	RELATIONSHIP						LAST NAME	FIRST NAME	HOME ROOM	GRADE	RELATIONSHIP															
LAST NAME	FIRST NAME	HOME ROOM	GRADE	RELATIONSHIP																																				
LAST NAME	FIRST NAME	HOME ROOM	GRADE	RELATIONSHIP																																				
<b>AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT</b>																																								
<p>The undersigned, as parent/legal guardian of, _____ a minor,  <small>(Print name of the student here)</small></p> <p>hereby authorizes the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the Los Angeles Unified School District ("District") to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may deem necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.</p> <p><b>HEALTH ALERTS -- List any medical condition which restricts physical activity or requires special attention. Include conditions such as asthma and allergies such as peanut and bee stings. If none, please indicate "none".</b></p> <p>_____</p>																																								
<p>DOES THE STUDENT HAVE HEALTH INSURANCE? (Check One) <input type="checkbox"/> YES <input type="checkbox"/> NO* If "Yes": <input type="checkbox"/> Private Health Insurance <input type="checkbox"/> Medi-Cal <input type="checkbox"/> Healthy Families</p> <p>MEDI-CAL / HEALTHY FAMILIES ID Number: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">1. PRIVATE HEALTH INSURANCE NAME</td> <td colspan="2">GROUP NO.</td> <td colspan="2">2. PRIVATE HEALTH INSURANCE NAME (If covered under more than one plan)</td> <td colspan="2">GROUP NO.</td> </tr> <tr> <td colspan="2"> </td> <td colspan="2"> </td> <td colspan="2"> </td> <td colspan="2"> </td> </tr> </table> <p>NAME OF DOCTOR / MEDICAL OFFICE _____ PHONE NUMBER OF DOCTOR / MEDICAL OFFICE _____</p>											1. PRIVATE HEALTH INSURANCE NAME		GROUP NO.		2. PRIVATE HEALTH INSURANCE NAME (If covered under more than one plan)		GROUP NO.																							
1. PRIVATE HEALTH INSURANCE NAME		GROUP NO.		2. PRIVATE HEALTH INSURANCE NAME (If covered under more than one plan)		GROUP NO.																																		
<p>*If the student currently does not have health insurance, information on free or low-cost health care programs is available by calling the District's toll-free HELPLINE 1(866)742-2273.</p> <p>MY CHILD IS ALLERGIC TO THE FOLLOWING MEDICATIONS: _____</p> <p>MY CHILD CURRENTLY TAKES THE FOLLOWING MEDICATIONS: _____</p> <p>I CERTIFY THAT I HAVE READ AND UNDERSTOOD THIS FORM AND DO HEREBY GIVE MY AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT, AND THAT ALL OF THE INFORMATION I HAVE PROVIDED ON THIS FORM IS TRUE AND CORRECT.</p> <p>X _____ DATE _____</p> <p>SIGNATURE OF: (CHECK ONE) <input type="checkbox"/> PARENT <input type="checkbox"/> LEGAL GUARDIAN</p>																																								

\* Selected telephone number must be a direct dial number (no extensions).

Revised March 2010



Sample Notification Letter to accompany Oral Health Assessment/Waiver Request  
Form

**(USE SCHOOL LETTERHEAD WITH PRINCIPAL'S SIGNATURE)**

Dear Parent or Guardian:

A child's oral health is very important to their overall health and ability to learn. Beginning January 1, 2007 a new California law passed by state lawmakers requires that your child have an oral health assessment (dental check-up) by May 31. This law is for children in kindergarten or first grade, whichever is his or her first year in public school. A dental check-up that has happened within the 12 months before your child enters school also meets this requirement. Please take the attached Oral Health Assessment form to your child's dental office and have it completed by the dentist or dental health professional. Please return the completed form by May 31, \_\_\_\_\_(YEAR).

If you don't have medical or dental insurance for your child and would like assistance getting insurance, call the toll-free Helpline of the LAUSD Children's Health Access and Medi-Cal Program (CHAMP) at **1-866-742-2273**. If you need information on services and referrals, you can also call the county information line at **211**.

For free and low-cost health services you can call the Los Angeles County Department of Health Services at **1-800-427-8700** or the Los Angeles Dental Society at **213-380-7669**.

If you cannot take your child for this required assessment, please indicate the reason for this in Section 3 of the form. You can get more copies of the form at your child's school. All schools will maintain the privacy of students' health information.

Healthy teeth help children eat properly, talk, smile, and feel good about themselves. Even baby teeth are very important. You can help your child by doing the following:

- Take your child to the dentist twice a year for a check-up.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Choose healthy foods for the entire family. Fresh foods are usually the healthiest foods.
- Limit candy and sweet drinks, such as punch or soda, which cause cavities and can lead to weight problems.

If you have questions about the oral health assessment requirement, please contact \_\_\_\_\_.(SCHOOL CONTACT FOR FORMS, QUESTIONS, ETC.).

Sincerely,

**(PRINCIPAL)**



Sample Notification Letter to accompany Oral Health Assessment/Waiver Request  
Form - Spanish  
**(USE SCHOOL LETTERHEAD WITH PRINCIPAL'S SIGNATURE)**

Estimado Padre o Tutor:

La salud dental de un niño es muy importante para su salud general y su desarrollo educativo. Para asegurarse que su niño/a esté preparado para comenzar la escuela, la ley de California requiere que su niño tenga una evaluación de su salud bucal (revisión dental) para el 31 de mayo. Esta ley es para los niños del kindergarten o para los del primer grado, cualquiera sea su primer año en una escuela publica. Una revisión dental que haya tenido su hijo dentro de los 12 meses previos a que entre a la escuela, cumple con el requisito. Por favor lleve el formulario adjunto para la evaluación de salud bucal a la oficina dental de su niño y pida que el dentista o un profesional de salud dental lo llene. Por favor devuelva el formulario completado para el 31 de mayo, \_\_\_\_\_. (AÑO)

Si no tiene seguro medico o dental para su niño y quisiera ayuda en obtener seguro, llame a la línea gratis y de ayuda directa para niños del Distrito Escolar Unificado de Los Angeles (LAUSD por sus siglas en inglés) y al Programa de Medi-Cal (CHAMP) al 1-866-742-2273. Si necesita información sobre servicios o remisiones, también puede llamar a la línea de información del condado al 211.

Para obtener servicios de salud gratis o a bajo costo puede llamar al Departamento de Servicios de Salud del Condado de Los Angeles al 1-800-427-8700 o a la Sociedad Dental de Los Angeles al 213-380-7669.

Si no puede llevar a su hijo a éste exámen requerido, por favor indique la razón de esto en la Sección 3 del formulario. Puede obtener más copias de este formulario en la escuela donde asiste su niño. Todas las escuelas mantendrán la privacidad de la información de los estudiantes.

El tener dientes saludables ayuda a los niños a comer apropiadamente, a hablar, a sonreír y a sentirse bien sobre si mismos. Incluso los dientes de bebé son importantes. Usted puede ayudar a su niño haciendo lo siguiente:

- Lleve a su hijo al dentista dos veces al año para un exámen.
- Cepille los dientes por lo menos dos veces al día con pasta de dientes que contenga fluoruro.
- Escoja comida saludables para toda la familia. Las comidas frescas son en general las mas saludables.
- Limite los caramelos y las bebidas dulces, como los jugos o soda, ya que causan caries y puede que ocasionen problemas de peso.

Si tiene preguntas acerca de los requisitos para la evaluación de salud bucal, favor de comunicarse con \_\_\_\_\_, al \_\_\_\_\_.  
**(School Contact for Forms, Questions, etc.).**

Atentamente,

**(DIRECTOR/A)**





## ORAL HEALTH ASSESSMENT/WAIVER REQUEST FORM

California law, *Education Code* Section 49452.8, now requires that your child have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year of public school. The law specifies that the assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement. If you cannot take your child for this assessment, you may be excused from this requirement by filling out Section 3 of this form.

SECTION 1: To be completed by the parent or guardian			
Student's Last Name	First Name	Middle Initial	Birth Date (mo/day/year)
Address/City/Zip			Phone ( )
School Name	Teacher	Student's Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Parent/Guardian Name
Child's race/ethnicity: (Optional): <input type="checkbox"/> Alaska Native <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Multi-racial <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____			

California law requires schools to maintain the privacy of students' health information. Your child's identity will not be associated with any report produced as a result of this requirement. If you have any questions about this requirement, please contact your school office.

➤ \_\_\_\_\_  
*Signature of parent or guardian* *Date*

SECTION 2: Oral Health Data Collection			
To be completed by the dental professional conducting the assessment			
Assessment Date:	<u>Visible caries and/or fillings present:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Visible caries present:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Treatment Urgency:</u> <input type="checkbox"/> No obvious problem found <input type="checkbox"/> Early dental care recommended <input type="checkbox"/> Urgent care needed

➤ \_\_\_\_\_  
*Signature of Dental Professional* *Date*

SECTION 3: Waiver of Oral Health Assessment Requirement	
To be completed by a parent or guardian requesting to be excused from this requirement	
I request that my child be excused from the oral health assessment requirement for the following reason: (Please check the box that best describes the reason.) <input type="checkbox"/> I am unable to find a dental office that will take my child's insurance plan. My child is covered by the following insurance plan: <input type="checkbox"/> Healthy Families <input type="checkbox"/> Healthy Kids <input type="checkbox"/> Medi-Cal/Denti-Cal <input type="checkbox"/> None <input type="checkbox"/> Other _____ <input type="checkbox"/> I cannot afford an oral health assessment for my child. <input type="checkbox"/> I do not wish my child to receive an oral health assessment. Optional: Other reasons my child could not get an oral health assessment _____	

**RETURN THIS FORM TO THE SCHOOL BY MAY 31**  
Original to be retained in student's school record





## Evaluación de la Salud Dental y Formulario para Solicitar una Exención

El Artículo 49452.8 del *Código de Educación* de la ley de California ahora dispone que su hijo de Kindergarten o de primer grado deberá ser sometido a una evaluación de salud dental para el 31 de mayo durante su primer año en la escuela pública. La ley especifica que la evaluación deberá ser realizada por un dentista titulado o por algún otro profesional registrado o con licencia para ejercer en el área de la salud dental. Los exámenes dentales que se han llevado a cabo durante los 12 meses antes de que su hijo entre a esta escuela también cubren este requisito. Si no puede llevar a su hijo(a) a que le hagan este examen, se le puede exentar de este requisito llenando la Sección 3 de esta forma.

Sección 1: Deberá ser llenada por el padre, la madre o el tutor			
Nombre del alumno	Apellido	Inicial (segundo nombre)	Fecha de nacimiento: (mes/día/año):
Domicilio	Ciudad	Zona Postal	Teléfono ( )
Nombre de la escuela	Maestro(a)	Sexo <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Nombre del padre o tutor:
Raza o grupo étnico de el (la) niño(a): (Opcional) <input type="checkbox"/> Nativo de Alaska <input type="checkbox"/> Indioamericano <input type="checkbox"/> Asiático <input type="checkbox"/> Afroamericano <input type="checkbox"/> Hispano/Latino <input type="checkbox"/> Multi-racial <input type="checkbox"/> Nativo de Hawaii/Islas del Pacífico <input type="checkbox"/> Blanco <input type="checkbox"/> Se desconoce <input type="checkbox"/> Otro: _____			

La ley de California dispone que las escuelas deban mantener confidencial la información de la salud de los estudiantes. La identidad de su hijo(a) no se relacionará con ningún informe que se elabore como resultado de este requisito. Si tiene preguntas en relación con esto, por favor comuníquese con la oficina de su escuela.

➤ \_\_\_\_\_  
**Firma del padre o tutor** **Fecha**

SECTION 2: Oral Health Data Collection			
To be completed by the dental professional conducting the assessment (Para ser llenado por el proveedor profesional de servicios dentales que realiza la evaluación)			
Assessment Date:	<u>Visible caries and/or fillings present:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Visible caries present:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	<u>Treatment Urgency:</u> <input type="checkbox"/> No obvious problem found <input type="checkbox"/> Early dental care recommended <input type="checkbox"/> Urgent care needed

➤ \_\_\_\_\_  
**Signature of Dental Professional** **Date**

SECCIÓN 3: Exención del Requisito para la Evaluación de la Salud Dental	
Deberá ser llenado por el padre, la madre o el tutor que soliciten la exención de este requisito	
Solicito que a mi hijo(a) se le exente del requisito de la evaluación dental debido a la siguiente razón: (Por favor marque el cuadro que describa la razón)	
<input type="checkbox"/> No puedo encontrar una oficina dental que acepte el plan de seguro de mi hijo(a). Mi hijo(a) está cubierto(a) por el siguiente plan de seguro: <input type="checkbox"/> Healthy Families <input type="checkbox"/> Healthy Kids <input type="checkbox"/> Medi-Cal/Denti-Cal <input type="checkbox"/> Ninguno <input type="checkbox"/> Otro _____ <input type="checkbox"/> No puedo pagar una evaluación de salud dental para mi hijo(a). <input type="checkbox"/> No deseo que a mi hijo(a) se le haga una evaluación de salud dental. Opcional: Otras razones por las cuales a mi hijo(a) no se le puede realizar una evaluación dental _____	

**DEVUELVA ESTA FORMA A LA ESCUELA PARA EL 31 DE MAYO**  
**El original se archivará en el expediente original del estudiante.**



LOS ANGELES UNIFIED SCHOOL DISTRICT  
2012-2013

**ETHNICITY/RACE IDENTIFICATION OF STUDENTS**

Beginning with the 2009-2010 school year, the District is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the student is Hispanic or Latino. The second part of the question asks the respondent to select one or more races for the student.

If you wish to change the ethnic and race category for your child, please complete the form below and return it to your child's school.

COMPLETE, SIGN AND RETURN THIS PORTION TO YOUR CHILD'S SCHOOL



LOS ANGELES UNIFIED SCHOOL DISTRICT - 2012-2013 PARENT STUDENT HANDBOOK

**ETHNICITY/RACE IDENTIFICATION OF STUDENTS FORM**

SCHOOL NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

STUDENT NAME: (Please Print)	Date of Birth:	Grade:
Address:	City:	Zip Code:
Telephone Number:	Record Room:	

**STEP 1**

Is the student's ethnicity Hispanic/Latino? ☐ YES ☐ NO

If "YES" is checked, continue to Step 3 if applicable; if "NO" is checked continue to Step 2 then Step 3 if applicable.

**STEP 2**

What is the primary race of the student? (Select one)

- ☐ African American or Black  
☐ American Indian or Alaskan Native

Asian

- ☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Filipino  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Other Asian

Native Hawaiian or Pacific Islander

- ☐ Guamanian  
☐ Hawaiian  
☐ Samoan  
☐ Tahitian  
☐ Other Pacific Islander  
☐ White

**STEP 3**

What is the secondary race of the student? (Select one)

- ☐ African American or Black  
☐ American Indian or Alaskan Native

Asian

- ☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Filipino  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Other Asian

Native Hawaiian or Pacific Islander

- ☐ Guamanian  
☐ Hawaiian  
☐ Samoan  
☐ Tahitian  
☐ Other Pacific Islander  
☐ White

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

Signature of Student (if student is 18 or older)



# Los Angeles Unified School District Migrant Education Program Family Questionnaire



Have you ever worked in any of the following industries at least 15 continuous days in the last three years? (Please check off)

\_\_\_\_ DAIRY      \_\_\_\_ FORESTRY      \_\_\_\_ FOOD PROCESSING  
(Packing)  
\_\_\_\_ LIVESTOCK      \_\_\_\_ AGRICULTURE      \_\_\_\_ FISHERY

If you have worked in one or more of the above mentioned industries, your child may be eligible to receive exciting additional free educational services which will help your child be more successful in school.



- \* SATURDAY SCHOOL
- \* SUMMER SCHOOL
- \* HEALTH EXPOS
- \* EXTENDED DAY PROGRAMS
- \* PRE - SCHOOL PROGRAMS
- \* FIELD TRIPS



\*\*\* Please provide the following information so that one of our staff members may contact you to verify eligibility:

Parent's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Student's Name : \_\_\_\_\_ Phone No: (\_\_\_\_) \_\_\_\_\_

Home School: \_\_\_\_\_ Grade: \_\_\_\_\_

\*\*\*Please circle the best day a representative from our office can visit you at your home to register your child to receive our special services:

Monday Tuesday Wednesday Thursday Friday  
Best time to call: \_\_\_\_\_ a.m/p.m. Best time to visit: \_\_\_\_\_ a.m/p.m

\*\*\* TO HOME SCHOOL STAFF \*\*\*

Please return all completed forms to the Migrant Education Program at the Beaudry Bldg. Suite B2-216, within two weeks of student's enrollment, so that services can be made available to eligible families. Please call (213) 241-2090 for more information.



*Distrito Escolar Unificado De Los Angeles*  
**Programa de Educación Para Migrantes**  
**Encuesta Familiar**



¿Ha trabajado usted al menos 15 días continuos durante los últimos tres años en alguna de las siguientes industrias? (Favor de marcar)

\_\_\_\_ LECHERIA      \_\_\_\_ FORESTAL      \_\_\_\_ PROCESAMIENTO DE  
COMIDA (Empacadora)  
\_\_\_\_ GANADERIA      \_\_\_\_ AGRICULTURA      \_\_\_\_ PESCA

Si usted ha trabajado en cualquiera de las industrias mencionadas arriba, sus hijos podrían ser elegibles para recibir servicios adicionales de educación gratuitos, lo cual les ayudaría a tener más éxito en la escuela. Algunos de estos servicios son:



- \* ESCUELA DE SABADOS
- \* CLASES DESPUES DE ESCUELA
- \* ESCUELA DE VERANO
- \* PROGRAMA PRE-ESCOLAR
- \* FERIAS DE SALUD
- \* EXCURSIONES



\*\*\*Por favor proporcione la siguiente información para que alguien de nuestra oficina se pueda poner en contacto con usted y poder verificar la elegibilidad de sus hijos:

Nombre de los Padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

Domicilio: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Zona Postal: \_\_\_\_\_

Nombre del Estudiante : \_\_\_\_\_ No. de Tel.: (\_\_\_\_) \_\_\_\_\_

Escuela a la que asiste: \_\_\_\_\_ Grado: \_\_\_\_\_

Por favor encierre en un círculo el día de la semana y proporcione la mejor hora en que uno de nuestros representantes le pueda visitar para que su(s) hijo(s) pueda(n) ser inscrito(s) y recibir nuestros servicios:

LUNES      MARTES      MIERCOLES      JUEVES      VIERNES  
Mejor hora para llamar: \_\_\_\_\_ a.m./p.m. Mejor hora para la visita: \_\_\_\_\_ a.m./p.m.

\*\*\* TO HOME SCHOOL STAFF \*\*\*

Please return all completed forms to the Migrant Education Program at the Beaudry Bldg. Suite B2-216, within two weeks of student's enrollment, so that services can be made available to eligible families. Please call (213) 241-2090 for more information.



For additional information please refer to Memorandum 5282.1, "American Indian/Alaskan Native Student Identification for Title I, and Indian Student Certification" Office of Student Integration Services, July 1, 2011.



**Los Angeles Unified School District  
INDIAN EDUCATION PROGRAM  
No Child Left Behind Act of 2001, Title VII**

Administrative Offices: 333 S. Beaudry Ave, 25<sup>th</sup> Floor, Los Angeles, CA 90017  
Mailing Address: P.O. Box 513307, Los Angeles, CA 90051  
Telephone: (213) 241-3066 Fax: (213) 241-8235

**John E. Deary**  
*Superintendent of Schools*

**Judy Elliott, Ph.D.**  
*Chief Academic Officer*

**Estelle S. Lockett**  
*Director*

**John Orendorff, Coordinator**  
*Indian Education Program*

**Laura Flores**  
*Chairperson, Parent Committee  
for Indian Education*

July 1, 2011

Dear Parent or Guardian:

Re: 2011-2012 School Year

The Los Angeles Unified School District receives funds allocated through Title VII of the *No Child Left Behind Act of 2001*, to provide additional opportunities for American Indian and Alaskan Native students to meet the same challenging state standards as all other students and to meet their unique education and culturally related needs.

Title VII considers a child as Indian or Alaskan Native if he or she is of American Indian or Alaskan Native heritage, from any of the parents or grandparents. There is no "percentage" requirement.

If this American Indian/Alaskan Native designation applies to your child, or your child's parents/grandparents, please take a moment to complete the student certification that accompanies this letter and immediately return it to your child's school. If you have other children enrolled in District schools, additional forms are available from your child's school or this office.

An eligible certification requires, minimally, the following information:

- The child's complete legal name
- The tribe/band/corporation
- The parent's/guardian's dated signature

If you have questions about this process, please call the Indian Education Program Office at (213) 241-7066.

Sincerely,

John Orendorff, Coordinator  
Indian Education Program

MEM-5282.1  
Student Integration Services

July 1, 2011



ATTACHMENT C

OMB Number: 1810-0021  
Expiration Date: 04/30/2013

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF INDIAN EDUCATION  
WASHINGTON, DC 20202  
**TITLE VII STUDENT ELIGIBILITY CERTIFICATION**  
Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

**Parents: Please return this completed form to your child's school.** In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child's school record and will not need to be completed every year. This form will be maintained at the school and information on the form will not be released without your written approval.

*Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.*

NAME OF CHILD \_\_\_\_\_ Date of Birth \_\_\_\_\_  
(As shown on school enrollment records)

School Name \_\_\_\_\_ Grade \_\_\_\_\_

NAME OF TRIBE, BAND OR GROUP \_\_\_\_\_

Tribe, Band or Group is: (check one)

Federally Recognized, State Organized Indian Group  
Including Alaska Native \_\_\_\_\_ Recognized \_\_\_\_\_ Terminated \_\_\_\_\_ Meeting #5 of the  
Definition Above

Name of individual with tribal membership: \_\_\_\_\_

Individual named is (check one): \_\_\_\_\_ Child \_\_\_\_\_ Child's Parent \_\_\_\_\_ Child's  
Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) \_\_\_\_\_ OR

Other (explain) \_\_\_\_\_

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Mailing Address \_\_\_\_\_ Telephone \_\_\_\_\_

American Indian – Alaskan Native Certification





For additional information please refer to Reference Guide 1253.5, "U.S. Department of Education and No child Left behind, Title VII, Indian Education Act, Identification and Certification Procedures for American Indian and Alaskan Native Students", Office of Student integration Services, September 10, 2008.

## *Los Angeles Unified School District*

**INDIAN EDUCATION PROGRAM**  
No Child Left Behind Act of 2001, Title VII

**MAILING ADDRESS:**  
P.O. BOX 513307  
LOS ANGELES, CA 90051

**STREET ADDRESS:**  
333 S. BEAUDRY 16<sup>TH</sup> FLOOR  
LOS ANGELES, CA 90017

**TELEPHONE:** (213) 241-7066  
**FAX:** (213) 241-8035  
**E-MAIL:** [melquiades.mares@lausd.net](mailto:melquiades.mares@lausd.net)

DAVID L. BREWER, III  
*Superintendent of Schools*

SHARON L. CURRY  
*Assistant Superintendent  
Student Integration Services*

JOHN ORENDORFF  
*District Coordinator  
Indian Education Program*

GINA ARGOTT  
*Chairperson  
Parent Committee for  
Indian Education*

10 de septiembre de 2008

Estimado padre de familia o tutor:

Año lectivo 2008—2009

El Distrito Escolar Unificado de Los Angeles recibe fondos por medio del Título VII de la *Ley de 2001 que no permitirá que ningún estudiante se atrase académicamente (No Child Left Behind)*, los cuales se utilizan con el fin de ofrecerle oportunidades adicionales a los estudiantes que son indígenas o nativos de Alaska con el fin de que puedan cumplir con las mismas normas académicas rigurosas que los demás estudiantes y de satisfacer las necesidades educativas y culturales particulares que puedan tener.

El Título VII considera que un niño es indígena o nativo de Alaska si dicho niño es todo o parte indígena de los tribus de los Estados Unidos, o si su padre, su madre o sus abuelos lo son. Esta descripción no incluye el requisito de proporción de consanguinidad.

Si su hijo, el padre o la madre de su hijo, o uno de los abuelos de su hijo reúne los requisitos para ser clasificado conforme a la descripción anterior, por favor complete la certificación del estudiante que hemos adjuntado a esta carta y entréguela de inmediato en la escuela de su hijo. Si tiene otros hijos matriculados en las escuelas del Distrito, tenemos formularios adicionales disponibles en las escuelas u oficinas a las cuales sus hijos asisten.

Si bien se exige que usted proporcione mucha información, deberá incluir por lo menos los siguientes datos para reunir los requisitos necesarios para la certificación:

- El nombre y apellido legal del estudiante.
- La tribu, banda o corporación de la cual es miembro.
- La fecha y la firma del padre de familia o tutor.

Para ayudarlo a encontrar estos artículos, hemos dibujado flechas en el margen izquierdo de la certificación del estudiante que indican cuál es la información requerida. Podrá proporcionar el resto de la información más adelante.

Si tiene alguna pregunta sobre este proceso por favor llame a la Oficina del Programa Educativo para los Indígenas Norteamericanos: (213) 241-7066.

Atentamente,

Melquiades Mares, Jr.  
Coordinador Interino





DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES  
PROGRAMA EDUCATIVO PARA LOS INDÍGENAS NORTE AMERICANOS

P.O. Box 513307  
Los Angeles, CA 90051-3307

SE REQUIERE QUE  
PROPORCIONE POR LO  
MENOS LA SIGUIENTE  
INFORMACION SOBRE SU  
HIJO PARA QUE REUNA LOS  
REQUISITOS NECESARIOS  
PARA QUE SE LO  
CERTIFIQUE--

1. NOMBRE Y APELLIDO  
DEL ESTUDIANTE.
2. TRIBU, GRUPO, ETC. Y  
Y 4. FECHA Y FIRMA  
DEL PADRE DE  
FAMILIA O TUTOR.

UNA VEZ QUE SE LLEGA A UNA  
DETERMINACION, SE DEBERA  
PROPORCIONAR LA SIGUIENTE  
INFORMACION.



① →

② →

③ &

④ →

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF INDIAN EDUCATION  
WASHINGTON, DC 20202  
**TITLE VII STUDENT ELIGIBILITY CERTIFICATION**  
Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

GMB Number 1810-0021  
June 2002

**Parents: Please return this completed form to your child's school.** In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, your child cannot be counted by the school for funding under the program. **This form will become part of your child's school record and will not need to be completed every year.** The information on this form will not be released without your written approval.

**Definition:** Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_  
(As shown on school enrollment records)

School Name \_\_\_\_\_ Grade \_\_\_\_\_

NAME OF TRIBE, BAND OR GROUP \_\_\_\_\_

Tribe, Band or Group is: (check one)

\_\_\_\_\_ Federally Recognized, \_\_\_\_\_ State \_\_\_\_\_ Organized Indian Group  
Including Alaska Native \_\_\_\_\_ Recognized \_\_\_\_\_ Terminated Meeting #5 of the  
Definition Above

Name of individual with tribal membership: \_\_\_\_\_

Individual named is (check one): \_\_\_\_\_ Child \_\_\_\_\_ Child's Parent \_\_\_\_\_ Child's  
Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) \_\_\_\_\_ OR

B. Other (explain) \_\_\_\_\_

Name and address of organization maintaining membership data for the tribe, band or group:

\_\_\_\_\_

I verify that the information provided above is accurate:

PARENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Mailing Address \_\_\_\_\_ Telephone \_\_\_\_\_

**INSTRUCCIONES SOBRE EL ENVIO**

**PADRES DE FAMILIA O TUTOR:** por favor entregue este  
certificado en la escuela de su hijo.

**SCHOOLS:** Immediately return this form via school mail to—

Indian Education Program Office  
333 S Beaudry 16<sup>th</sup> Floor  
LA CA 90017

**IEP OFFICE USE**

Date Received: \_\_\_\_/\_\_\_\_/\_\_\_\_

Database check:

☐ New Student ☐ Duplicate Student

Certification Status:

☐ Eligible/complete ☐ Ineligible/Incomplete

IEP Record # \_\_\_\_\_

American Indian-Alaskan Native American Form – Spanish



## FINANCIAL RESPONSIBILITY FOR DAMAGED SCHOOL PROPERTY

Dear Parents/Guardians:

This letter is to inform you of your legal responsibility with regard to property of the Los Angeles Unified School District (District). California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of the District or its employees shall be liable for all damages caused by the minor up to \$10,000. District property includes buildings and grounds, as well as textbooks, library books, computers, shop materials, physical education clothes, and sports equipment. A parent or guardian is liable to the District for all District property loaned to a minor and not returned upon demand.

We will be discussing the meaning of this responsibility with all students. We need your help in making sure that District property is kept in good condition and that loaned items are returned to school upon demand. **Parents will be expected to pay the replacement or repair cost for any lost or damaged District property.** The school is legally authorized to withhold the grades, diploma, and transcripts of students until the obligation is cleared.

The following are ways to help your student understand this responsibility:

- Model careful handling of textbooks, library books, and other school property.
- Help students find a safe place to keep books during the borrowing period.
- Inform students that vandalism is not only a crime, but parents or guardians may be held financially responsible for the damage.

We look forward to a successful school year with your student.

Sincerely,

Principal



## RESPONSABILIDADES FINANCIERAS PARA LA PROPIEDAD DAÑADA DE EL DISTRITO

Estimado padres de familia o tutores:

El propósito de esta carta es de informarles acerca de sus responsabilidades con relación a las propiedades de El Distrito Escolar Unificado de Los Angeles. El artículo 48904 del Código de Educación especifica que, el padre o guardián de un menor de edad que intencionalmente dañe cualquier objeto que sea propiedad de El Distrito Unificado de Los Angeles, o de sus empleados, será obligado a pagar todos los daños causados por el menor de edad. El padre de familia o guardián puede ser obligado a pagar una cantidad de hasta \$10,000. Propiedades de El Distrito incluyen edificios, jardines y patios, libros de textos, libros de biblioteca, computadoras, materiales que estén a la venta, ropa de educación física y equipos deportivos. El padre de familia o el guardián legal es responsable de entregar, cuando sean requeridos, los objetos que han sido prestados al menor de edad y que pertenecen a El Distrito.

Los estudiantes serán informados del significado de estas responsabilidades. Necesitamos su ayuda para asegurarnos que la propiedad de El Distrito se conserve en buenas condiciones y que los objetos prestados a los estudiantes sean devueltos a las escuelas cuando sean requeridos. **Los Padres serán responsables de reemplazar o de pagar el costo de cualquier objeto que pertenezca a El Distrito y que se ha perdido o dañado.** La escuela esta autorizada legalmente a detener las calificaciones, diplomas, y constancia de calificaciones de los estudiantes hasta que todas las responsabilidades sean aclaradas.

He aquí algunas sugerencias para ayudar a que su hijo/a asume esta responsabilidad

- Muéstreles como tratar cuidadosamente los libros de texto, libros de biblioteca y cualquier propiedad de El Distrito.
- Ayude a su hijo/a a encontrar un lugar seguro en donde pueda guardar sus libros durante el tiempo que se le han prestado.
- Infórmele a su hijo/a que destruir propiedad ajena no solamente es un crimen pero que también son gastos que usted como padre de familia tiene que pagar.

Esperamos tener un año escolar muy prospero con su estudiante.

Sinceramente,

Director/a



## FERPA Notification

### ACCESS TO SCHOOL RECORDS

#### FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10<sup>th</sup> grade) have the right to access and review their records. School and District employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A "legitimate educational interest" is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. In general, other individuals or agencies may be authorized to access, review and /or obtain pupil records by court order or by statute.

**Directory information** is routine information maintained by school districts about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient as noted on page 7, unless a written request is on file to withhold its release.

- Name
- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

Some pupil records such as discipline, special education or psychology records may be maintained in local district, support units or central district offices.

#### CHALLENGES TO PUPIL RECORD INFORMATION

- A. The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A District certificated employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a pupil record, the copy will be provided. The school or the local district office may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested. For all pupil records (other than grades), California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:
  1. Inaccurate
  2. An unsubstantiated personal conclusion or inference

The parent may challenge the content of such records by first meeting with the school principal. If the principal sustains the parent's challenge, the record will be corrected or removed. If the school principal does not sustain the parent's challenge, the parent may appeal. Appeals from a school principal's adverse decision are to be made first to the local district superintendent, and then if necessary, to the Board of Education. The local district superintendent and the Board of Education may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

- B. With regard to the challenge of grades, California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with LAUSD policy. Please see section regarding Parents' Right to Request a Grade Change.
- C. Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.
- D. Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.



## Spanish FERPA Notification

### **DERECHO DE SOLICITAR LOS EXPEDIENTES ESCOLARES LEYES FEDERALES Y ESTATALES QUE AFECTAN LOS DERECHOS EDUCATIVOS Y DE CONFIDENCIALIDAD DE LAS FAMILIAS**

La confidencialidad de los expedientes escolares cuenta con el amparo de las leyes estatales y federales; las cuales abarcan prácticamente todo tipo de expedientes escolares archivados en las escuelas locales y las oficinas centrales de los distritos escolares. Dichos expedientes pueden incluir información sobre la asistencia escolar, la salud, las calificaciones, el comportamiento, la capacidad atlética o las actividades realizadas en clase. Las leyes prohíben que se divulgue la información contenida en los expedientes escolares de los alumnos sin haber obtenido previamente el consentimiento por escrito del padre de familia o del alumno (de 18 años de edad o mayor). Los expedientes o la información que los funcionarios de la escuela mantienen exclusivamente como material de consulta o para uso propio no son considerados parte del registro escolar del alumno y no están sujetos a las leyes federales o estatales de confidencialidad. Los padres naturales, los padres adoptivos o los tutores de los alumnos podrán solicitar y leer los expedientes académicos de sus hijos a menos que la ley especifique lo contrario. Además, los alumnos de 16 años de edad o mayores de 16 años de edad (o que hayan terminado el 10° grado escolar) tienen el derecho de solicitar sus registros escolares y de leerlos. Los empleados y los funcionarios de las escuelas y del distrito escolar que tienen un motivo educativo legítimo para solicitar la información contenida en los expedientes académicos de un alumno tienen el derecho de leer dicha información sin obtener el consentimiento de los padres de familia o el alumno. Un "motivo educativo legítimo" constituye la necesidad de acceso por parte del empleado/funcionario a la información en el expediente estudiantil para cumplir con sus responsabilidades laborales. En general, individuos o entidades diversas pueden estar autorizados por medio de una orden judicial o estatuto a solicitar, leer y obtener los expedientes académicos de un alumno.

La **información incluida en el directorio** es información de rutina que el distrito mantiene con respecto a cada alumno. No es necesario tratar a esta categoría especial de información incluida en el registro escolar del alumno con el mismo grado de confidencialidad que se trata al expediente académico del alumno. Según lo establecido por ley, los distritos escolares podrán clasificar la información en diferentes categorías, por ejemplo la podrán clasificar como información que incluyen en el directorio y le podrán proporcionar la información incluida en el directorio a ciertos individuos, funcionarios y organizaciones del Distrito Escolar que han sido clasificados por el Distrito como individuos o entidades que tienen una necesidad legítima de conocer dicha información. Los padres de familia y los alumnos que son mayores de edad tienen el derecho de limitar o negar la divulgación de cualquier porción de la información contenida en el directorio. Además, los padres de familia y los alumnos que son mayores de edad pueden solicitar que no se le divulgue la información contenida en el directorio a una persona en particular.

Se le podrán proporcionar a una persona designada que lo solicite conforme se especifica en la página 7, todos o cada uno de los puntos a continuación sobre los datos del alumno en el directorio, a menos que se haya archivado un documento en el cual se especifica que no se divulgue dicha información:

- Nombre y apellido
- Dirección
- Número de teléfono
- Fecha de nacimiento
- Fechas en las que se ha asistido a la escuela
- Escuelas a las que se ha asistido anteriormente

### **OBJECIONES CON RESPECTO A LA INFORMACIÓN QUE SE ENCUENTRA EN LOS EXPEDIENTES ESCOLARES DE LOS ALUMNOS**

- A. Si se desea inspeccionar o leer parte o la totalidad del expediente escolar de un alumno es necesario solicitarlo durante el horario regular de clases y fijar un horario que sea conveniente para los padres de familia (o alumno si correspondiera) y el funcionario de

la escuela. Un empleado titulado del Distrito Escolar debe estar presente para ayudar y para actuar como el encargado del registro. Si el registro escolar contiene información sobre otros alumnos, el padre de familia (o alumno, si corresponde) puede leer sólo las secciones del archivo que tratan sobre su hijo o el alumno que solicitó leer dicho archivo. Si el padre de familia (o alumno si, corresponde) solicita una copia del registro escolar completo o de una sección del registro escolar, el personal de la escuela se la debe entregar. La escuela o la oficina administrativa del distrito local puede cobrar 25 centavos por la primera hoja y 10 centavos por cada hoja subsiguiente. El artículo 49070 del Código de Educación de California dispone que un padre de familia (o un ex alumno) tiene el derecho de objetar con respecto al contenido del registro escolar excluyendo calificaciones si presenta una solicitud por escrito en la que pide que se elimine o se corrija cierta información registrada en dicho registro, que:

1. sea incorrecta
2. sea una conclusión o una inferencia infundada

Lo primero que deben hacer los padres de familia si desean impugnar el contenido del expediente escolar del alumno es solicitar una reunión con el director de la escuela. Si el director acepta la impugnación presentada por el padre de familia, la información contenida en el archivo se corregirá o se eliminará. Si el director de la escuela no acepta la impugnación presentada por el padre de familia, dicho padre de familia tiene el derecho de apelar. Las apelaciones que se interponen debido a que el director de la escuela no ha aceptado la impugnación se le deberán presentar primeramente al superintendente del distrito local, y posteriormente, si es necesario, a la Junta de Educación. El superintendente del distrito local y la Junta de Educación pueden decidir convocar a un panel imparcial que realizará la investigación con respecto a lo que se desea impugnar. Si el panel acepta la impugnación presentada por el padre de familia será necesario corregir, eliminar o destruir el material que haya provocado la impugnación. Si en última instancia no se acepta la impugnación presentada por el padre de familia, dicho padre de familia tiene el derecho de presentar una declaración por escrito en la que explica su objeción con respecto a la información. Dicha declaración formará parte del registro escolar del alumno a menos que, o hasta que, se modifique o elimine la información impugnada.

- B. Si se desea impugnar una calificación otorgada, el artículo 49066 del Código de Educación de California dispone que la calificación que el maestro le otorga a cada alumno en una materia es decisiva si el personal de oficina no ha cometido un error, si no ha habido un error mecánico, si no se ha cometido fraude, y si no se ha actuado en mala fe ni en forma incompetente. Las objeciones presentadas con respecto a una calificación se tramitarán según lo establecido por las leyes del Estado de California y las normas del LAUSD. Favor de ver la sección sobre los Derechos de Padres para solicitar un cambio de calificaciones.
- C. Los registros y la información que un funcionario de la escuela mantiene exclusivamente como material de consulta o para su uso personal y que no estén a disposición de ninguna otra persona, con la excepción del suplente de dicho funcionario, no forman parte del registro escolar del alumno y por lo tanto no están disponibles para que un padre de familia o alumno que es mayor de edad lo inspeccione, lea o impugne.
- D. Se enviará el registro escolar del alumno a la escuela en la cual el alumno desee inscribirse si dicha escuela lo solicita por escrito.

### **Denuncias**

Los padres de familia tienen el derecho de presentar denuncias con respecto a los procedimientos del Distrito Escolar que afectan a los derechos de confidencialidad, ante la Secretaría de Educación del Estado de California o a la Oficina para el Cumplimiento de los Derechos de las Familias, U.S. Department of Education (Secretaría Nacional de Educación) 400 Maryland Avenue, Washington, D. C. 20201.



## AFFIDAVIT FOR PROOF OF AGE OF MINOR

I, \_\_\_\_\_, declare:

I am the (check one) ☐ parent ☐ legal guardian ☐ caregiver

of \_\_\_\_\_ and hereby affirm that he/she was born  
Name: First Middle Last

on \_\_\_\_\_ in \_\_\_\_\_  
Month/Day/Year City

\_\_\_\_\_, \_\_\_\_\_  
State Country

I further affirm that a certificate of birth is not available for said minor.

I declare under penalty of perjury under the laws of California that, of my own personal knowledge, the above is true and correct and that if called upon to testify, I would be competent to identify thereto.

\_\_\_\_\_  
Print Name of Parent/Legal Guardian/Caregiver

\_\_\_\_\_  
Signature of Parent/Legal Guardian/Caregiver

\_\_\_\_\_  
Date

Affidavit Proof of Age of Minor- English





## DECLARACIÓN JURADA PARA COMPROBAR LA EDAD DEL MENOR

Yo, \_\_\_\_\_, declaro:

Yo soy (marque uno) el/la ☐ padre/madre ☐ tutor legal ☐ la persona a cargo

de \_\_\_\_\_ y afirmo  
Nombre: Primer Segundo Nombre Apellido

que él/ella nació en \_\_\_\_\_ en \_\_\_\_\_  
mes/día/año Ciudad

\_\_\_\_\_, \_\_\_\_\_.  
Estado País

También afirmo que no hay un certificado de nacimiento disponible para el dicho menor.

Declaro, bajo pena de perjurio, conforme a las leyes del Estado de California, que lo antedicho es verdadero y correcto y si yo soy llamado a testificar, yo soy competente para identificarlo.

\_\_\_\_\_  
Escriba el nombre y apellido del padre de familia/tutor/persona a cargo (letra de molde)

\_\_\_\_\_  
Firma del padre de familia/tutor/persona a cargo

\_\_\_\_\_  
Fecha





ATTACHMENT A

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
AFFIDAVIT FOR UNOFFICIAL CHANGE OF NAME OF MINOR IN LAUSD PUPIL RECORDS**

I, \_\_\_\_\_, being the natural mother/father or legal guardian with  
legal custody of \_\_\_\_\_ hereby request that my child, who is officially known as  
Print name of applicant

\_\_\_\_\_ be from this day forward known as  
First Middle Last

\_\_\_\_\_. I understand that this form applies only to pupil records  
First Middle Last

maintained by the Los Angeles Unified School District, that my child's legal name must remain on the official  
pupil records, and that this form does not substitute for an official name change which would require a court  
order.

1. The natural father/mother of the child herein referred to is deceased. Check one: YES <input type="checkbox"/> NO <input type="checkbox"/>	
2. The natural father/mother of the child no longer has legal custody over the child (please see attached court documents). Check one: YES <input type="checkbox"/> NO <input type="checkbox"/>	
3. The natural father/mother, who has legal custody and the right to make educational decisions for the child herein referred to, consents to the change of name herein proposed by his/her/their signature(s) below. Check one: YES <input type="checkbox"/> NO <input type="checkbox"/> (If yes, both parents must sign below)  I consent to the change of name herein proposed.  _____ Signature of Natural Mother of the Child Herein Referred to Date  _____ Signature of Natural Father of the Child Herein Referred to Date	

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: \_\_\_\_\_ Print Name of Applicant \_\_\_\_\_

Signature of Applicant \_\_\_\_\_

Applicant is CHECK ONE ☐ Parent ☐ Legal Guardian  
FOR SCHOOL TO COMPLETE:

Date received: \_\_\_\_\_ Date verified: \_\_\_\_\_

Date Entered AKA: \_\_\_\_\_ Initial: \_\_\_\_\_

Unofficial Change of Name of Minor



## AFFIDAVIT OF PARENTAL/LEGAL GUARDIAN IDENTIFICATION

I, \_\_\_\_\_, declare as follows:

I am the ☐ parent ☐ legal guardian ☐ caregiver of the following child/children:

\_\_\_\_\_  
Name: First Middle Last Date of Birth

A school age minor who is seeking admission to \_\_\_\_\_  
School  
in the Los Angeles Unified School District.

\_\_\_\_\_  
Name: First Middle Last Date of Birth

A school age minor who is seeking admission to \_\_\_\_\_  
School  
in the Los Angeles Unified School District.

\_\_\_\_\_  
Name: First Middle Last Date of Birth

A school age minor who is seeking admission to \_\_\_\_\_  
School  
in the Los Angeles Unified School District.

I do not own or possess a birth certificate, driver's license, state ID, or baptism certificate verifying my status as a parent. I declare under penalty of perjury under the laws of California that the above is true and correct.

\_\_\_\_\_  
Print Name of Parent/Guardian/Caregiver

\_\_\_\_\_  
Signature of Parent/Guardian/Caregiver

\_\_\_\_\_  
Date

Note: Please make one copy of signed affidavit per student and place individual student's cumulative record.



## DECLARACIÓN JURADA DE IDENTIFICACIÓN DE LOS PADRES DE FAMILIA O TUTORES LEGALES

Yo, \_\_\_\_\_, declaro lo siguiente:

Soy el/la ☐ padre/madre ☐ tutor legal ☐ la persona que cuida al (los) siguiente(s) niño(s)

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
--------	----------------	----------	---------------------

Un menor en edad escolar que desea ingresar a la \_\_\_\_\_  
Escuela  
en el Distrito Escolar Unificado de Los Angeles.

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
--------	----------------	----------	---------------------

Un menor en edad escolar que desea ingresar a la \_\_\_\_\_  
Escuela  
en el Distrito Escolar Unificado de Los Angeles.

Nombre	Segundo Nombre	Apellido	Fecha de Nacimiento
--------	----------------	----------	---------------------

Un menor en edad escolar que desea ingresar a la \_\_\_\_\_  
Escuela  
en el Distrito Escolar Unificado de Los Angeles.

No tengo en mi poder el acta de nacimiento, ni la licencia de conducir, ni el documento de identidad, ni el certificado de bautismo, para verificar la paternidad. Declaro, bajo pena de perjurio, conforme a las leyes del Estado de California, que lo antedicho es verdadero y correcto.

\_\_\_\_\_  
Nombre de los padres/tutores/encargados

\_\_\_\_\_  
Firma de los padres/tutores/encargados

\_\_\_\_\_  
Fecha

Note: Please make one copy of signed affidavit per student and place individual student's cumulative record.



## **CAREGIVER'S AUTHORIZATION AFFIDAVIT GUIDELINES**

**This affidavit is for enrollment purposes only and does not grant educational rights**

### **TO CAREGIVERS:**

1. "Qualified relative," for purposes of item 5, means a spouse, parent, stepparent, brother, sister, uncle, aunt, nephew, first cousin, or any person denoted by the prefix "grand" or "great," or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. If above criteria is not met use "other" and specify relationship to child(ren).
3. Educational rights can be granted to the caregiver in the parent's absence by providing a signed verifiable letter giving parent authorization to the caregiver.
4. The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
5. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
6. If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Medi-Cal number.
7. Affidavit must be renewed on a yearly basis.

### **TO SCHOOL OFFICIALS:**

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for a determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. In these situations the school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

### **TO HEALTH CARE PROVIDERS AND HEALTH CARE SERVICE PLANS:**

1. No person who acts in good faith on a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is not subject to criminal liability or to civil liability to any person, or is subject to profession disciplinary action, for such reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.



### **DIRECTRICES SOBRE LA AUTORIZACIÓN DEL ENCARGADO DEL CUIDADO**

Esta declaración jurada es sólo para propósitos de inscripción y no otorga derechos a la educación  
**A LOS ENCARGADOS DEL CUIDADO:**

1. "Pariente calificado", para efectos del punto 5, significa un cónyuge, padre, padrastro, hermano, hermana, tío, tía, sobrino, primo, o cualquier otra persona indicada por el prefijo "abue" o "bis", o el cónyuge del de cualquiera de las personas especificadas en esta definición, incluso después de que el matrimonio se ha terminado por la muerte o disolución.
2. Si los criterios anteriores no se cumplen, utilizar "otro" y especifique la relación con el(los) hijo(s).
3. Los derechos a la educación le pueden ser concedidos al encargado del cuidado en la ausencia de los padres, al proporcionar una carta firmada verificable dándole al cuidador la autorización de los padres.
4. La ley puede requerir que usted, si no es un pariente o un padre de crianza autorizado en la actualidad, obtenga una licencia para un hogar de crianza temporal con el fin de cuidar a un menor de edad. Si usted tiene alguna pregunta, póngase en contacto con su departamento local de servicios sociales.
5. Si el menor deja de vivir con usted, usted está obligado a notificar a cualquier escuela, proveedor de servicios médicos o servicio del cuidado de la salud al que se le haya dado esta declaración jurada.
6. Si usted no tiene la información solicitada en el punto 8 (licencia de conducir de California o tarjeta de identificación), proporcione otra forma de identificación, tales como su número de seguro social o número de Medi-Cal.
7. La Declaración Jurada deberá ser renovada anualmente.

### **A LOS FUNCIONARIOS ESCOLARES**

1. La sección 48204 del Código de Educación establece que la declaración jurada constituye una base suficiente para una determinación de la residencia del menor, sin el requisito de una tutela o de otra orden de custodia, a menos de que el distrito escolar determine de hechos reales que el menor no vive con el encargado del cuidado.
2. En estas situaciones, el distrito escolar podría requerir pruebas razonables adicionales que comprueben que el encargado del cuidado vive en la dirección proporcionada en el punto 4.

### **A LOS PROVEEDORES DE SERVICIOS DE LA SALUD Y LOS PLANES DE SERVICIO PARA EL CUIDADO DE LA SALUD:**

1. Ninguna persona que actúe de buena fe en la declaración jurada para la autorización de un encargado del cuidado para proporcionar atención médica o dental, sin el conocimiento real de los hechos contrarios a los establecidos en la declaración jurada, está sujeta a responsabilidad penal o de responsabilidad civil ante ninguna persona, ni está sujeta a una acción disciplinaria profesional por confiar en la misma, si se llenan las porciones aplicables del formulario.
2. Esta declaración jurada no otorga la dependencia para fines de una cobertura de salud.



## CAREGIVER'S AUTHORIZATION AFFIDAVIT

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of item 5-8 is additionally required to authorize any other medical care.

Please print clearly.

The minor named below lives in my home and I am 18 years of age or older.

1. Name of Minor: \_\_\_\_\_

2. Minor's birth date: \_\_\_\_\_

3. My name (adult giving authorization): \_\_\_\_\_

4. My home address: \_\_\_\_\_  
Number, Street, Apt. #, City, State, Zip Code

5. I am a grandparent, aunt, uncle, or other qualified relative of the minor (see back of this form for a definition of "qualified relative.") \_\_\_\_\_ Other: \_\_\_\_\_

6. Check one or both boxes (for example, if one parent was advised and the other cannot be located).

☐ I have advised the parent/s or other person/s having legal custody of the minor of my intent to authorize medical care, and have received no objection.

☐ I am unable to contact the parent/s or other person/s having legal custody of the minor at this time, to notify them of my intended authorization.

7. My date of birth: \_\_\_\_\_

8. My California driver's license or identification card number: \_\_\_\_\_

**WARNING: Do not sign this form if any of the statements above are incorrect, or else you will be committing a crime punishable by a fine, imprisonment or both.**

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

### **Notices:**

1. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.

This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor. 3. This affidavit is not valid for more than one year after the date on which is executed.

**This affidavit is for enrollment purposes only and does not grant educational rights**

Caregiver's Authorization Affidavit- English



### DECLARACIÓN JURADA DE AUTORIZACIÓN PARA EL CUIDADOR

El uso de esta declaración está autorizado por la Parte 1.5 (comenzando con la Sección 6550) de la División 11 del Código Familiar de California.

Instrucciones: Llenar los puntos 1-4 y la firma de la declaración jurada es suficiente para autorizar la inscripción de un menor en la escuela y autorizo la atención médica relacionada con la escuela. Además la autorización, se precisa llenar el punto 5.8 para cualquier otra atención médica.

Por favor escriba claramente.

El menor nombrado a continuación vive en mi casa y tengo 18 años de edad o más.

1. Nombre del menor: \_\_\_\_\_
2. Fecha de nacimiento del menor: \_\_\_\_\_
3. Mi nombre (adulto que otorga la autorización): \_\_\_\_\_
4. Mi dirección particular: \_\_\_\_\_  
Numero, Calle, # de dpto., Ciudad, Estado, Código Postal
5. Yo soy un abuelo, tía, tío, u otro pariente calificado del menor de edad (véase el reverso de este formulario para una definición de "pariente calificado".) Otros: \_\_
6. Marque uno o dos casilleros (por ejemplo, si un padre fue avisado y el otro no puede ser localizado.  
☐ He avisado a los padres u otra(s) persona(s) que tienen la custodia legal del menor sobre mi intención de autorizar la atención médica, y no he recibido ninguna objeción.  
☐ No puedo ponerme en contacto con los padres u otra(s) persona(s) que tienen la custodia legal del menor en este momento, para notificarles de mi autorización prevista.
7. Mi fecha de nacimiento: \_\_\_\_\_
8. Licencia de conducir o tarjeta de identidad del Estado de California: \_\_\_\_\_

**ADVERTENCIA: No firme Este Formulario SI Alguna de las afirmaciones incorrectas Anteriores hijo, o de Lo contrario estara cometiendo un crime punible con una multa, encarcelamiento o la autorización.**

Declaro bajo pena de perjurio bajo las leyes del Estado de California que lo anterior es verdadero y correcto.

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

#### **Avisos:**

1. Una persona que se basa en esta declaración jurada no tiene obligación de realizar cualquier consulta o investigación.
2. Esta declaración no afecta los derechos de los padres del menor o el tutor legal con respecto al cuidado, custodia y control del menor, y no significa que el cuidador tiene la custodia legal del menor.
3. La ejecución de esta declaración jurada no es válida por más de un año después de la fecha en que se ejecuta.

**Esta declaración jurada es sólo para propósitos de inscripción y no otorga derechos a la educación.**

Caregiver's Authorization Affidavit Spanish  
Doc. 20277/ajs – Translated by the LAUSD Translations Unit





## STUDENT RESIDENCY QUESTIONNAIRE

To be completed by school personnel:  
Student's District ID#: \_\_\_\_\_

*The goal of the LAUSD Homeless Education Program is to effectively serve students and families in transition, providing advocacy and referral services that foster a sense of empowerment and stability. To determine if your child is eligible for these services, please complete the Student Residency Questionnaire and return it to the Main Office at your child's school. For additional information, please contact the Homeless Education Program at (213) 202-7581.*

Date: \_\_\_\_\_ School: \_\_\_\_\_ ESC: \_\_\_\_\_

Student First Name: \_\_\_\_\_ M.I.: \_\_\_\_ Last Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ ☐ Male ☐ Female

Grade: \_\_\_\_\_ Other (i.e. Adult Ed.) \_\_\_\_\_ Special Ed: ☐ yes ☐ no Designation: \_\_\_\_\_

Address: \_\_\_\_\_ Apt #: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

The student(s) lives with:

- ☐ 1 parent ☐ 1 parent & another adult ☐ an adult that is not the parent or legal guardian  
☐ 2 parents ☐ a relative ☐ alone with no adults

**Student's Living Situation** (Check all that may apply):

- ☐ **In** a shelter \_\_\_\_\_ (name of shelter)  
☐ **In** a motel or hotel \_\_\_\_\_ (name of motel/hotel)  
☐ **In** a transitional housing program \_\_\_\_\_ (name of program)  
☐ **In** a car, trailer or campsite, **temporarily due to inadequate housing**  
☐ **In** a rented trailer/motor home on private property  
☐ **In** a SRO (Single Room Occupancy) **building** – a multiple tenant **building** consisting of individual rooms with **shared restrooms and/or kitchens** (not an apartment building or a one bedroom) .  
☐ **In** a rented garage **due to loss of housing**  
☐ **Temporarily** in another family's house or apartment **due to loss of housing, due to financial problems (e.g. loss of job, eviction, or natural disaster)**  
☐ **Temporarily** with an adult that is not the parent/legal guardian **due to loss of housing**  
☐ **Awaiting** foster placement  
☐ **Other** places not designed for, or ordinarily used as a regular sleeping accommodation for human beings (explain) \_\_\_\_\_  
☐ **Living** alone, without any adult (unaccompanied youth)



**IF YOU  
CHECKED ANY  
OF THESE  
BOXES, PLEASE  
COMPLETE  
BOTH SIDES OF  
THIS FORM.**



- ☐ **None of the above apply – NO FURTHER INFORMATION REQUIRED AT THIS TIME. If your housing situation changes, please notify your child's school.**

### AFFIDAVIT

*By signing this form, I declare under penalty of the laws in the State of California that the foregoing is true and correct. In addition, I understand that the District reserves the right to verify the above listed residence information.*

Signature of Parent/Legal Guardian/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_



Student Name \_\_\_\_\_ School \_\_\_\_\_

*Please list all siblings between the ages of birth and 22 years old. Complete a separate SRQ for each child.*

Name	Birthdate	Age	Grade	School

**The McKinney-Vento Homeless Assistance Act, part of No Child Left Behind, entitles all homeless school-aged children access to the same free, appropriate public education that is provided to non-homeless youth. Schools are required to remove barriers to the enrollment, attendance, and success of homeless students in school.**

The Homeless Education Program may be able to provide assistance in the following areas. Please check areas of need, if any:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> School Supplies                               | <input type="checkbox"/> Backpacks                             | <input type="checkbox"/> Hygiene Kits         |
| <input type="checkbox"/> Early Childhood Education/Pre-school Programs | <input type="checkbox"/> Assistance for a Homeless Teen Parent | <input type="checkbox"/> Educational Advocacy |
| <input type="checkbox"/> Transportation Assistance                     | <input type="checkbox"/> Other: _____                          |   |

**IF YOU ARE REQUESTING TRANSPORTATION ASSISTANCE, PLEASE SIGN THE AFFIDAVIT OF NEED BELOW.**

I, \_\_\_\_\_, need assistance from LAUSD as I have no alternate means to deliver my child to school. I agree to have my child attend school every day and on time. I also agree to notify the District if our situation changes or we no longer require this assistance. I understand that my child must meet the eligibility criteria for transportation assistance and I must comply with sign-in and supervision requirements.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TO BE COMPLETED BY SCHOOL SITE HOMELESS LIAISON**

**School-Site Homeless Liaison can provide referrals in the following areas:**

Please check areas of need, if any

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> School Attendance   | <input type="checkbox"/> School Clothing/Uniforms | <input type="checkbox"/> Free Breakfast/Lunch Program |
| <input type="checkbox"/> Tutoring            | <input type="checkbox"/> Counseling               | <input type="checkbox"/> Medical/Dental/Health        |
| <input type="checkbox"/> Academic Evaluation | <input type="checkbox"/> Food Pantries            | <input type="checkbox"/> Other: _____                 |

☐ Liaison: Please check here if you provided the parent/guardian with the requested referrals.

If you need assistance with referrals, please refer to your Homeless Liaison Training Manual or contact the Homeless Education Program at (213) 202-7581.

School Site Homeless Liaison Name	Title	Phone	Email
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☐ School Personnel:

- The Student Residency Questionnaire (SRQ) must be kept in a confidential file which is separate from the Permanent Student Record.
- For any choices except none of the above apply, please fax this form (both sides) to the Homeless Education Program at (213) 580-6551.

**(For Homeless Education Program Use Only)**

Student has current SRQ on file.	<input type="checkbox"/> YES	<input type="checkbox"/> NO - SRQ required to process request.
Student is living within his/her school's residence boundaries.	<input type="checkbox"/> NO	<input type="checkbox"/> YES - If yes, student does not qualify for transportation assistance.
Student is eligible for transportation.	<input type="checkbox"/> YES _____ <input type="checkbox"/> NO _____	

Transportation Request Processed By \_\_\_\_\_ Date \_\_\_\_\_

If transportation is denied, a denial letter will be sent to the School-Site Homeless Liaison. Parent/guardian can appeal.



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_ Student ID # \_\_\_\_\_

Dear Parent/Guardian:

\_\_\_\_(Insert School Name)\_\_\_\_ has requested the assistance of Pupil Services in obtaining a Student Emergency Information Form. Section 49408 of the California Education Code states..."for the protection of a student's health and welfare, the parent or the legal guardian must keep current at the student's school of attendance, emergency information including the home address and telephone number, business address and telephone number of the parent or guardian, and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent or legal guardian can not be reached."

We know you are concerned about your child's welfare. Please fill out the enclosed Student Emergency Information form and return it to the school no later than \_\_\_\_\_ insert date \_\_\_\_\_ to avoid the necessity of having a counselor visit your home. If you have any questions, please call \_\_\_\_\_.

Thank you for your cooperation.

Sincerely,

Principal



(SCHOOL LETTERHEAD)

(Fecha)  
(Nombre del padre, madre o tutor legal)  
(Dirección)  
(Ciudad, Estado, Código Postal)

ASUNTO: \_\_\_\_\_ # de identidad  
del alumno(a) \_\_\_\_\_

Estimado padre, madre o tutor legal:

\_\_\_\_ (Nombre de la Escuela) \_\_\_\_ ha solicitado la asistencia de Servicios Estudiantiles en la obtención de un Formulario de Información para una Emergencia Estudiantil. La Sección 49408 del Código de Educación de California indica que... "para el bienestar y la protección de la salud del alumno(a), el padre, madre o el tutor legal deben mantener al día, en la escuela a la que asiste el alumno(a), la información para casos de emergencia, incluyendo el domicilio y número de teléfono, la dirección y número de teléfono del trabajo del padre, madre o tutor legal, y el nombre, dirección y teléfono de un pariente o amigo que esté autorizado para atender al alumno(a) en cualquier situación de emergencia si no se pueden comunicar con el padre, madre o tutor legal. "

Sabemos que le preocupa el bienestar de su hijo. Por favor, llene el siguiente Formulario de Información para una Emergencia Estudiantil adjunto y devuélvalo a la escuela a más tardar el \_\_\_\_ (fecha) \_\_\_\_ para evitar la necesidad de que un consejero visite su casa. Si usted tiene alguna pregunta, por favor llame al \_\_\_\_\_.

Gracias por su cooperación.

Atentamente,

Director(a)



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께:

\_\_\_\_\_(Insert School Name)\_\_\_\_\_

는 학생 비상정보서류를 받기 위해 학생 서비스 부에도움을 요청했습니다.

캘리포니아 교육법 제 49408 항에 의하여..... 학생의 건강 및 복지를 보호하기 위해,

학부모/보호자는 집 주소와 전화번호, 부모/보호자의 직장 주소와 전화번호,

비상시 부모나 법적 보호자와 연락이 되지 않을 경우 학생을 돌보아 줄 권한이 있는 친척이나 친구  
의 주소와 전화번호를 명시한 비상시 정보를 학생이 출석하고 있는 학교에 최신의 내용으로 제공  
해야 합니다.

자녀의 안녕과 복지에 관심이 많을 것으로 알고 있습니다.

\_\_\_\_\_ 질문이 있다면 다음으로 연락하십시오

\_\_\_\_\_ .  
\_\_\_\_\_ 협조해주셔서 감사합니다.

안녕히 계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Dear Parent/Guardian:

It has come to our attention that you have changed your address and no longer live in the area of \_\_\_\_\_ School. According to LAUSD policy "A family's failure to report, in writing, a change of address, within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit." As a result, your child/children will need to enroll and attend the school within the area of your new address. Your home school is \_\_\_\_\_ School and their phone number is \_\_\_\_\_

Within two days, please pick up the necessary paperwork from the school office to withdraw your child/children from our school and promptly enroll in the new school.

If you have any questions, please call \_\_\_\_\_ at \_\_\_\_\_

We wish you and your child/children the very best at your new school.

Sincerely,

Principal

Moved, False Address, Forfeiture of Permit - English



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian)

(Address)

(City, State, Zip Code)

Estimado Padre/Tutor:

Se nos ha informado que se ha mudado y que ya no vive en la zona de asistencia escolar de la Escuela \_\_\_\_\_. De acuerdo a la política de LAUSD "El que una familia no reporte por escrito en 30 días el cambio de domicilio, es motivo suficiente para renunciar al derecho de ejercer el Permiso de Matriculación Continua."

Como resultado, su hijo(s) necesita(n) matricularse y asistir a la escuela que le corresponde a la zona de su nuevo domicilio. La escuela que le corresponde a la zona de su nuevo domicilio es la Escuela \_\_\_\_\_ y su número de teléfono es \_\_\_\_\_.

En dos días, favor de recoger en la oficina escolar la documentación necesaria para dar de baja a su(s) hijo(s) de nuestra escuela y lo(s) inscriba en la nueva escuela inmediatamente.

Si tiene alguna pregunta, favor de comunicarse con \_\_\_\_\_ al \_\_\_\_\_.

Atentamente,

Director(a)





(SCHOOL LETTERHEAD)

(DATE)

(PARENT/GUARDIAN NAME)

(ADDRESS)

(CITY, STATE, ZIP CODE)

亲爱的家长 / 监护人：

我们注意到您已经变更了住址不再居住在 \_\_\_\_\_ **学校的区域范围**。

根据洛杉矶联合学区的规定，“一个家庭住址变更如果未在 **30 天内**以书面向学校提出报告，即将失去继续在校就读的权利。” 现在的结果是您的孩子必须到您新住址地区的学校去报名就

读。您家里地区的学校

学校，他们的电话

是

是

请在两天之内，来学校办公室领取必要的文件从本校退学并立刻到新学校报名入学。

如果您有任何问题请打电

,

号码是

.

话给

我们衷心希望您的孩子在新学校一切成功。

诚恳的,



(SCHOOL LETTERHEAD)

(DATE)

(PARENT/GUARDIAN NAME)

(ADDRESS)

(CITY, STATE, ZIP CODE)

\_\_\_\_\_ 앞:

주소변경에의하면 \_\_\_\_\_ 학교학군에거주하지않고  
계십니다. LAUSD 교육방침에의하면 “주소변경을  
30 일이내에서면으로통보하지않으면지속적등교허가권리가취소될수있습  
니다.” 그러므로자녀를새로이사간주소에해당하는학교에등록시켜야합니다.  
자녀의새학교는

\_\_\_\_\_입니다. 전화번호는  
\_\_\_\_\_입니다.

이틀내에학교사무실에서필요한퇴교서류를받아자녀새학교에가지고가서등  
록하십시오.

문의사항은 \_\_\_\_\_ 으로연락하십시오.

새학교에서좋은학교생활을할수있기를바랍니다.

안녕히계십시오.

Moved, False Address, Forfeiture of Permit - Korean



(SCHOOL LETTERHEAD)

(DATE)

(PARENT/GUARDIAN NAME)  
(ADDRESS)  
(CITY, STATE, ZIP CODE)

Հարգելի ծնող/խնամատար.

Մենք մացել ենք, որ դուք փոխել եք ձեր հասցեն նախնաչեքապրում  
դպրոցի տարածքում:

Համաձայն L.U.ՄԴԾ-ի օրենքի

«Եթե ընտանիքը գրավոր չի տեղեկացնում հասցեի փոփոխման մասին 30 օրվա ընթացքում,  
երեխան կգրկվի Շարունակվող Ընդունելության Թույլտվության իրավունքից»: Որպես տրապարդունք,  
ձեր երեխան/երեխաները պետք է ընդունվեն նախնաչեքապրում, որը գտնվում է ձեր նոր հասցեի շրջանում: Ձեր թաղամասի դպրոցն է -

Դպրոցի նրանց հեռախոսի համարն է

Երկու օրվա ընթացքում, խնդրվում է վերցնել անհրաժեշտ փաստաթղթերը դպրոցի գրասենյակից,  
հանել ու համարձեռնել երեխային/երեխաներին մեր դպրոցի ցանկում իջապետը ընդունելն ու դպրոցը:

Եթե ունեք հարցեր, խնդրվում է զանգահարել \_\_\_\_\_ համարով:

Մենք ցանկանում ենք ձեզ ձեր երեխային/երեխաներին ամենալավ ընդունելն ու դպրոցում:

Անկեղծորեն



(SCHOOL LETTERHEAD)

(DATE)

(PARENT/GUARDIAN NAME)  
(ADDRESS)  
(CITY, STATE, ZIP CODE)

Thưa Quý Phụ Huynh/Giám Hộ:

Chúng tôi để ý thấy rằng quý vị đã thay đổi địa chỉ của quý vị và không còn sống trong

khu vực của \_\_\_\_\_ Theo quy định của LAUSD "Sự  
Trường \_\_\_\_\_ không  
báo cáo của một gia đình, bằng văn bản, sự thay đổi địa chỉ, trong vòng 30 ngày  
lịch sẽ là nguyên nhân bị tước quyền được Phép Tiếp Tục Ghi Danh Học." Do  
đó, con/các con của quý vị sẽ cần phải ghi danh và học tại trường trong phạm vi  
khu vực địa chỉ  
mới của quý vị. Trường địa phương của quý vị  
là \_\_\_\_\_  
và số điện thoại của họ \_\_\_\_\_  
là \_\_\_\_\_

Trong vòng hai ngày, xin đến nhận các giấy tờ cần thiết ở văn phòng nhà trường  
để rút con/các con của quý vị ra khỏi trường chúng tôi và nhanh chóng ghi danh  
ở trường mới.

Nếu quý vị có câu hỏi nào xin \_\_\_\_\_ ở số \_\_\_\_\_  
gọi \_\_\_\_\_

Chúng tôi xin chúc quý vị và con/các con của quý vị điều tốt nhất ở trường mới  
của quý vị.

Trân trọng,

Moved, False Address, Forfeiture of Permit – Vietnamese



(SCHOOL LETTERHEAD)

(DATE)

(PARENT/GUARDIAN NAME)

(ADDRESS)

(CITY, STATE, ZIP CODE)

Уважаемые родители или опекуны:

Yfc bpdtnbkb j njv> xnj e Dfc bpvtybkcz flhtc b ds ,jkmit yt ;bdtnt d hfqjyt irjks

School. D cjjndtncndbb c ghfdbkfvb J,(tlbytyyuj irjkmyuj jrheuf Kjc-Fyl;tkctf `Ytcjj,otybt d gbcmvtyyjq ajhvt

j gthtvtyt vtcnf ;bntkmcndf d ntxybt 30 rfktylfhys[ lytq ghbdtltn r gjntht ghfdf yf gjctotybt irjks pf ghtltkfvb

dfituj hfqjyf !Continuing Enrollment Permit@.\$ D cdzpb c 'nbv dfitve ht,tyre#dfibv ltnzv ytj,[jlbvj

pfgbcfnmcz b gjctofnm hfqjyfe/ irjke gj yjdjve vtcne ;bntkmcndf. Dfif irjke gj vtcne ;bntkmcndf

School ntktajy irjks

Gj;fkeqcnf> d ntxybt 2 lytq djpmvbnt d irjkmyjv jabct ytj,[jlbvst ljrevtyns dsgebnt Dfituj ht,tyrf bp irjks> d  
rjnhjq jy exbnzc d yfcnjzott dhtvz b gthtdtlbnt tuj d yjde/ irjke.

Tckb e dfc djpybryen rfrbt-kb,j djghjcs gj;fkeqcnf> gjpdjybnt

gj ntktajye

Vs ;tkftv Dfv b dfitve ht,tyre#dfibv ltnzv ecgt[jd d yjdjq irjkt.

C edf;tybtv%

Moved, False Address, Forfeiture of Permit - Russian



## OPTIONAL AREA DECISION FORM

To: \_\_\_\_\_  
Principal

\_\_\_\_\_  
School

I am the parent or guardian of

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

I am aware that, under current District policy, my son/daughter may attend either

School: \_\_\_\_\_  
\_\_\_\_\_

or

School: \_\_\_\_\_  
\_\_\_\_\_

It is my decision that my child shall attend \_\_\_\_\_  
School

I understand that this will become his/her School of Residence. I further understand that this choice of option is final.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Administrator

\_\_\_\_\_  
Date

c: School Principals Involved

Parent/Guardian



## FORMULARIO EN QUE SE REGISTRA LA DECISIÓN CON RESPECTO A LA ZONA OPCIONAL

A: \_\_\_\_\_  
Director/a

\_\_\_\_\_  
Escuela

Soy el padre o tutor de

Nombre y apellido del alumno(a): \_\_\_\_\_ Grado escolar: \_\_\_\_\_

Dirección: \_\_\_\_\_

Estoy al tanto de que mi hijo(a) puede asistir a cualquiera de las dos siguientes escuelas

Escuela: \_\_\_\_\_

O a la

Escuela: \_\_\_\_\_

He decidido que mi hijo(a) asistirá a la Escuela \_\_\_\_\_

Comprendo que esta escuela pasará a ser la escuela que le corresponde a mi hijo(a) según su domicilio. Además comprendo que la opción que elijo es irrevocable.

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del administrador escolar

\_\_\_\_\_  
Fecha

c: Directores correspondientes  
Padre o tutor





### Parent Authorization for Release/Exchange of Information

Date: \_\_\_\_\_ To Parent/Guardian (s) of: \_\_\_\_\_

We are requesting your written authorization for release/exchange of information from the individual, agency, or institution indicated below.

The information received shall be reviewed only by appropriate professionals in accordance with then Family Educational Rights and Privacy Act of 1974.

TO: _____			RE: _____		
			Name Pupil (Last name/First name)		
_____			Date of Birth: ____/____/____		
Agency, Institution, or Department			Month      Date      Year		
_____			_____		
Street Address			Street Address		
_____			_____		
City	State	Zip	City	State	Zip
I hereby give you permission to release/exchange the following information:					
_____ Medical/Health		_____ Speech & Language		_____ Educational	
_____ Psychological/Mental Health		_____ Other-Specify _____			
The information will be used to assist in determining the needs of the pupil.					
THIS INFORMATION IS TO BE SENT TO:					
_____			_____		
Name			Position		
_____					
Address					
This authorization shall be valid until _____ unless revoked earlier.					
I request a copy of this authorization: _____ Yes _____ No					
Signature: _____			Date: _____		
Parent/Legal Guardian					
Note: This information will become part of the pupil's educational records and shall be made available, upon request, to the parent or pupil age 18 or older.					



## **Programa de Prevención, Deserción Escolar, y Retención** **Consentimiento de Padres Para Dar/Intercambiar Información**

Fecha: \_\_\_\_\_ A los Padres/Tutores de: \_\_\_\_\_

Les estamos pidiendo su autorización por escrito para poderles dar/intercambiar información sobre su niño/a a el individuo, agencia, o institución indicado abajo.

La información recibida será revisada únicamente por profesionales apropiados en acuerdo con Los Derechos Educativos Familiares y Acto de Privacidad de 1974.

A: _____			RE: _____		
			Nombre del Alumno (Apellido/Nombre)		
_____ Agencia, Institución o Departamento			Fecha de Nacimiento: _____ Mes      Día      Año		
_____ Domicilio			_____ Domicilio		
_____ Ciudad	_____ Estado	_____ Código Postal	_____ Ciudad	_____ Estado	_____ Código Postal
Doy mi autorización para dar/intercambiar la siguiente información:					
_____ Médica/Salud    _____ Hablar y Lenguaje    _____ Educacional					
_____ Psicológico/Salud Mental    _____ Otra (especifique) _____					
La información será usada para determinar las necesidades del alumno.					
ESTA INFORMACIÓN SERÁ ENVIADA A:					
_____ Nombre			_____ Posición		
_____ Dirección					
Esta autorización será válida hasta _____ solo que sea revocada antes.					
Yo requiero una copia de esta autorización: _____ Sí _____ No					
Firma: _____ Padre/Tutor Legal			Fecha: _____		
Nota: Esta información se hará parte de los archivos educativos del alumno y estará disposición de los padres o alumno a la edad de 18 años o mayor.					



## School Enrollment Symbols

<b>E1    <i>Within District, same school, such as:</i></b> Movement between attendance reporting categories: (grade, special programs, etc.) Movement between tracks at a year round school Promotion to the next grade level at the same school Return to the same school
<b>E2    <i>Within District, different school, such as:</i></b> CAP/SAT/PWT placement if last school attended was an LAUSD school Enrollment from LAUSD Continuation School Enrollment from LAUSD provided home or hospital instruction (including tele-teaching) Enrollment from Magnet School Matriculation from feeder school Opportunity Transfer if student actually did attend the issuing school Enrollment from program for pregnant minors Enrollment from regular LAUSD school Enrollment from LAUSD Charter
<b>E3    <i>Public-supported school within state, such as:</i></b> Arrival from another school district CAP/SAT/PWT placement if last school attended was a non-LAUSD public school Enrollment from hospital instruction not provided by the District Enrollment from a Non-LAUSD Charter Juvenile Detention Facility
<b>E4    <i>Non Public school within the state, such as:</i></b> CAP/SAT/PWT placement if last school attended was a California non-public school Enrollment from private school Enrollment from religious school Enrollment from tutorial instruction Enrollment from Home School Return from Project Furlough
<b>E5    <i>Other states and other countries, such as:</i></b> CAP/SAT/PWT placement if last school attended was a non-California school Enrollment from private school Enrollment from public school Enrollment from religious school
<b>E7    <i>First time school enrollment such as:</i></b> Newly enrolling Kindergarten

The “E” symbol is determined by the last school attended if a student is returning from a Juvenile Detention Facility.



## ELEMENTARY SCHOOL WITHDRAWAL SYMBOLS

Schools must use the appropriate leaver codes and withdrawal reason codes for students who withdraw or leave school and enter them in SIS. See below.

### Elementary SIS Leaver Codes

Leave Code	Description	Applicable Reason Codes
L	Preschool students	Reason Codes 1-51
L2	Student transfers to another LAUSD school (includes LAUSD charter schools).	Reason Codes 1-51 (If OT use Reason Code 18 with letter A-U from the OT/Expulsion Table)
L3	Student transfers to another public school within the state of California but outside LAUSD.	Reason Codes 1-51
L4	Student transfers to a non-public school including home schooling.	Reason Codes 1-51
L5	Student leaves the state of California.	Reason Code 1
L7	Student matriculates to the middle school	Matriculating 5 <sup>th</sup> /6 <sup>th</sup> graders need no reason code
L8	Deceased or unknown	

### Withdrawal Reason Codes (L to L5)

Code	Description
1	Residence Change – the student moves from one residence to another.
2	Inaccurate Residence – the school determines that the student has been enrolled based upon a false address or inaccurate residence information.
3	Special Education Assignment – the student attends another school that has the special education facilities or appropriate instructional program.
4	Permits With Transportation Assignment – court-ordered voluntary permit program to allow students to attend schools outside of their attendance area if space is available.
5	Magnet/Alt Assignment – court-ordered voluntary permit program granted to students who meet the eligibility requirements.
6	Satellite Zone Assignment – when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a designated Satellite Zone school. Applies only to Langdon Elementary to Parthenia Elementary School.
7	Capacity Adjustment Program- when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a school with space available.
8	Caregiver's Affidavit – the student named in the caregiver's affidavit is deemed to have satisfied residency requirements for school enrollment based on the caregiver's address.
9	Inter-District Permit – an approved application to attend a district other than LAUSD.
10	Bilingual / ESL Assignment – the student attends another school that has the appropriate bilingual/ESL program.



Code	Description
11	Direction of the Superintendent – used in special circumstances for the welfare of the student.
14	Elementary Child Care Permit – allows a student to receive before and/or afterschool care by an adult who lives or works in a school's attendance area other than that of the school of residence.
15	Medical Permit -- a medical condition requires a student to attend a school because of the school's location or a school with physical characteristics or available services
16	Prospective Residence Change – student is planning to move to another school due to residence change (valid for 60 days only).
17	Any Permit Termination – a permit is terminated and no longer valid.
18	Opportunity Transfer – the student is provided an opportunity transfer permit at another school
19	Expulsion – the student is expelled from school.
20	Opportunity Transfer Termination – the opportunity transfer permit is terminated.
21	Expulsion Reinstatement – student returns to the school upon reinstatement from an expulsion
22	Continuing Enrollment Permit – when a student moves out of the attendance area of a school, but wishes to remain at the school. (Must meet certain requirements).
23	Other – other reason not listed above.
32	Child Care Parent Supervision Permit - allows a student in the elementary grades to attend a school near the parent's workplace.
40	Open Enrollment Permit – permit to attend a school outside of the student's attendance area where space is available.
41	Advanced Studies Permit – permit for students to attend an Advanced Study Program outside of the student's attendance area.
43	Overcrowded Permit – when a student is CAPPED from a school and chooses not to go to the receiver they may find another school. This permit does not entitle the student to transportation.
44	Public School of Choice – NCLB required for PI schools.
45	Disaster – students displaced by natural disasters.
46	Charter School
50	Parent Employment Permit - Permit issued for a student whose parent/guardian is a full-time employee of LAUSD. This permit will allow the student to attend a school that is within the attendance boundary of the place of employment of the parent/guardian.
51	Safety and Protection Permit – Necessary for the protection or personal welfare of the student.
52	Charter Opt-Out Permit
53	University Outreach Permit
54	Romero Open Enrollment Permit
55	Senior Status Permit
56	Specialized Program Permit



## SECONDARY SCHOOL WITHDRAWAL SYMBOLS

Schools must use the appropriate leaver codes and withdrawal reason codes for students who withdraw or leave school and enter them in SIS/ISIS. See below:

### Secondary SIS Leaver Codes

Leave Code	Description	Applicable Reason Codes
L1	Student changes apportionment data within the same school (i.e., grade level change, track change, special education assignment change).	Reason 23 (Other) with comment
L2	Student transfers to another LAUSD school (includes LAUSD charter schools and community adult schools).	Reason Codes 1-49 (If OT use Reason Code 18 with letter A-U from the OT/Expulsion Table)
L3	Student transfers to another public school within the state of California but outside LAUSD (includes juvenile correction facilities).	Reason Codes 1-49.
L4	Student transfers to a non-public school including home schooling. Home schooling requires an affidavit.	Reason Codes 1-49.
L5	Student leaves the state of California.	Reason Codes 1-49 with appropriate state or country code.
L7	Student matriculates to the next school (middle to high school) or receives a high school diploma or equivalent (GED or CHSPE) or receives a Special Education Certificate of Completion	<ul style="list-style-type: none"> <li>Reason Codes 90-92 (posted by ID94 and AT08).</li> <li>Reason Codes 93 (CHSPE) and 94 (GED).</li> <li>Matriculating 8<sup>th</sup> graders need no reason code.</li> </ul>
L8	Deceased or unknown (see below)	<ul style="list-style-type: none"> <li>Reason Codes (51,53,55,57-58)</li> <li>Reason Codes (62-65)</li> <li>Reason Codes (74, 76-79, 80-81)</li> </ul>

### Withdrawal Reason Codes (L1 to L7)

Code	Description
01	Residence Change – the student moves from one residence to another
02	Inaccurate Residence – the school determines that the student has been enrolled based upon a false address or inaccurate residence information.
03	Special Education Assignment – the student attends another school that has the special education facilities or appropriate instructional program.
04	Permits With Transportation Assignment – court-ordered voluntary permit program to allow students to attend schools outside of their attendance area if space is available.
05	Magnet Assignment – court-ordered voluntary permit program granted to students who meet the eligibility requirements.
06	Satellite Zone – when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a designated Satellite Zone school. Applies only to Belmont SH, Verdugo Hills SH, and Langdon Elementary to Parthenia Elementary School.
07	Capacity Adjustment Program- when a school has reached its enrollment capacity and cannot accommodate additional students from its attendance area, new enrollees may be assigned to a school with space available.



Code	Description
08	Caregiver's Affidavit – the student named in the caregiver's affidavit is deemed to have satisfied residency requirements for school enrollment based on the caregiver's address.
09	Inter-District Permit – an approved application to attend a district other than LAUSD.
10	Bilingual / ESL Assignment – the student attends another school that has the appropriate bilingual/ESL program.
11	Direction of the Superintendent – used in special circumstances for the welfare of the student.
	Safety and Protection Permit
14	Elementary Child Care Permit – allows a student in the elementary grades to attend a school near the parent's workplace.
15	Medical Permit -- a medical condition requires a student to attend a school because of the school's location or a school with physical characteristics or available services
16	Prospective Residence Change – student is planning to move to another school due to residence change (valid for 60 days only).
17	Permit Termination – a permit is terminated and no longer valid.
18	Opportunity Transfer – the student is provided an opportunity transfer permit at another school
19	Expulsion – the student is expelled from school.
20	Opportunity Transfer Termination – the opportunity transfer permit is terminated.
21	Expulsion Reinstatement – student returns to the school upon reinstatement from an expulsion
22	Continuing Enrollment Permit – when a student moves out of the attendance area of a school, but wishes to remain at the school. (Must meet certain requirements).
23	Other – other reason not listed above
25	Permit Reinstatement – a permit was reinstated.
26	Tri-C – student transfers to Tri-C.
27	Continuation School – student transfers to a continuation school.
28	Adult School – student transfers to an adult school program.
29	Employment Preparation Center – student transfers to a regional occupational center.
30	Alternative Education Work Ctr. (AEWC) – student transfers to an AEWC.
40	Open Enrollment Permit – permit to attend a school outside of the student's attendance area where space is available.
41	Advanced Studies Permit – permit for students to attend an Advanced Study Program outside of the student's attendance area.
43	Overcrowded Permit – when a student is CAPPED from a school and chooses not to go to the receiver they may find another school. This permit does not entitle the student to transportation.
44	Public School of Choice – NCLB required for PI schools
45	Juvenile Detention
46	Home Schooling – home study (not in a district program) with required affidavit
47	College – working towards an AA or BA
48	Safety and Protection Permit

**Withdrawal Reason Codes (for use with L7 Only)**

Code	Description
90	Diploma – passed course requirements and passed CAHSEE
91	Diploma – special education only, passed course requirements, failed CAHSEE, received Chapman Exemption (valid only for class of 2006 and 2007).
92	Certificate of Completion -- special education only





Code	Description
93	Passed California High School Proficiency Examination (CHSPE) – parent provides written permission for the student to withdraw from school.
94	Passed Graduate Equivalent Examination (GED)

**Withdrawal Reason Codes (for use with L8 Only)**

Code	Description	Code	Description
51	Marriage	65	Deceased
53	Pregnancy	74	Undercover Police Officer
55	Overage	76	Other
57	Work	77	Failed course requirements, passed CAHSEE
58	Armed Forces	78	Passed course requirements, failed CAHSEE
62	Serious Illness	79	Failed course requirements, failed CAHSEE
63	Adult Incarceration	80	Not attending/Inactive (should be changed to appropriate code after due diligence follow-up)
64	Whereabouts Unknown	81	No Show (should be changed to appropriate code after due diligence follow-up)



## Parent Assurance Letter

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_ Track: \_\_\_\_\_

I, \_\_\_\_\_, declare that I am the parent/guardian/caregiver  
of \_\_\_\_\_ and

I am withdrawing this child from this school due to the following reason:

- ☐ Moving to another city within the State of California: \_\_\_\_\_
- ☐ Moving to another state: State and City: \_\_\_\_\_
- ☐ Moving to another country: Country: \_\_\_\_\_
- ☐ Enrolling in a private school: Name of School: \_\_\_\_\_
- ☐ Enrolling in another public school: Name of School: \_\_\_\_\_  
City: \_\_\_\_\_
- ☐ Full-time private tutoring by a credentialed tutor
- ☐ Other: \_\_\_\_\_

I assure you that I will enroll this child in a school within a reasonable period of time. I am aware of the compulsory education statute in California, as stated in Cal. Education Code Section 48200 that requires all children between the ages of 6-18 years old to have a full-time education, unless they are exempt. I also understand that if I fail to compel the attendance of the child in my care to attend a full-time education while in the State of California, unless they are exempt, that I may be subject to criminal penalties.

To the best of my knowledge, this child will be attending school in the city of \_\_\_\_\_, State of \_\_\_\_\_.

**I declare under penalty of perjury under the laws of the State of California that the above statements are true and correct.**

\_\_\_\_\_  
Parent/Guardian/Caregiver's Name  
Signature

\_\_\_\_\_  
Parent/Guardian/Caregiver's

**Please fill out your new contact information below:**

\_\_\_\_\_  
New Address

\_\_\_\_\_  
New Phone Number

\_\_\_\_\_  
Date



## Carta de Garantía de Inscripción

Nombre del estudiante: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_\_ Grado: \_\_\_\_\_ Ciclo: \_\_\_\_\_

Mediante la presente declaro que yo, \_\_\_\_\_ soy el padre/tutor/encargado de \_\_\_\_\_ y que deseo dar de baja a mi hijo(a) de esta escuela debido a lo siguiente:

- ☐ Nos mudaremos a otra ciudad dentro del Estado de California.
- ☐ Nos mudaremos a otro Estado: (Estado y ciudad) \_\_\_\_\_
- ☐ Nos mudaremos a otro país: (país) \_\_\_\_\_
- ☐ Lo(a) inscribí en una escuela privada: (nombre de la escuela) \_\_\_\_\_
- ☐ Lo(a) inscribí en otra escuela pública: (nombre de la escuela) \_\_\_\_\_  
(ciudad) \_\_\_\_\_
- ☐ Me encargaré de procurarle un maestro particular.
- ☐ Otra alternativa: \_\_\_\_\_

Doy mi palabra de que inscribiré a mi hijo(a) en otra escuela dentro de un período de tiempo razonable. Sé que en California la enseñanza es obligatoria, según estipula el artículo 48200 del Código de Educación, lo cual implica que todos los niños entre los 6 y 18 años deben recibir educación de tiempo completo, a menos que por algún motivo especial estén exentos. Comprendo que si no cumpliera con esta obligación de proporcionarles educación a todos los niños a mi cargo, a menos que estén exentos, podría exponerme a sanciones penales.

Según mi saber y entendimiento, el niño asistirá a una escuela en la ciudad de \_\_\_\_\_, en el Estado de \_\_\_\_\_.

**Declaro, bajo pena de perjurio, conforme a las leyes del Estado de California, que lo antedicho es verdadero y correcto.**

\_\_\_\_\_  
Nombre de los padres/tutores/encargados

\_\_\_\_\_  
Firma de los padres/tutores/encargados

Por favor, proporcione los nuevos datos en referencia a su domicilio:

\_\_\_\_\_  
Nueva dirección

\_\_\_\_\_  
Nuevo número teléfono

\_\_\_\_\_  
Fecha

Parent Assurance Form - Spanish



## Authorization to Withdraw Students from Enrollment

Name of Initiating School	_____	Location #	_____
Student Name	_____	DOB	_____
Student ID #	_____	Grade	_____
		Track	_____
		House	_____
It is recommended that this student be withdrawn to the following:			
REASON			
_____			
School	_____		
Program	_____		
Other	_____		
Parent Signature	_____	Phone #	_____
Effective Date	_____		
Recommended by	_____	Office	_____
Authorized by	_____	Office	_____

**For internal use only**



## Authorization to Re-Enroll Student

Name of School _____	Location # _____
Student Name _____	DOB _____
Student ID # _____	Grade _____ Track _____
House _____	
<p>It is recommended that this student be RE-ENROLLED immediately.</p> <p>PLEASE UPDATE STUDENT INFORMATION ON:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> No Show List</li><li><input type="checkbox"/> Potential – Inactive</li><li><input type="checkbox"/> Dropout List – Tan</li><li><input type="checkbox"/> Dropout List – Green</li><li><input type="checkbox"/> Dropout List – Salmon</li></ul>	
Parent Name _____	Phone # _____
Effective Date _____	
Recovered By _____	Title _____
Reported To _____	Title _____
Status changed and records updated by _____	
Date _____	
<p><b>Please file with dropout data for the _____ school year.</b></p> <p>Thank you.</p>	

**For internal use only**



## Reverse Address and Phone Directories

Lists of students in address or phone number orders are useful tools. They can be used to ensure that students living outside the attendance area have permits; to identify the disconnected phones from Sprintel logs; and to assist school personnel in determining residential areas for the purpose of assigning students to tracks. Such lists are called "Reverse Directories".

To get a list of all students sorted by home address, type ID99.3 at the SIS menu. At the extract screen, select option 4 and press <Enter> at the date.

At the second screen:

STUDENT SELECTION                      <Enter>  
all students  
SORT SELECTION            124            by address

If street names have not been spelled consistently but the streets in your area do not cross ZIP boundaries, it may be better to sort by ZIP and then address;

SORT SELECTION            125    124    by ZIP then  
address

After the sort is finished, type a title for the report and then select the items to print.

ITEM SELECTION            124    125    101...  
ZIP, address, name,  
Any other fields desired

To print a list of all students arranged by home phone, type ID99.3 at the SIS menu. At the extract screen, select all enrolled students (option4) and press <Enter> at the date. At the second extract screen:

STUDENT SELECTION            <Enter>  
all students  
SORT SELECTION            126    127  
Area code, phone

After the sort is finished, type a title for the report and then select the items to print.

ITEMS SELECTION            126    101...  
Area code and phone, name,  
and other fields desired

**The success of a reverse address directory depends on the consistency with which addresses are entered.** "St.", and "Street" mean the same thing to us, but look very different to a computer. Secondary SIS recommends the following rules:

1. Always write numbered streets as numbers, not words (e.g., 5<sup>TH</sup>, not Fifth).
2. Always write "TH", "RD", or "ST", as required.
3. Always abbreviate and use consistent abbreviations:  
AV for Avenue                      DR for Drive  
ST for Street or Saint            CR for Circle  
BL for Boulevard                RD for Road  
HWY for Highway                PL for Place  
LN for Lane
4. Do not use periods in abbreviations.
5. Always write apartment numbers with a number sign (#). Do not write "Apt" or "Nr".
6. If the address has a fraction, write it as ½ or ¼, not 1-2 or half.

## Correcting Addresses

Extract 3 can sort student records in address order if the addresses are spelled consistently. Program ID05 provides an easy means of checking and correcting addresses.

Using CS09, design a format which contains "Home Address" field. Student names and Home ZIP may be included. Run ID05, 3. At the EX03 screen select option 4 and press <Enter> at the date, then:

STUDENT SELECTION <Enter>  
SORT SELECTION            124 Home Address

The addresses will be                      When corrected they can be  
Displayed like this:                      re-displayed like this:

3764 Farmdale	2606 Farmdale Av
3765 Farmdale	2723 Farmdale Av
3791 Farmdale	2772 Farmdale Av
2606 Farmdale Av	3621 Farmdale Av
3621 Farmdale Av	3623 Farmdale Av
3623 Farmdale Av	3764 Farmdale Av
2772 Farmdale Ave	3765 Farmdale Av
5721 Farmdale Ave	3791 Farmdale Av
2723 Farmdale Ave.	5721 Farmdale Av

In the first column the addresses are properly sorted within each group of addresses with the same street name spelling. Once the street names are changed to the same spelling, all the addresses can be properly sorted.



### Elementary Absence/Tardy/ Early Leave Reason Codes

All teachers and other school staff are required to use the numerical reason codes below when students are absent, tardy or leave early, and shall differentiate the form in which the excused number “1” absence(s) and tardies are verified. The Time-In or Time-Out feature is also required, specifically for tardies and early leaves in order to distinguish between excused or unexcused and to determine the classification of truancy status.

Absence/Tardy Reason Codes	Reason as Appears in LAUSDMAX	Explanation of Absence/Tardy Codes
1P*	Excused	Excusable absence reason submitted by a parent, such as: Illness or injury Funeral of Immediate Family Member (includes anyone residing with the student) <ul style="list-style-type: none"> <li>One day in-state</li> <li>Three days out-of-state and/or country</li> </ul>
1M	Excused	Excusable absence verified by a medical professional, such as: Medical and/or dental appointment Illness or injury Quarantine
1N	Excused	Excusable absence verified by the school nurse, such as: Illness or injury Exclusions by school nurse <ul style="list-style-type: none"> <li>Immunizations</li> <li>Lice (should take one day to clear up, and only one day is excused)</li> </ul>
2	Unexcused	Running errands for family Vacations or trips Unverified illness Family emergency Transportation problems Inclement weather Babysitting “Take Your Child to Work Day” (without principal approval) “Extended Funeral Absences ” (without principal approval)
3	Non-Compliant	Absent from class or tardy for 30 minutes or more without school or parent/guardian permission
SC	Suspended Class	Class suspension
4I	In-School Suspension	Supervised Suspension Classroom (In-School Suspension)
4	Suspended Sch	School Suspension
5	<a href="#">Prior Principal Approval</a>	Court Appearance Religious Holiday or Retreat “Take Your Child to Work Day” Pre-arranged Mental Health Services Medical Exclusion or exemption
0	Uncleared	No note, school attempted to obtain verification
UC	Uncleared	No documentation received, no attempts made by school
SB	School Bus	School Bus- LAUSD Only
FT	Field Trip	Field Trip - Sponsored School Activity
Early Leave Reason Codes**	Reason as Appears in LAUSDMAX	Explanation of Early Leave Codes
6	Excused	Same as reasons 1P, 1M, 1N
7	Unexcused	Same as Unexcused reasons above
8	Non-Compliant	Absent from class without school or parent/guardian permission

**\*In the event of the excessive use of absence reason code 1P, schools shall notify and document in the LAUSDMAX Call Log, that the parent/guardian must provide medical documentation for all future absences.** If a student enters the class after attendance has been submitted, log in to LAUSDMAX, change the student’s status from absent to tardy, enter Time In and tardy reason code, and click [Submit].

**\*\* Early Leaves are to be documented by office staff with leave time and appropriate reason code.**





### Secondary Absence/Tardy Reason Codes

All teachers are required to use the numerical reason codes below when students are absent, tardy or leave early, and shall differentiate the form in which the excused number "1" absence(s), tardy, or early leave was verified. The Time-In or Time-Out feature is also required, specifically for tardies and early leaves.

Absence/Tardy Reason Codes	Reason as Appears in LAUSD MAX	Explanation of Absence/Tardy
1P*	Excused	Excusable absence reason submitted by a parent, such as: Illness or injury Funeral of Immediate Family Member (includes anyone residing with the student) <ul style="list-style-type: none"> <li>One day in-state</li> <li>Three days out-of-state and/or country</li> </ul>
1M	Excused	Excusable absence verified by a medical professional, such as: Medical and/or dental appointment Illness or injury Quarantine
1N	Excused	Excusable absence verified by the school nurse or designee, such as: Illness or injury Exclusions by school nurse <ul style="list-style-type: none"> <li>Immunizations</li> <li>Lice (should take one day to clear up, and only one day is excused)</li> </ul>
2	Unexcused	Running errands for family Vacations or trips Unverified illness Family emergency Transportation problems Inclement weather Babysitting "Take Your Child to Work Day" (without principal approval) "Extended Funeral Absences" (without principal approval)
3	Non-Compliant	Absent from class or tardy for 30 minutes or more without school or parent/guardian permission
SC	Suspended Class	Class suspension
4I**	In-School Suspension	Supervised Suspension Classroom (In-School Suspension)
4	Suspended Sch	School Suspension
5	<a href="#">Prior Principal Approval</a>	Court Appearance Religious Holiday or Retreat "Take Your Child to Work Day" Pre-arranged Mental Health Services Medical Exclusion or exemption
0	Uncleared	No note, school attempted to obtain verification
UC	Uncleared	No documentation received, no attempts made by school
AO	Attendance Off	Attendance Office
AP	Asst Principal Off	Assistant Principal's Office
AT	Athletic Team	Athletic Team
BI	Bilingual Off	Bilingual Office
CH	Title 1 Off	Title I Office
CO	Counseling Off	Counseling Office
DO	Dean's Off	Dean's Office
EC	Extracurricular	Extracurricular
FT	Field Trip	Field Trip - Sponsored School Activity



## Secondary Absence/Tardy Reason Codes

Absence/Tardy Reason Codes	Absence/Tardy Reason as Appears in LAUSDMAX	Explanation of Absence/Tardy Reason Codes
GO	Guidance Off	Guidance Office
GT	Grd/Trk Off	Grade/Track Office
HO	Health Off	Health Office
MG	Magnet Off	Magnet Office
MO	Main Off	Main Office
PO	Principal Off	Principal's Office
SB	School Bus	School Bus
SG	Student Gov't	Student Government
TP	Testing Program	Testing Program
WK	Work Experience	Work Experience

**\*In the event of the excessive use of absence reason code 1P, schools shall notify and document in the LAUSDMAX Call Log, that the parent/guardian must provide medical documentation for all future absences.** If a student enters the class after attendance has been submitted, log in to LAUSDMAX, change the student's status from absent to tardy, enter Time In and tardy reason code, and click [Submit].

**\*\*New Codes Effective July 2012**



### Absence Verification Form

Dear Parent/Guardian:

It is very important to your child's learning that he/she is in school everyday and on time.

Thank you for taking the time to complete this form which will assist in proper attendance accounting and verification of all absences as required by California State Law and California Education Code.

Yours Truly,

LAUSD Superintendent of Schools

Student Name	Grade	Track	Class or Homeroom
Address	City	Zip Code	
Home Phone	Cell Phone	Work Phone	
My Child was absent for	days	From	To
		Date	Date
<i>REASON FOR ABSENCE:</i> (Please check one)			
<input type="checkbox"/>	Illness (specify illness) _____		
<input type="checkbox"/>	Medical, Dental, Counseling or Optometry Appointment		
<input type="checkbox"/>	Funeral of Relative (Parent/Stepparent/Guardian, sibling, grandparent, aunt, uncle, or cousin living with the student)		
<input type="checkbox"/>	Other _____		
Explain _____			
Parent/Guardian Name		Parent/Guardian Signature	Date

### Absence Verification Form

Dear Parent/Guardian:

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Student Name	Grade	Track	Class or Homeroom
Address	City	Zip Code	
Home Phone	Cell Phone	Work Phone	
My Child was absent for	days	From	To
		Date	Date
<i>REASON FOR ABSENCE:</i> (Please check one)			
<input type="checkbox"/>	Illness (specify illness) _____		
<input type="checkbox"/>	Medical, Dental, Counseling or Optometry Appointment		
<input type="checkbox"/>	Funeral of Relative (Parent/Stepparent/Guardian, sibling, grandparent, aunt, uncle, or cousin living with the student)		
<input type="checkbox"/>	Other _____		
Explain _____			
Parent/Guardian Name		Parent/Guardian Signature	Date

Absence Verification Form - English



### Forma Para Verificar Ausencias

Estimado Padre o Tutor:

Es muy importante para el aprendizaje de que su hijo(a) este en la escuela todos los días y se presente a tiempo.

Gracias por tomarse el tiempo de llenar esta forma que nos ayudara a mantener la verificación de asistencia apropiada para todas las ausencias como lo requiere el Código de Educación de la Ley del Estado de California.

Atentamente,

Superintendente de Escuelas del  
Distrito  
Unificado de Los Angeles

Nombre del Estudiante	Grado	Ciclo	Clase o Salón Base
Domicilio	Ciudad	Código Postal	
Teléfono de Casa	Teléfono Celular	Teléfono del Trabajo	
Mi hijo(a) estuvo ausente	días	Desde	Hasta
		Fecha	Fecha
<i>Razón por la Ausencia:</i> (Por favor marque una)			
<input type="checkbox"/>	Enfermedad (especifique enfermedad) _____		
<input type="checkbox"/>	Medico, Dental, Conserjería, o Cita con el Optometrista _____		
<input type="checkbox"/>	Funeral de un miembro de familia (Padres/Padrazos/Tutores, hermanos, abuelos, tía, tío, familiar viviendo con el estudiante) _____		
<input type="checkbox"/>	Otro _____		
	Explique _____		
Nombre del Padre o Tutor		Firma del Padre o Tutor	Fecha

Absence Verification Form - Spanish

### Forma Para Verificar Ausencias

Estimado Padre o Tutor:

Es muy importante para el aprendizaje de que su hijo(a) este en la escuela todos los días y se presente a tiempo.

Gracias por tomarse el tiempo de llenar esta forma que nos ayudara a mantener la verificación de asistencia apropiada para todas las ausencias como lo requiere el Código de Educación de la Ley del Estado de California.

Atentamente,

Superintendente de Escuelas del  
Distrito  
Unificado de Los Angeles

Nombre del Estudiante	Grado	Ciclo	Clase o Salón Base
Domicilio	Ciudad	Código Postal	
Teléfono de Casa	Teléfono Celular	Teléfono del Trabajo	
Mi hijo(a) estuvo ausente	días	Desde	Hasta
		Fecha	Fecha
<i>Razón por la Ausencia:</i> (Por favor marque una)			
<input type="checkbox"/>	Enfermedad (especifique enfermedad) _____		
<input type="checkbox"/>	Medico, Dental, Conserjería, o Cita con el Optometrista _____		
<input type="checkbox"/>	Funeral de un miembro de familia (Padres/Padrazos/Tutores, hermanos, abuelos, tía, tío, familiar viviendo con el estudiante) _____		
<input type="checkbox"/>	Otro _____		
	Explique _____		
Nombre del Padre o Tutor		Firma del Padre o Tutor	Fecha

Absence Verification Form - Spanish



亲爱的家长／监护人：

在您孩子学习上最重要的是他／她每天准时来上学。

谢谢您花时间来填写这个表格，这样可以帮助准确地计算和核对所有的缺席以符合加州法律的规定和教育法典的要求。

忠实的，

洛杉矶联合学区总监

学生姓名	_____	年级	_____	轨制	_____	教室或家庭教室	_____
住址	姓名字 _____		公寓 #	_____	城市	_____	
家中电话	_____	手机	_____	工作电话	_____		
我孩子缺席日数	日	从	_____	到	_____	_____	
<p>缺席原因: (请勾画一项)</p> <p><input type="checkbox"/> 生病 (注明疾病) _____</p> <p><input type="checkbox"/> 医生, 牙科, 辅导或眼科约见 _____</p> <p><input type="checkbox"/> 亲人丧礼 (父母 / 寄养父母／监护人, 兄弟, 祖父母, 叔, 婶, 或与学生同住的表亲)</p> <p><input type="checkbox"/> 其他 _____</p> <p>说明 _____</p>							
家长／监护人姓名			监护人签名			日期	



### 결석 확인서

친애하는 학부모/보호자께:

자녀의 학업을 위해서 매일 그리고 정시에 학교에 출석해야만 합니다.

정확한 출결석 기록과 결석 확인에 필요한 본 서식을 작성해주셔서 감사합니다, 이는 캘리포니아 주법과 캘리포니아 교육법에 의해 요구되는 사항입니다.

안녕히 계십시오,

LAUSD 총 교육감

학생 성명	학년	트랙	반 번호 또는 홀룸
주소	시		우편번호
집 전화번호	휴대폰 전화번호		직장 전화번호
자녀의 결석 날짜:	일부터	일까지	
	날짜	날짜	
결석 사유: (한 곳에 표시하십시오)			
<input type="checkbox"/>	몸이 아픈 경우 (구체적으로 명시하십시오)		
<input type="checkbox"/>	의료, 치과, 상담 또는 안과 예약		
<input type="checkbox"/>	친척의 장례식(부모/계부모/보호자, 형제자매, 조부모, 숙부, 숙모, 학생과 함께 거주하는 사촌들)		
<input type="checkbox"/>	기타		
설명하십시오			
학부모/보호자 성명		학부모/보호자 서명	날짜



Հարգելի ծնող/խնամատար.

Շատկարևոր է ձեր երեխայի կրթության համար, որն ալիսի դպրոցում մենք ժամանակին:

Շնորհակալություն ձեր ժամանակի համար լրացնելով այս ձևը,  
որը կօգնի բոլոր բացակայությունների հաճախումների հաշվառմանն ստուգումների համար,  
ինչպես պահանջվում է Կալիֆորնիայի Նահանգի Օրենքի Ն Կալիֆորնիայի Կրթության Կոդի օրենքով:

Անկեղծորեն՝

ԼԱՄԴԵԴԱՊՐՈԳՆԵՐԻՈՒՄ.  
մասիվարիչ

Աշակերտի անուն	Դասար.	Ուղի	Դասար. Կամսենյակ
Ազգանուն Անուն			
Հասցե	Բնակ #	Քաղաք	Կոդ
Տան հեռախ.	Ձեռքի հեռախ.	Աշխ. հեռախ.	
Իմ երեխան բացակա է եղել օր	ից	մինչև	
Թվական		Թվական	
ԲԱՅԱԿԱՅՈՒԹՅԱՆ ՊԱՏՃԱՌԸ (Խնդրվում է նշել մեկը)			
<input type="checkbox"/>	Հիվանդություն (նշել այն)		
<input type="checkbox"/>	Բժշկական, ատամի, խորհրդակցության կամ անաբոյժի ժամադրություն		
<input type="checkbox"/>	Ազգականի թաղումը (ծնողը/խորթ հայրը/խնամակալը, քույրը կամ եղբայրը, պապիկը, մորաքույրը, քեռի կամ հորեղբայրը, ով թերապրում են աշակերտի հետ:		
<input type="checkbox"/>	Ուրիշ		
Բացատրել			
Ծնողի/խնամատարի անունը		Ծնողի/խնամատարի ստորագրությունը	Թվականը





Thưa Quý Phụ Huynh/Giám Hộ:

Điều rất quan trọng cho sự học hành của con quý vị là em ấy phải có mặt ở trường mỗi ngày và đúng giờ.

Cảm ơn quý vị đã dành thì giờ điền mẫu này là điều sẽ trợ giúp sự ghi chép và xác minh điểm danh về tất cả những sự vắng mặt theo sự đòi hỏi của Luật Pháp Tiểu Bang California và Bộ Luật Giáo Dục California.

Nay Kính,

Tổng Quản Trị các  
Trường LAUSD

Tên Học Sinh	Lớp		Hệ	Lớp hay Phòng chính	
Họ	Tên				
Địa Chỉ	Apt. #	T.P.	Zip Code		
Đ.T. Nhà	Đ.T. Cell	Đ.T. Sở Lâm			
Con tôi đã vắng mặt hết ngày	Từ	Tới			
Ngày		Ngày			
<b>LÝ DO VẮNG MẶT:</b> (Xin đánh dấu một ô)					
<input type="checkbox"/> Bệnh (ghi rõ bệnh)					
<input type="checkbox"/> Có Hẹn Y khoa, Nha khoa, Tư vấn hay Đo Thị-lực					
<input type="checkbox"/> Tang lễ của Thân nhân (Cha Mẹ/Kế Phụ, Mẫu/Giám hộ, anh chị em, ông bà, cô dì, chú bác cậu, hoặc bà con gần sống chung với học sinh)					
<input type="checkbox"/> Khác					
Giải thích					
Tên Phụ huynh/Giám hộ		Chữ Ký Phụ huynh/Giám hộ		Ngày	

Absence Verification Form - Vietnamese



Уважаемые родители или опекуны:

Очень важно, для того чтобы ребенок хорошо учился, ежедневно присутствовать на всех занятиях и своевременно приходить в школу.

Спасибо, что Вы посвятили свое ценное время заполнению этого формуляра. Это поможет нам правильно составить отчеты о посещаемости занятий и проверить отсутствие на уроках согласно требованиям нормативных актов штата Калифорния, регулирующих учебные программы.

С уважением,

LAUSD заведующий  
школьным округом

имя и фамилия ученика	класс		Track	№ классной комнаты или homeroom
фамилия	имя	кв. №	горо	почтовый индекс
Адрес			Д	
домашний тел.	мобильны	й тел.	рабочий тел.	
Мой ребенок отсутствовал на занятиях	от	до		
дней	дата	дата		
Причина отсутствия на занятиях (Пожалуйста, пометьте один пункт)				
<input type="checkbox"/>	заболевание (укажите заболевание)			
<input type="checkbox"/>	прием у врача, дантиста, консультанта, или оптика			
<input type="checkbox"/>	похороны родственника (родителя, отчима, мачехи, опекуна, сестры, брата, бабушки, дедушки, тети, дяди или двоюродного брата или сестры, проживающего со школьником)			
<input type="checkbox"/>	другое			
объясните				
имя и фамилия родителя или опекуна		подпись родителя или опекуна		дата



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Your child has accumulated a number of absences without an explanation on file. The Los Angeles Unified School District (LAUSD) by law requires a written or verbal explanation from the parent or guardian when a pupil is absent part or all of a school day.

In the space provided, please write the reason for each absence and/or period listed below. Sign and date this form and return it to the school's office as soon as possible. Please be aware that if a note is not received within 10 school days of the absence, it will be recorded as unexcused and may lead to your child being classified as a *TRUANT*.

We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

DATES	PERIODS (secondary only)	REASONS FOR ABSENCE

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

Principal

--Office Use Only-- Attendance Record Updated	
Name: _____	Date: _____

Absent Detail Call List- English



SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Asunto: \_\_\_\_\_ # de ID del alumno \_\_\_\_\_

Estimado Padre/Tutor:

Su hijo ha acumulado una cantidad de ausencias sin que tengamos justificante de ellas en nuestros archivos. El Distrito Escolar Unificado de Los Angeles (LAUSD) requiere -según los reglamentos legales- una explicación por escrito o verbal por parte del padre o tutor cuando falta el alumno a clases.

En los espacios provistos favor de apuntar la razón de cada ausencia o periodo enumerados a continuación. Añada su firma y fecha al formulario y entréguelo a la dirección escolar lo antes posible. Favor de tener en cuenta que si no recibimos una nota dentro del marco de 10 días de la ausencia, ésta quedará documentada como injustificada y podría ocasionar que a su hijo se le clasifique ABSENTISTA.

Estamos disponibles para ofrecer apoyo y lineamientos y abordar cualquier cuestión que a su hijo le impida lograr la asistencia a clases con regularidad.

FECHAS	PERIODOS (sólo secundaria/preparatoria)	RAZONES DE LA AUSENCIA

\_\_\_\_\_  
FIRMA DEL PADRE/TUTOR

\_\_\_\_\_  
FECHA

Director

--Office Use Only--			
Attendance Record Updated			
Name:		Date:	

Absent Detail Call List- Spanish  
19420pg\_ Translated by the LAUSD Translations Unit



(SCHOOL LETTERHEAD)

(Date)  
(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

致: \_\_\_\_\_ 學生証號 \_\_\_\_\_  
親愛的家長/監護人：

你們孩子已經累積許多沒有解釋說明紀錄在案的缺席。按照法律規定，當一名學生缺席一整天或者其中一部份時間時，洛杉磯聯合學區 (LAUSD) 要求有來自家長或者監護人的書面或者口頭解釋說明。

在下面表格所提供的空格裡，請對表上所列你們孩子每一次／或者每個時段的缺席填寫理由說明。然後在表上簽名，註名日期並儘快交回到學校辦公室。請明白，如果在某次缺席後的十天內沒有收到請假條，該次缺席就將會作為無理由缺席而被紀錄在案，並且有可能導致你孩子被定為一名逃課學生。

我們隨時有空可以為你們提供支持和指導來談論任何可以防範你們孩子沒有定時來校上學的問題。

日期	時段 (僅限中學)	缺席理由

\_\_\_\_\_  
家長/家長簽名 日期

校長

--Office Use Only--	
Attendance Record Updated	
Name: _____	Date: _____



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께:

귀하의 자녀는 결석사유를 제시하지 않은 결석이 수차례 누적되었습니다.

로스앤젤레스통합교육구(LAUSD)는, 법규정에 의거하여,  
학생이 학교 일의 전부 또는 일부를 결석한 경우 학부모나 보호자로부터 그 사유를 서면 또는 구두로 설명을 받아야만 합니다.

아래 주어진 공간에 각 결석일 그리고/또는 결석 기간에 대한 결석사유를 기재해 주십시오.  
서명과 날자를 적어서가 급적빨리 학교 사무실에 제출해 주시기를 부탁드립니다. 결석한 후  
10 일 이내에 결석사유서를 제출하지 않을 경우,  
부당한 결석으로 기록될 것이며 자녀는 **무단결석생(TRUANT)**으로 분류될 가능성이 있습니다.

정기적으로 학교에 출석하는데 문제가 있다면 학교 측에서는 이를 도울 방법이 있습니다.

날자	기간 (중고교전용)	결석사유

학부모/보호자서명

날자

교장 I

--Office Use Only--			
Attendance Record Updated			
Name:		Date:	

Absent Detail Call List-Korean



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Վերաբեր. \_\_\_\_\_ Աշակերտի ID # \_\_\_\_\_

Միքելի Ծնող/Խնամատար.

Ձեր երեխան հավաքել է մի քանի բացակայություն առանց հիմնավոր բացատրության:

Լուսն ջեղեսի Միացյալ Դպրոցական Շրջանը (ԼԱՄԴՇ)

օրենքով պահանջում է գրավոր կամ բանավոր բացատրություն ծնողից կամ խնամատարից, երբ աշակերտը բացակայել է դպրոցից մի քանի օրվա ընթացքում:

Տրված տեղում, խնդրվում է գրեցրեք բացակայության պատճառը և/կամ ժամանակաշրջանը, որտեղ եղեցի ծնունդ:

Ստորագրեք նվազագույնը երեք փաստաթղթի վրա և դրանք դարձրեք դպրոցի գրասենյակում կրթական հարավ որեշուտ: Խնդրվում է տեղյակ լինել, որ եթե չստացվի գրությունը 10 օրվա բացակայության ընթացքում, այն կգրանցվի որպես սանհարգելի և կարող է համարվել դասերից բացակայող աշակերտ:

Մենք հնարավորություն ունենք առաջարկելու աջակցություն և կոնսուլտացիաներ, որոնք կօգնեն ձեր երեխային կանոնավոր կերպով դպրոց հաճախելու:

ԹՎԱԿԱՆ	ԺԱՄԱՆԱԿԱՇՐՋԱՆ (Միայն միջնակարգի համար)	ԲԱՑԱԿԱՅՈՒԹՅԱՆ ՊԱՏՃԱՌՆԵՐԸ

ԾՆՈՂԻ/ԽՆԱՄԱՏԱՐԻ ՍՏՈՐԱԳՐՈՒԹՅՈՒՆ

ԹՎԱԿԱՆ

Դիրեկտոր

--Office Use Only-- Attendance Record Updated			
Name:		Date:	

Absent Detail Call List – Armenian  
19420ag\_ Translated by the LAUSD Translations Unit (Armenian)





## ELEMENTARY "NO SHOW" STRATEGIES

These guidelines were developed to assist the Pupil Services and Attendance Counselor or appropriate school personnel to locate all "No Show" students. For additional information in locating elementary students, please contact the offices of Pupil Services and Attendance. See chapter 2.3.1 in the ISIS Phase 1 Attendance Procedures Handbook for Elementary Schools.

### **Suggested Strategies**

#### Beginning of School year:

- ☐ Request from teachers temporary roll-sheets or rosters of all students to the office daily, in addition to inputting attendance on ISIS.
- ☐ Run a Master Absence Report after all attendance has been submitted in order to identify No Show students.
- ☐ By the third day, print the Five/Ten Column Class Worksheet/roster for each teacher to verify which students are present in their classroom. This list should be sent to the office to compare with computer lists and all errors corrected.
- ☐ After the third day, the teacher should be given a list of "No Show" students in his/her class. Hopefully the children in the class will be able to provide information about some of the children on the "No Show" lists. This information should be turned into the office by the end of the day.
- ☐ Send "No Show" letters in the appropriate languages. The envelope should be addressed using the parent's surname. In addition, envelopes should include school return address and the written or stamped notation "Do not Forward, Request Address Correction, Return to Sender".
- ☐ Request all student emergency information forms from the previous year. School site administrator should designate appropriate school personnel to make phone contact to "No Show" students.
- ☐ If none of the above steps have provided information regarding the "No Show" students, home visits should be conducted.
- ☐ Before a home visit, a reverse address directory printout from ESIS can be used to find a close neighbor or someone who lives at the same address that can assist in locating the "No Show" student's whereabouts.

#### End of School Year:

- ☐ During the last week of school, run a list of all fifth grade students by secondary feederschool that have checked out throughout the school year.
- ☐ Provide this list to the office of each feederschool by the last day of school. This will assist the feederschool in clearing their "No Show" students for the next school year.



## SECONDARY "NO SHOW" STRATEGIES

These guidelines were developed to assist the Pupil Services and Attendance Counselor or appropriate school personnel to locate all "No Show" students.

### Suggested Strategies

- ☐ Refer to the ISIS Phase 1 Attendance Procedures Handbook for Secondary Schools, Chapter 2.3.3 on Managing No Shows Students to Ensure Accurate Norm Day Counts.
- ☐ At the end of the first day of school "No Show clerk" will run and print an ID41 report of No Shows.
  - Running an LAUSD Partial Day Absence Report will assist in discovering No Shows who may have been overlooked.
- ☐ Second day of school: Get copy of ID41 report and check in with "No Show clerk" throughout the day/week to get updated information on No Show students.
- ☐ Print an ID38 or ID98 Report of "No Show" students to record and file all information received for the future DROPOUT report.
  - If the student attended your school last year, go into OLDYEAR program ID22 to verify if the student officially checked out.
  - Check "District Enrollment" in ISIS to see if a student is enrolled at another District school. Review the Magnet, PWT lists and application list for Open Enrollment students.
  - Check possible graduations, including summer session, for 12<sup>th</sup> grade "No Show" students.
  - Contact the feeder school's attendance clerk to get information on the students, who may have withdrawn, requested transfers, or have moved before and after June 30 or end of track.
  - Contact local charter schools to get a list of their enrolled students to compare with "No Show" list.
  - Send "No Show" letters in appropriate languages. Envelope to read: "Do not Forward, Address Correction Requested, Return to Sender".
  - Program Blackboard Connect for evening calls to "No Show" students.
  - Telephone all "No Show" parents at home, work, and emergency numbers using emergency cards from prior years and compare information.
  - Conduct home visits if all other contact attempts fail.
  - Utilize the Parent Assurance Letter whenever appropriate.
- ☐ Call and or Fax student's new school to verify student's enrollment.
- ☐ Once it is verified where a No Show student is attending school, use the record room field 146 in SSIS to enter —GONE or enter a code in that field to indicate where the student has gone. For example, L2 indicates you have verified the student will not attend your school and is actively enrolled at another District school. **To avoid "lost transfers" ensure that the new school uses the correct SSID number.**



- Then, go to CL04 and remove the student's classes (No Show status will not change).
- If the student attended your school last school year, go into OLDYEAR and using program ID22, process a Pupil Accounting Report (PAR) with the appropriate leave code and reason. The leave date should be the last day of the Spring Semester. If you also have information that records have been requested or have confirmed the student is attending a new school, update ID01 field 212 "Y", date of contact and school's location number (LAUSD Schools) or name of school (Non LAUSD).
- If the student did not attend your school last year, create a "pass through PAR" and keep it in a file for future reference on No Show reports.
- Tracking of these students is to continue until all No Show students have had their schedules removed from CL04, a regular or a "pass through" PAR has been generated, and field 146 has been updated.
- Leave code L8 and reason 64 should only be used after exhausting all pathways to determine a student's whereabouts.
- Fields ID94, in old year, and ID19, in current year, may also be used for documentation.



(SCHOOL LETTERHEAD)

(Date)  
(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_ Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Our records indicate that your son/daughter may not be enrolled in or attending school. According to California State Education Code section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. We are required to verify that your child is enrolled or legally exempt from attending school.

Please assist us in updating your child's record by checking the appropriate box and providing all the information applicable. If we are unable to determine that your child is enrolled and attending school he/she may be classified as a DROPOUT.

☐ My son/daughter is enrolled and attending school.

School Name: \_\_\_\_\_  
School Address: \_\_\_\_\_  
School Phone Number: \_\_\_\_\_

☐ My son/daughter is enrolled in an Independent Study Program.

Program Name: \_\_\_\_\_ Date of Enrollment: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_  
Program Address \_\_\_\_\_ Phone: \_\_\_\_\_

My son/daughter:

- ☐ is medically exempt from school attendance due to \_\_\_\_\_  
☐ has graduated and received his/her diploma. Date: \_\_\_\_\_ (copy attached)  
☐ has obtained his/her General Educational Development (GED). Date: \_\_\_\_\_ (copy attached)  
☐ has completed all A-G requirements, but has not passed the California High School Exit Exam (CAHSEE)  
☐ is 18-years-old and will not return to school  
☐ is not enrolled in school because: \_\_\_\_\_  
☐ Other (explain): \_\_\_\_\_

**If your child is not enrolled in school, please contact us immediately to receive support and guidance for an appropriate school placement. Please provide your current contact information below.**

**Current Address:** \_\_\_\_\_ **Current Telephone:** \_\_\_\_\_  
**Parent/Guardian/Caretaker:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PLEASE CALL, FAX, OR RETURN THIS LETTER TO THE SCHOOL OFFICE.**

Thank you for your cooperation.

Principal

--Office Use Only--	
Case referred to:	School referral:
Verified enrollment: Yes / No	Update SSIS:
Info updated by:	Date:

Not Attending/Not Enrolled/No Show Letter - English



(SCHOOL LETTERHEAD)

(Fecha)  
(Nombre del padre, madre o tutor legal)  
(Dirección)  
(Ciudad, Estado, Código Postal)

ASUNTO: \_\_\_\_\_ # de identidad del alumno(a) \_\_\_\_\_

Estimado padre, madre o tutor legal:

Nuestros registros indican que su hijo(a) puede que no esté matriculado(a) o esté asistiendo a la escuela. Conforme a la Sección 48200 del Código de Educación del Estado de California, es la responsabilidad del padre, madre o tutor legal asegurar que cada niño entre las edades de 6 a 18 años de edad asista a la escuela todos los días, a tiempo y por el tiempo completo de la jornada escolar. Estamos obligados a verificar que su hijo(a) esté inscrito(a) o legalmente exento(a) de asistir a la escuela.

Por favor ayúdenos a actualizar el expediente de su hijo(a) marcando el casillero correspondiente y proporcionando toda la información correspondiente. Si no podemos determinar que su hijo(a) está matriculado(a) y asistiendo a la escuela que, él(ella) puede ser clasificado(a) como un(a) DESERTOR(A) ESCOLAR.

☐ Mi hijo(a) está matriculado y asiste a la escuela.

Nombre de la escuela: \_\_\_\_\_  
Dirección de la escuela: \_\_\_\_\_  
Teléfono de la escuela: \_\_\_\_\_

☐ Mi hijo(a) está matriculado en un Programa Independiente de Estudio.

Nombre del programa: \_\_\_\_\_ Fecha de inscripción: \_\_\_\_\_  
Nombre del maestro: \_\_\_\_\_  
Dirección del programa: \_\_\_\_\_ Teléfono: \_\_\_\_\_

Mi hijo(a):

- ☐ Está exento de la escuela por razones médicas debido a: \_\_\_\_\_
- ☐ Se ha graduado y ha recibido su diploma. and received his/her diploma. Fecha: \_\_\_\_\_ (Copia adjunta)
- ☐ Obtuvo su GED (Certificado de Educación General). Fecha: \_\_\_\_\_ (Copia adjunta)
- ☐ Ha completado todos los requisitos de la A a la G, pero no ha pasado la prueba de CAHSEE (Prueba de Egreso de la Escuela Preparatoria del Estado de California, por sus siglas en inglés.)
- ☐ Tiene 18 años de edad y no regresará a clases
- ☐ No está matriculado en la escuela debido a: \_\_\_\_\_
- ☐ Otro (explique): \_\_\_\_\_

**Si su hijo(a) no está matriculado en la escuela, sírvase ponerse en contacto con nosotros inmediatamente para brindarle apoyo y guía para una colocación escolar adecuado. Por favor proporcione su información a continuación para poder ponernos en contacto con usted.**

Dirección actual: \_\_\_\_\_ Teléfono actual: \_\_\_\_\_  
Padre, madre, tutor legal o  
persona a cargo: \_\_\_\_\_ Fecha: \_\_\_\_\_

**POR FAVOR LLAME, ENVÍE POR FAX, O DEVUELVA ESTA COMUNICACIÓN A LA DIRECCIÓN DE LA ESCUELA.**  
Gracias por su cooperación.

Director(a)

--Para uso de la oficina solamente--	
Caso derivado a:	Escuela a la que se le envió:
Matrícula verificada:      Sí / No	Actualización del SSIS:
Información actualizada por:	Fecha:

Not Attending/Not Enrolled/No Show Letter - Spanish



(SCHOOL LETTERHEAD)

(Date)  
(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는학부모/보호자께:

본교의기록에의하면, 귀하의자녀는학교에등록되어있지않거나출석하고있지않을수있습니다.

캘리포니아교육법(CEC) 제 48200 항에의하면 6-

18 세연령의아동에대한규제또는양육권이있는부모나보호자또는성인양육인은해당아동을매일,  
정시에학교전체시간을학교에보낼책임이있다고명시되어있습니다.

본교는자녀가학교에등록되어있는지또는법적으로학교출석이면제되는지를확인해야만합니다.

자녀의기록을정확하기위해귀하의도움이필요합니다.

해당되는곳에표시하시고모든해당정보를제공해주시기를부탁드립니다.

자녀가학교에등록되어있고출석하고있는지가확인되지않는다면자녀는중퇴학생으로분류될수있습니다.

☐ 본인의자녀는학교에등록되어있고출석하고있습니다.

학교명: \_\_\_\_\_

학교주소: \_\_\_\_\_

학교전화번호: \_\_\_\_\_

☐ 본인의자녀는독립학습프로그램(an Independent Study Program)에등록되어있습니다.

프로그램명칭: \_\_\_\_\_ 등록일자: \_\_\_\_\_

교사성명: \_\_\_\_\_

프로그램주소 \_\_\_\_\_ 주소 \_\_\_\_\_

본인의아들/딸:

☐ 다음의의료상의사유로학교출석이면제된다 \_\_\_\_\_

☐ 졸업했고졸업장을취득했다. 날짜: \_\_\_\_\_ (사본첨부)

☐ 일반교육개발증(검증고시- GED)취득했음. 날짜: \_\_\_\_\_ (사본첨부)

☐ A-G 조건을다완성했지만캘리포니아고교졸업시험을통과하지못했다 (CAHSEE).

☐ 18 세이며그리고학교에돌아오지않을것이다.

☐ 다음의사유로이학교에등록되어있지않다: \_\_\_\_\_

☐ - \_\_\_\_\_

☐ 기타 (설명하시오): \_\_\_\_\_

귀하의자녀가학교에등록된상태가 아니라면,

즉시연락하여적절한학교를배정받기위한지원과안내를받도록하십시오. 귀하의연락처를아래에기재하십시오.

현재주소: \_\_\_\_\_ 현재전화번호: \_\_\_\_\_

학부모/보호자/탁아인: \_\_\_\_\_ 날짜: \_\_\_\_\_

본서신을학교사무실로전화, 팩스또는제출하십시오.

안녕히계십시오.

교장

--Office Use Only--	
Case referred to:	School referral:
Verified enrollment: Yes / No	Update SSIS:
Info updated by:	Date:

Not Attending/Not Enrolled/No Show Letter - Korean



## (SCHOOL LETTERHEAD)

Dear Parents/Guardians,

As we begin this school year, we look forward to working with you to ensure your child's success. You play a vital role in your child's life both in and outside of school. Excellent school attendance paves the way for academic achievement. **The LAUSD goal is for all students to attend school 96% of the time or better, having no more than 5-7 absences per school year.** Please ensure that your child attends every day, on time and for the full length of the school day.

Unverified absences may result in your child being classified as truant. A truant is defined by the State of California as any student with 3 unexcused absences or tardies in excess of 30 minutes or combination thereof in one school year. California Education Code section (E.C.) 48260 requires school districts to notify parents when their child is classified as truant. LAUSD has automated the Initial Truancy Letter to notify parents/guardians in a timely manner. To avoid your child being classified as a truant, you must submit a note or documentation for all absences, tardies and early leaves to the designated school office. If a note is not received within 10 days following the absence, the absence will be marked as unexcused.

Here are some suggestions to help you and your child establish positive attendance habits:

- Create morning and evening routines
- Make sure your child gets enough sleep and a nutritious breakfast each day
- Schedule all appointments for your child after school, on weekends or during student's vacation or holidays, if possible
- Post school calendars and schedules in a visible place
- Plan family vacations for non-school days only
- Help your child develop a positive attitude toward school and learning by encouraging him/her to participate in school activities
- Communicate often with your child's teachers and request assignments missed during absences
- Please inform us of any issues that may be affecting your child's attendance, including chronic health conditions

We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Sincerely,

Principal





## (SCHOOL LETTERHEAD)

Estimados Padres/Tutores,

Con el comienzo del año escolar esperamos con gusto trabajar con usted para asegurar el éxito de su hijo. Usted tiene un papel vital en la vida de su hijo, tanto dentro como fuera de la escuela. La excelente asistencia escolar marca el camino para el logro académico. **La meta del Distrito Escolar Unificado de Los Ángeles (LAUSD) es que todos los estudiantes tengan un 96% de asistencia o más, es decir que no tengan más de 5-7 ausencias por año escolar.** Por favor asegure que su hijo asista a diario, a tiempo, y todo el día escolar.

Las ausencias no verificadas pueden clasificar a su hijo como ausente crónico. La definición de un ausente crónico es un estudiante con 3 ausencias injustificadas o 3 llegadas tardes de más de 30 minutos, o la combinación de ambas en un año escolar. El artículo 48260 del Código de Educación de California (CE) requiere que los padres sean notificados por los distritos escolares cuando sus hijos son clasificados como ausentes crónicos y nuestro distrito envía automáticamente la Carta Inicial del Ausentismo notificando a los padres. Para evitar que su hijo sea clasificado como un ausente crónico, someta una nota o la documentación de todas las ausencias, llegadas tardes, y salidas temprano a la oficina designada de la escuela. Si una nota no es recibida dentro de 10 días después de la ausencia, la ausencia será marcada como ausencia injustificada.

He aquí algunas sugerencias para ayudarle a usted y a su hijo a establecer hábitos positivos de asistencia:

- Establezca rutinas por la mañana y tarde
- Asegúrese de que su hijo duerma suficientemente y coma un desayuno nutritivo diariamente
- Programe todas las citas para su hijo cuando sea posible después de la escuela, los fines de semana, o durante las vacaciones
- Ponga los calendarios y horarios escolares en un lugar visible
- Planee vacaciones familiares solo en días cuando no hayan clases
- Ayude a su hijo a desarrollar una actitud positiva hacia la escuela y el aprendizaje, y aliéntelo a tomar parte en actividades escolares
- Comuníquese a menudo con los maestros de su hijo y pida los trabajos perdidos durante las ausencias
- Infórmenos de cualquier asunto que pueda afectar la asistencia de su hijo, incluyendo condiciones médicas.

Esperamos poder colaborar con usted para asegurar que su hijo tenga éxito académico. Estamos disponibles para ofrecerle apoyo y orientación para resolver asuntos que prevengan la asistencia regular de su hijo.

Atentamente,

Director

Opening Attendance Policy Letter- Spanish



## (SCHOOL LETTERHEAD)

親愛的家長/監護人：

當這個學年開始時，我們期盼與您們合作去肯定您們子女的成功。無論在學校內部和外部您在孩子的生命中都有重要的角色。優異的上課出席會為優異的學業成績鋪路。洛杉磯聯合學區的目標是要所有學生有96%或更好的出席率，而在每學年不可超過有 5 至 7 次的缺課。請肯定您的孩子要每天準時和出席全日的上課。

未經驗證的缺席情況可能會導致您的孩子被列為曠課。任何學生在一學年里有三次未得批准的缺席或有超過 30 分鐘遲到或有組合的情況是被加州政府定義為曠課的學生。加州教育法例(E.C.)第 48260 段需要學區通知家長其子女被列為曠課。洛杉磯聯合學區已有自動發出初步的曠課信去準時地通知家長/監護人。為避免您孩子被列為曠課，您必須對所有的缺席、遲到和早退負責寫請假信或記錄呈給指定的學校辦事處。若在缺席後 10 日內仍未收到請假信，則該缺席將被列為不批准的缺席。

下列是可幫助您和您的孩子建立正面出席習慣的一些建議：

- 建立早上和晚上的日常好習慣
- 要確保您的孩子每一天有足夠的睡眠和一份營養的早餐
- 如果可能的話，為您的孩子安排所有的預約在放學後、在週末或學生假期或假日里
- 在明顯的地方張貼學校日曆和日程表
- 祇在非上學的日子計畫家庭渡假的時間
- 以鼓勵子女參與學校活動來幫助他們對學校和學習發展一個正面的態度
- 經常與你孩子的老師溝通和請求分配缺勤期間錯過的作業
- 請告知我們任何可能影響您的孩子出席，包括慢性健康狀況的問題

我們期盼著與您合作來確保您的孩子在學校裡的成功。我們可提供支持和指導去解決阻止您的孩子經常定時上學的任何問題。

忠誠的，  
校長

公開出席政策信

Opening Attendance Policy Letter- Chinese  
19277(JL), Translated By The LAUSD Translations Unit



### (SCHOOL LETTERHEAD)

친애하는 학부모/보호자께,

새 학년도를 시작하면서, 자녀의 성공적인 학업을 위해 부모님과 함께 노력하기를 고대합니다. 부모님은 자녀의 인생과 학교 생활에 지대한 역할을 담당하고 있습니다. 우수한 학력을 성취하기 위한 첫 번째 조건은 학교에 잘 출석하는 것입니다. **LAUSD 목표는 모든 학생이 96% 이상의 출석률을 달성하는 것이며 즉, 한 학년도에 5-7일 이하로 결석을 줄여야 합니다.** 자녀가 매일, 제시간에 학교에 와서 하루의 수업 전체를 다 참여하도록 부모님의 각별한 주의를 부탁드립니다.

확인되지 않은 결석은 자녀가 무단결석생으로 간주될 결과를 초래할 수 있습니다. 캘리포니아 주에 의하면, 합당한 결석사유 없이 3번 결석하거나, 30분을 초과하는 지각을 3번, 또는 이런 결석과 지각이 합하여 3번 한 학생을 무단결석생으로 정의내려집니다. 가주 교육법 (E.C.) 제 48260 항에 의하면, 교육구는 학생이 무단결석생이 된 경우, 이를 부모에게 반드시 통지해야만 합니다. LAUSD는 제 1차 무단결석 통지서를 적정 시한에 부모에게 자동으로 보냅니다. 자녀가 이런 무단결석생으로 분류되는 것을 방지하기 위해서는, 부모는 결석, 지각, 조퇴 사유서를 학교 사무실에 반드시 제출해야만 합니다. 학교가 결석일 이후 10일 이내에 결석사유서를 받지 못하는 경우, 그 결석은 부당한 결석으로 기록될 것입니다

자녀의 긍정적인 출석 습관에 도움이 되는 내용들입니다:

- 아침과 저녁에 해야하는 일과들을 미리 계획하십시오
- 자녀가 충분한 수면을 취하도록 도와주시고, 매일 영양가있는 아침식사를 마련해주십시오
- 의사 진료 등의 시간약속은 가급적, 방과후, 주말 또는 방학이나 휴일을 이용하도록 하십시오
- 학교 학사일정표와 스케줄을 눈에 잘 보이는 곳에 붙여두십시오
- 가족 여행은 비-학교일에만 이용하십시오
- 자녀가 학교와 배움에 대해 긍정적인 태도를 가지게 하고, 여러 학교 행사에 참여하도록 권유해주십시오
- 자녀의 교사와 자주 소통하고, 결석으로 인해 하지 못한 과제를 달라고 요청하십시오
- 자녀가 만성적 건강 문제로 인해 학교에 결석하는 문제 같은 것이 있을 경우 저희에게 알려주십시오.

자녀의 성공적인 학업을 위해 부모님과 파트너로 협력하기를 고대합니다. 자녀가 학교를 정기적으로 출석하는 데 문제가 있을 경우 이런 문제 해결을 위해 부모님들과 함께 노력할 것입니다.

안녕히 계십시오,

교장



(SCHOOL LETTERHEAD)

Սիրելի Օնոդներ/Խնամատարներ,

Քանի որ մենք սկսում ենք այս ուս. տարին, մենք հաճույքով սպասում ենք աշխատել ձեզ հետ, ապահովելու ձեր երեխայի հաջողությունը:  
Դուք խաղում եք կարևոր դեր՝ երեխայի կյանքում թեղադրոցում և թերությունում:  
Դպրոցի գերազանց հաճախումը ճանապարհ է հարթում ակադեմիական և վաճառահամար: **ԼԱՄԴՇ-ին պատասխնե՛ք, որ բոլոր աշակերտները հաճախեն դպրոց ժամանակի 96% կամ ավելին, չունենալով 5-7 բացակայություն մեկ տարվա մեջ:** Խնդրվում է ստանալ ինքնուրույն, որ ձեր երեխան հաճախում է դպրոց մենթոր ժամանակին և մեթոդ շղասերի ժամանակ:

Չհաստատված բացակայությունները կարող են արդյունքի հասցնել ձեր երեխային, որն ադասակարգվի որպես բացակայող: Դա որոշվում է Կալիֆոռնիա՝ Նահանգի կոդից, երբ որևէ մի աշակերտ ունի 3 անհարգելի բացակայություն կամ ուշացումներ ավելի քան 30 րոպե մեկ ուս. տարում: Կալիֆոռնիա Կրթության Կոդի մաս (E.C.) 48260 պահանջում է ուս.  
շրջաններին տեղեկացնել ծնողներին, երբ իրենց երեխան դասակարգվել է որպես դասերից բացակայող: ԼԱՄԴՇ-ի փոխակերպել է Սկզբնական Բացակայության Նամակը, տեղեկացնելու ծնողներին/  
Խնամատարներին ժամանակ իրենց ազգային: Խուսափելու համար, որ ձեր երեխան անվանվի դասերից բացակայող,  
դուք պետք է ներկայացնեք մի գրություն կամ փաստաթուղթ բոլոր բացակայությունների, ուշացումների և դպրոցը թողնելու համար դպրոցի գրասենյակ: Եթե այդ գրությունը չստացվի 10 օրվա ընթացքում, դա կնշվի որպես անհարգելի:

Ահա մի քանի առաջարկություններ,  
որոգնի ձեզ ձեր երեխայի հաստատվելու հաճախման նորակա սովորություններ:

- Ստեղծել առավոտվան գիշերվա սահմանված կարգ:
- Համոզված եղեք, որ ձեր երեխան կապված է քնում և ուտում է սնունդ արարած առաջին օր:
- Պլանավորել լրոր ժամադրությունները ձեր երեխան համար դասերից հետո, շաբաթվա վերջում կամ աշակերտի արձակուրդի կամ տոների ժամանակ, եթե հնարավոր է:
- Փակցնել դպրոցի օրացույցները և առաջատար տակները տեսանելի տեղում:
- Պլանավորել ընտանիքի արձակուրդներ միայն չդպրոցական օրերին:
- Օգնեք ձեր երեխային, որ ստեղծի դրական վերաբերմունք դպրոցի և ուսման հանդեպ, նրան խրախուսելով մասնակցելու դպրոցի ակտիվություններին:
- Հաճախ հարցազրույց կազմակերպեք ձեր երեխայի ուսուցչի հետ սպասարկող չափանշանները, որ բացառի լրացակայության ժամանակ:
- Խնդրվում է մեզ տեղեկացնել ձեր երեխայի հարցի մասին, որ կարող է ազդել ձեր երեխայի հաճախման վրա, ներառելով բոնիկ կականի վանդության պայմանները:

Մենք հաճույքով կընկերակցենք ձեզ հետ, համոզվելու, որ ձեր երեխան հաջողությամբ հասնում է դպրոցում:  
Մենք հնարավորություն ունենք առաջարկելու աջակցություն և տեղեկություններ ձեր երեխայի հարցի մասին, որն արգելում է ձեր երեխային կանոնավոր կերպով դպրոց հաճախելուց:

Անկեղծորեն՝

Դիրեկտոր



(SCHOOL LETTERHEAD)

Dear Parents/Guardians,

Welcome to Kindergarten! Establishing good school attendance habits this year will pave the way for your child's academic success now and in the future. **The Los Angeles Unified School District (LAUSD) goal is for students to miss no more than 5-7 school days per year (96% attendance or better).** As parents/guardians, you play a vital role in your child's success in and outside of school. This letter provides some important information regarding the LAUSD's attendance policy.

Please ensure that your child attends school every day, on time and for the full length of the school day. In accordance with state law, absences from school will only be excused for:

- Illness,
- Medical/dental appointments, and
- Funeral services (for an immediate family member; 1 day within California, 3 days out of state).
- [Prior Principal approval](#)

Absences for any other reason(s) will not be excused. Upon your child's return from any absence, please submit a note to the school office. If a note is not received within 10 days following the absence, the absence will be marked as unexcused.

Here are some suggestions to help you and your child establish positive attendance habits:

- Create morning and evening routines
- Make sure your child gets enough sleep (10-12 hours each night) and a nutritious breakfast each morning
- Schedule all appointments after school, on weekends or during vacation or holidays, if possible
- Post school calendars and schedules in a visible place
- Plan family vacations for non-school days only
- Help your child develop a positive attitude toward school and learning by encouraging him/her to participate in school activities
- Please inform us of any issues that may be affecting your child's attendance, including chronic health conditions.

We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly. We wish you a wonderful, successful school year, filled with fun and learning!

Sincerely,

Principal

Kindergarten Attendance Compliance



(SCHOOL LETTERHEAD)

Estimados padres de familia y tutores:

¡Bienvenidos al kinder! El establecer buenos hábitos de asistencia escolar este año redundará en beneficio del éxito académico de su hijo(a) ahora y en el futuro. **La meta del Distrito Escolar Unificado de Los Ángeles (LAUSD) consiste en que los alumnos no falten más de 5 a 7 veces por año (96% de asistencia o más).** Como padres/tutores, ustedes desempeñan una función de vital importancia para el éxito de su hijo(a) dentro y fuera de la escuela. En esta carta se proporciona cierta información importante acerca de las normas de asistencia del LAUSD.

Sírvanse garantizar que su hijo(a) asista a la escuela todos los días, puntualmente y por la jornada completa. De conformidad con las leyes estatales, las ausencias sólo se justificarán por motivos de:

- enfermedad
- citas médicas o dentales y
- funerales (de un miembro de la familia inmediata; 1 día dentro de California, 3 días fuera del estado)
- con la aprobación por anticipado del director de la escuela

No se excusarán las ausencias por ningún otro motivo. Cuando su hijo(a) vuelva a la escuela después de haber estado ausente, por favor presénteles una nota a la oficina de la escuela. Si no se recibe una nota dentro de 10 días después de la ausencia, ésta se considerará no excusada.

A continuación se presentan algunas sugerencias para ayudarles a ustedes y a sus hijos a establecer hábitos positivos de asistencia:

- Elaboren rutinas para la mañana y para la noche.
- Asegúrense de que su hijo(a) duerma lo suficiente (de 10 a 12 horas todas las noches) y desayune comida nutritiva todas las mañanas.
- Concierten todas las citas médicas, etc., para después de clase, los fines de semana, durante las vacaciones o para los feriados, de ser posible.
- Coloquen los calendarios y horarios escolares en un lugar visible.
- Planeen las vacaciones familiares para días sin clases únicamente.
- Ayuden a su hijo(a) a adquirir una actitud positiva acerca de la escuela y los estudios alentándolo a participar en las actividades escolares.
- Sírvanse informarnos sobre cualquier asunto que pueda afectar a la asistencia de su hijo(a), incluidas las afecciones médicas crónicas.

Esperamos la oportunidad de colaborar con ustedes para garantizar que su hijo(a) tenga éxito en la escuela. Estamos disponibles para ofrecerles apoyo y orientación a fin de abordar cualquier cosa que impida que su hijo(a) asista regularmente a la escuela. ¡Les deseamos un año lectivo maravilloso y provechoso, colmado de diversión y aprendizaje! Atentamente,

Director(a)

Kindergarten Attendance Compliance-Spanish



## (SCHOOL LETTERHEAD)

친애하는 학부모/보호자께

유치원 입학을 축하합니다! 올해 부터 좋은 출석 습관을 형성한다면 자녀의 현재 그리고 미래의 성공적인 학업 성취에 도움이 될 것입니다. **로스앤젤레스 통합교육구(LAUSD)의 목표는 해당 학년도 동안의 결석일수를 5-7 일 이하로 성취하는 것입니다 (96% 이상의 출석률)**. 학부모와 보호자들은 자녀의 학업과 인생의 성공에 중요한 역할을 담당합니다. 본 서신은 LAUSD 출석 방침에 대한 정보입니다.

자녀가 매일, 정시에 학교에 와서 학교 시간의 전체를 출석하도록 도와주십시오. 주법에 의하면, 다음의 경우에만 결석이 인정됩니다:

- 몸이 아픈 경우
- 의료/치과 예약, 그리고
- 장례식 참여 (직계가족: 캘리포니아 주 1일, 타주 3일)
- 사전에 교장으로부터 승락을 받음

기타 다른 결석사유는 허용되지 않을 것입니다. 결석 후 다시 학교에 올 때 결석사유서를 학교 사무실에 제출하십시오. 결석 후 10일 이내까지 결석사유서를 받지 못할 경우, 그 결석은 받아들일 수 없습니다.

다음은 좋은 출석 습관을 형성하는데 도움이 되는 내용입니다:

- 아침과 저녁에 해야 할 일과를 미리 계획한다
- 충분한 수면(10-12 시간의 취침)과 영양가있는 아침식사
- 모든 예약이나 시간약속은 가급적 방과후, 주말, 방학, 공휴일로 잡는다
- 학사일정표와 스케줄을 잘 보이는 곳에 붙여둔다
- 가족 여행은 학교 가지 않는 기간으로만 계획한다
- 학교에 대한 긍정적인 태도를 가지게 하고, 여러 학교 행사에 참여를 권유한다
- 만성적 질환과 같이 자녀의 출석에 지장을 주는 문제를 학교에 알린다.

자녀의 성공적인 학업을 위해 부모님과 파트너가 되기를 고대합니다. 정기적인 학교 출석을 방해하는 문제가 있다면 도와드릴 수 있습니다. 재미있게 공부하는 성공적인 한 해가 되기를 바랍니다!

안녕히 계십시오,

교장





(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_ Student ID # \_\_\_\_\_

Dear Parent/Guardian:

You are receiving this letter because your child had a total of \_\_\_\_\_ absences last academic school year. According to California State Education Code section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. Excessive absences negatively impact academic achievement.

Please be aware of the following:

1. District policy requires that all absences, tardies, and early leaves be cleared within 10 school days. Unverified absences may result in your child being classified as TRUANT. A truant is defined by the State of California as any student with 3 unexcused absences or tardies in excess of 30 minutes in one school year.
2. School staff may require additional information regarding any absence and/ or have the right to verify absence excuses, particularly when a student has a history of poor school attendance. If your child is identified for a truancy abatement program, absences will only be excused by a written note from a medical care provider, school nurse, or designee.
3. Parents/guardians of children with health issues or a chronic illness should consult with the school nurse or administrator regularly, and complete the "Release of Information" form, to authorize the school nurse or administrator to communicate with the child's health care provider regarding the child's condition and how it may impact school attendance.

We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Sincerely,

Principal

Last Year's Excessive Absences- English



(SCHOOL LETTERHEAD)

(Fecha)

(Nombre del padre de familia)

(Domicilio)

(Ciudad, Estado, Código Postal)

Tema:

Núm. de ID  
estudiantil:

Estimado padre o tutor:

El motivo de la presente se debe a que su hijo acumuló un total de ausencias el año académico pasado. El artículo 48200 del Código de Educación dicta que el padre o tutor tiene la responsabilidad de garantizar que sus hijos de 6 a 18 años de edad asistan diaria y puntualmente a la escuela durante el horario completo de clases. Las ausencias excesivas afectan de manera negativa el aprovechamiento académico.

Le pedimos que esté informado de lo siguiente:

1. Las normas del distrito requieren que todas las ausencias, tardanzas, y salidas tempranas se aclaren dentro del marco de 10 días hábiles. Las ausencias que no se hayan verificado podrían generar como resultado la clasificación de AUSENTISTA crónico. El estado de California define como ausentista a un estudiante que falte tres veces sin justificación en un año escolar o que llegue tarde en un periodo de más de 30 minutos.
2. El personal escolar posiblemente requiera información adicional sobre cualquier ausencia y/o tiene el derecho de verificar los justificantes de ausencia, particularmente cuando el alumno tenga historial de asistencia escolar irregular. Si a su hijo se le identifica para el programa de combate contra el ausentismo escolar injustificado, sólo se le aceptarán justificantes expedidos por una entidad médica, enfermera escolar o persona designada.
3. Los padres/tutores de niños con problemas de salud o una enfermedad crónica deberán consultar con la enfermera escolar o administrador -con regularidad-, y llenar el "Formulario para autorizar la divulgación de información" a fin de permitir que la enfermera o administrador se comuniquen con la entidad médica e informarse sobre la condición del niño y la manera en que podría afectar la asistencia escolar.

Anticipamos participar conjuntamente con ustedes para cerciorarnos de que su hijo tenga éxito en la escuela. Estamos disponibles para ofrecer ayuda y pautas a fin de abordar cualquier cuestión que impida la asistencia escolar constante de su hijo.

Atentamente,

Director

Last Year's Excessive Absences-Spanish



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께:

귀하의 자녀가 지난 학년도 동안 총 \_\_\_\_\_ 일 동안 결석했기 때문에 본 서신을 보내드립니다.

캘리포니아 교육법(CEC) 제 48200 항에 의하면 6-

18 세 연령의 아동에 대한 규제 또는 양육권이 있는 부모나 보호자 또는 성인 양육인은 해당 아동을 매일, 정시에 학교 전체 시간을 학교에 보낼 책임이 있다고 명시되어 있습니다.

과도한 결석은 학업 성취도에 부정적인 영향을 미칩니다.

다음은 주지해 주십시오:

4. 교육구 방침에 의거하면, 모든 결석, 지각, 조퇴는 10 일의 학교 날짜내에 확인되어야만 합니다.  
미확인 결석은 자녀가 무단 결석생(TRUANT)으로 분류될 결과를 초래할 수 있습니다.  
캘리포니아 주의 정의에 의하면, 무단 결석생이란 해당 학년도 동안 합당한 사유 없이 결석 또는 30 분이상의 지각을 3 회한 학생을 의미합니다.
5. 교직원 은 결석과 관련된 추가 정보를 요구하거나 그리고/또는 결석 사유를 검증할 권리가 있습니다. 특히 학생이 이미 결석을 많이 한 경우는 이에 해당됩니다.  
자녀가 무단 결석 경감 프로그램에 해당되는 경우, 결석은 의료 제공자, 양호사, 담당인이 제공하는 서면 결석 사유서가 있어야만 인정됩니다.
6. 건강 상 문제 또는 만성 질환을 겪는 자녀의 부모/보호자는 양호사 또는 행정관과 정기적으로 상담 시간을 가지고 그리고 “정보 공개서”를 작성해야 합니다.  
양호사 또는 행정관이 자녀의 상태 그리고 이로 인한 출석에 미치는 영향을 알아보기 위해 자녀의 의료 제공자와 상의하기 위해 이런 공개서가 필요합니다.

자녀가 성공적으로 학교에 다니도록 함께 노력하기를 고대합니다.

자녀의 학교 출석에 장애가 되는 문제를 도와드릴 수 있습니다.

안녕히 계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

**The Los Angeles Unified School District (LAUSD) goal is for students to miss no more than 5-7 days per school year (96% or higher attendance). Students who attend school regularly are more likely to achieve academic success in kindergarten and later grades.** It has come to our attention that your child has the following absences and/or tardies:

full day absences	partial day absences	tardies
-------------------	----------------------	---------

We are very concerned about your child's absences, tardies and/or early leaves. Your child is missing critical instruction and socialization time. Poor attendance habits in Kindergarten are likely to impact your child's academic and social development now and in future years. **Please be aware that we expect all of our students to attend school every day and on time.**

Here are some suggestions to help you and your child establish positive attendance habits:

- Create morning and evening routines
- Make sure your child gets enough sleep (10-12 hours each night) and a nutritious breakfast each morning
- Schedule all appointments after school, on weekends or during vacation or holidays, if possible
- Post school calendars and schedules in a visible place
- Plan family vacations for non-school days only
- Help your child develop a positive attitude toward school and learning by encouraging him/her to participate in school activities
- Inform your school of any issues that may be affecting your child's attendance, including chronic health conditions

We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Sincerely,

Principal

Kindergarten Excessive Absence Letter - English



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_ Núm. de identificación del alumno(a) \_\_\_\_\_

Estimado padre de familia/tutor:

**La meta del Distrito Escolar Unificado de Los Ángeles (LAUSD) consiste en que los alumnos no falten más de 5 a 7 veces por año (96% de asistencia o más). Los alumnos que asisten regularmente a la escuela tienen más probabilidades de lograr el éxito académico en el kinder y en los grados posteriores.** Se nos ha informado de que su hijo(a) tiene las siguientes ausencias o tardanzas:

ausencias de jornada completa	ausencias de jornada parcial	tardanzas
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Nos preocupan mucho las ausencias, tardanzas y/o salidas tempranas de su hijo(a), quien se está perdiendo tiempo crucial de enseñanza y socialización. Los malos hábitos de asistencia en el kinder tienen la probabilidad de afectar al desarrollo académico y social de su hijo(a) ahora y en años futuros. **Por favor tenga presente que contamos con que todos nuestros alumnos asistan a la escuela todos los días y a tiempo.**

A continuación se presentan algunas sugerencias para ayudarles a usted y a su hijo(a) a establecer hábitos positivos de asistencia:

- Elabore rutinas para la mañana y para la noche.
- Asegúrese de que su hijo(a) duerma lo suficiente (de 10 a 12 horas todas las noches) y desayune comida nutritiva todas las mañanas.
- Concierte todas las citas médicas, etc., para después de clase, los fines de semana, durante las vacaciones o para los feriados, de ser posible.
- Coloque los calendarios y horarios escolares en un lugar visible.
- Planee las vacaciones familiares para días sin clases únicamente.
- Ayude a su hijo(a) a adquirir una actitud positiva acerca de la escuela y los estudios alentándolo a participar en las actividades escolares.
- Írvase informarnos sobre cualquier asunto que pueda afectar a la asistencia de su hijo(a), incluidas las afecciones médicas crónicas.

Esperamos la oportunidad de colaborar con usted para garantizar que su hijo(a) tenga éxito en la escuela. Estamos disponibles para ofrecerle apoyo y orientación a fin de abordar cualquier cosa que impida que su hijo(a) asista regularmente a la escuela.

Atentamente,

Director(a)



## SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

주제: \_\_\_\_\_

학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께

로스앤젤레스 통합교육구(LAUSD)의 목표는 해당 학년도 동안의 결석일수를 **5-7 일 이하로** 성취하는 것입니다 (**96% 이상의 출석률**). 출석률이 좋은 학생들은 유치원과 다음 학년으로 올라가면서 성공적으로 학업을 성취할 가능성이 더 큼니다. 귀하의 자녀는 다음의 날짜들에 결석 그리고/또는 지각했습니다:

하루 전체 결석	일부 결석	지각
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본교는 자녀의 결석, 지각 그리고/또는 조퇴에 대해 우려하고 있습니다. 유치원부터 자주 결석하는 습관을 만든다면 중요한 수업을 받지 못하고 앞으로의 학급친구들과의 관계에도 지장을 줄 수 있습니다. **모든 학생이 매일 정시에 학교에 출석해야 합니다**

다음은 좋은 출석 습관을 형성하는데 도움이 되는 내용입니다:

- 아침과 저녁에 해야 할 일과를 미리 계획한다
- 충분한 수면(10-12 시간의 취침)과 영양가있는 아침식사
- 모든 예약이나 시간약속은 가급적 방과후, 주말, 방학, 공휴일로 잡는다
- 학사일정표와 스케줄을 잘 보이는 곳에 붙여둔다
- 가족 여행은 학교 가지 않는 기간으로만 계획한다
- 학교에 대한 긍정적인 태도를 가지게 하고, 여러 학교 행사에 참여를 권유한다
- 만성적 질환과 같이 자녀의 출석에 지장을 주는 문제를 학교에 알린다.

자녀의 성공적인 학업을 위해 부모님과 파트너가 되기를 고대합니다. 정기적인 학교 출석을 방해하는 문제가 있다면 도와드릴 수 있습니다. 재미있게 공부하는 성공적인 한 해가 되기를 바랍니다!

안녕히 계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Mailing Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

According to California State Education Code section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. Excellent school attendance paves the way for academic achievement. **Our goal is for all students to achieve 96% attendance or better, having no more than 5-7 absences for the school year.** Our attendance records indicate that your child has the following attendance record to date:

full day absences	partial day absences	tardies
-------------------	----------------------	---------

We are bringing this to your attention because regardless of the reason, these absences and/or tardies are excessive and likely to negatively impact your child's academic achievement. Please be aware of the following:

1. District policy requires that all absences, tardies, and early leaves be cleared within 10 school days. Unverified absences may result in your child being classified as TRUANT. A truant is defined by the State of California as any student with 3 unexcused absences or tardies in excess of 30 minutes or combination thereof in one school year.
2. School staff may require additional information regarding any absence and/or have the right to verify absence excuses, particularly when a student has a history of poor school attendance. If your child has been identified in a truancy abatement program, absences will only be excused by a written note from a medical care provider, school nurse, or designee.
3. Parents/guardians of children with health issues or a chronic illness should complete the "Release of Information" form, to authorize the school nurse to communicate with the child's health care provider regarding the child's condition and how it may impact school attendance.

We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Sincerely,

Principal

Absence, Partial Day, Tardy Letter #1- English





(SCHOOL LETTERHEAD)

(FECHA)

(Nombre del padre o madre)  
(Dirección postal)  
(Ciudad, estado, código postal)

ASUNTO: \_\_\_\_\_ # de identidad del alumno(a) \_\_\_\_\_

Estimado padre, madre o tutor legal:

Conforme a la Sección 48200 del Código de Educación del Estado de California, es responsabilidad del padre, madre o tutor legal asegurar que cada niño entre las edades de 6 y 18 años asista a la escuela todos los días, a tiempo y por el tiempo completo de la jornada escolar. Una asistencia escolar excelente allana el camino para el desempeño académico. **Nuestra meta es que todos los estudiantes alcancen el 96% de asistencia o mejor, que no tengan más de 5-7 ausencias para el año escolar.** Nuestros registros de asistencia indican que su hijo tiene el siguiente récord de asistencia hasta la fecha:

ausencias de día completo	ausencias de día parcial	Tardanzas
---------------------------	--------------------------	-----------

Le pedimos su atención en este asunto porque dichas ausencias o llegadas tarde son excesivas y podrían afectar negativamente el rendimiento académico de su hijo, sin importar la razón. Por favor, tenga en cuenta lo siguiente:

1. La política del Distrito requiere que todas las ausencias, tardanzas y las salidas temprano se borrarán dentro de 10 días. Ausencias no verificadas puede resultar en que su hijo sea clasificada como ausente crónico, lo cual el Estado de California define como cualquier estudiante con 3 ausencias o tardanzas de más de 30 minutos injustificadas o una combinación de los mismos en un año escolar.
2. El personal escolar puede requerir información adicional con respecto a cualquier ausencia o tiene el derecho de verificar las excusas para la ausencia, sobre todo cuando un estudiante tiene un historial de faltas en la escuela. Si su hijo ha sido identificado en un programa de reducción del absentismo, las ausencias sólo se excusó con una nota escrita de un proveedor de atención médica, la enfermera de la escuela, o la persona designada.
3. Los padres o tutores legales de los niños con problemas de salud o una enfermedad crónica deben completar el formulario para la "divulgación de información", para autorizar que se comunique la enfermera escolar con el proveedor de servicios de salud del niño con relación a la afección del niño y cómo puede dicha afección afectar a la asistencia escolar.

Esperamos poder colaborar con usted para asegurarnos de que su hijo tenga éxito en la escuela. Estamos disponibles para ofrecer apoyo y orientación para abordar las cuestiones que impiden que su niño asista a la escuela con regularidad.

Atentamente

Principal

Absence, Partial Day, Tardy Letter #1 - Spanish  
Doc. 20281/ajs – Translated by the LAUSD Translations Unit



(SCHOOL LETTERHEAD)

(Date)  
(Parent/Guardian Name)  
(Mailing Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

친애하는학부모/보호자께:

캘리포니아교육법(CEC) 제 48200 항에의하면, 부모나보호자는 6-18 세아동을매일, 정시에학교전체시간을학교에보낼책임이있다고명시되어있습니다. 출석을잘해야공부를잘할수있습니다. **우리의목표는 96% 이상의출석을즉해당학년도동안 5-7 일이상의결석은피해야만합니다.**본교의기록에의하면,귀하의자녀는다음날짜에결석했습니다.과도한결석은학업성취도에부정적인영향을미칩니다.

1 일전체결석	1 일중부분결석	지각
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결석사유가어떤것이라도, 이런결석그리고/또는지각은자녀의학업성취도에부정적인영향을주기때문에이런내용을알립니다. 다음을주지해주시요:

1. 교육구방침에의거하면, 모든결석, 지각, 조퇴는 10 일의학교날짜내에확인되어야만합니다. 미확인결석은자녀가무단결석생(TRUANT)으로분류될결과를초래할수있습니다. 캘리포니아주의정의에의하면, 무단결석생이란해당학년도동안합당한사유없이결석또는 30 분이상의지각을 3 회한학생을의미합니다.
2. 교직원결석과관련된추가정보를요구하거나그리고/또는결석사유를검증할권리가있습니다. 특히학생이이미결석을많이한경우는이에해당됩니다. 자녀가무단결석경감프로그램에해당되는경우, 결석은의료제공자, 양호사, 담당인이제공하는서면결석사유서가있어야만인정됩니다.
3. 건강상문제또는만성질환을겪는자녀의부모/보호자는양호사또는행정관과정기적으로상담시간을가지고그리고 “정보공개서”를작성해야합니다. 양호사또는행정관이자녀의상태그리고이로인한출석에미치는영향을알아보기위해자녀의 의료제공자와상의하기위해이런공개서가필요합니다. 자녀가성공적으로학교에다니도록함께노력하기를고대합니다. 자녀의학교출석에장애가되는문제를도와드릴수있습니다.

안녕히계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

According to California State Education Code section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. Your child has missed valuable instructional time that is likely to have a negative impact on his/her school performance. You have been previously notified through other written correspondence, regarding your child's attendance problem. Our attendance records indicate that your child has accumulated:

full day absences	partial day absences	tardies
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You have been informed of the following:

1. District policy requires that all absences, tardies, and early leaves be cleared within 10 school days. Unverified absences may result in your child being classified as a TRUANT.
2. School staff may require additional information regarding any absence and/or have the right to verify absence excuses, particularly when a student has a history of poor school attendance. If your child is identified for a truancy abatement program, absences will only be excused by a written note from a medical care provider, school nurse, or designee.
3. Parents/guardians of children with health issues or a chronic illness should complete the "Release of Information" form, to authorize the school nurse to communicate with the child's health care provider regarding the child's condition and how it may impact school attendance.

Attendance improvement will require greater effort and cooperation on your part. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly. Please contact \_\_\_\_\_ at \_\_\_\_\_ to schedule a conference.

Sincerely,

Principal

Absence, Partial Day, Tardy Letter #2 - English



(SCHOOL LETTERHEAD)

(Date)  
(Parent/Guardian Name)  
(Mailing Address)  
(City, State, Zip Code)

ASUNTO: \_\_\_\_\_ # de identidad del alumno(a) \_\_\_\_\_

Estimado padre, madre o tutor legal:

Conforme a la Sección 48200 del Código de Educación del Estado de California, es responsabilidad del padre, madre o tutor legal asegurar que cada niño entre las edades de 6 y 18 años asista a la escuela todos los días, a tiempo y por el tiempo completo de la jornada escolar. Su hijo(a) ha perdido valioso tiempo de instrucción y es probable que esto tenga un impacto negativo en su desempeño académico. Anteriormente se le ha notificado mediante otros tipos de correspondencia con respecto al problema de asistencia escolar de su hijo(a). Nuestros registros de asistencia indican que su hijo ha acumulado:

ausencias de día completo	ausencias de día parcial	Tardanzas
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A usted se le ha informado de lo siguiente:

1. La política del Distrito requiere que todas las ausencias, tardanzas y salidas tempranas deben ser verificadas dentro del plazo de 10 días. Las ausencias no verificadas puede resultar en que su hijo sea clasificado como una AUSENTE CRÓNICO.
2. El personal escolar puede requerir información adicional con respecto a cualquier ausencia y tiene el derecho de verificar las excusas para la ausencia, sobre todo cuando un estudiante tiene un historial de faltas en la escuela. Si su hijo es identificado para un programa de reducción del ausentismo, las ausencias sólo serán justificada con una nota escrita de un proveedor de atención médica, la enfermera de la escuela, o la persona designada.
3. Los padres o tutores de los niños con problemas de salud o una enfermedad crónica deben completar el formulario para "divulgación de información", y autorizar a la enfermera de la escuela para comunicarse con el proveedor de salud del niño en relación a la afección médica del niño y cómo dicha afección puede afectar a la asistencia escolar.

Mejorar la asistencia requiere un mayor esfuerzo y la cooperación de su parte. Estamos disponibles para ofrecerles apoyo y orientación para abordar las cuestiones que impiden que su niño(a) asista a la escuela con regularidad. Por favor, póngase en contacto con \_\_\_\_\_ al \_\_\_\_\_ para programar una conferencia.

Atentamente,

Director



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

친애하는학부모/보호자께:

캘리포니아 교육법(CEC) 제 48200 항에 의하면, 부모나 보호자는 6-18 세 아동을 매일, 정시에 학교 전체 시간을 학교에 보낼 책임이 있다고 명시되어 있습니다. 중요한 수업을 놓치게 되어서 자녀의 학업에 부정적인 영향을 줄 수 있습니다. 본교의 기록에 의하면, 자녀는 다음의 결석/지각이 누적되어 있습니다:

1 일 전체 결석	1 일 중 부분 결석	지각
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다음은 주지해주십시오:

1. 교육구 방침에 의거하면, 모든 결석, 지각, 조퇴는 10 일의 학교날짜 내에 확인되어야만 합니다. 미확인 결석은 자녀가 무단결석생(TRUANT)으로 분류될 결과를 초래할 수 있습니다. 캘리포니아 주의 정의에 의하면, 무단결석생이란 해당 학년도 동안 합당한 사유없이 결석 또는 30 분 이상의 지각을 3 회한 학생을 의미합니다.
2. 교직원 은 결석과 관련된 추가 정보를 요구하거나 그리고/또는 결석사유를 검증할 권리가 있습니다. 특히 학생이 이미 결석을 많이 한 경우는 이에 해당됩니다. 자녀가 무단결석 경감 프로그램에 해당되는 경우, 결석은 의료 제공자, 양호사, 담당인이 제공하는 서면 결석사유서가 있어야만 인정됩니다.
3. 건강상 문제 또는 만성 질환을 겪는 자녀의 부모/보호자는 양호사 또는 행정관과 정기적으로 상담시간을 가지고 그리고 “정보 공개서”를 작성해야 합니다. 양호사 또는 행정관이 자녀의 상태 그리고 이로 인한 출석에 미치는 영향을 알아보기 위해 자녀의 의료 제공자와 상의하기 위해 이런 공개서가 필요합니다.

출석을 향상시키려면 귀하의 노력과 협조가 요구됩니다. 자녀가 정기적으로 학교에 출석하는데 문제가 있다면 도와드릴 수 있습니다. \_\_\_\_\_에 \_\_\_\_\_로 연락하여 컨퍼런스를 예약하십시오.

안녕히 계십시오,

교장

Absence, Partial Day, Tardy Letter #2 - Korean



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Our records indicate that your son/daughter has been absent from school for **5 consecutive full days**. According to California State Education Code Section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. Excessive absences negatively impact academic achievement.

Please be aware of the following:

1. District policy requires that all absences, tardies, and early leaves be cleared within 10 school days. Unverified absences may result in your child being classified as TRUANT. A truant is defined by the State of California as any student with 3 unexcused absences, or tardies in excess of 30 minutes, or combination thereof in one school year.
2. School staff may require additional information regarding any absence and/or have the right to verify absence excuses, particularly when a student has a history of poor school attendance.
3. Parents/guardians of children with health issues or a chronic illness are strongly encouraged to complete the "Release of Information" form, to authorize the school nurse to communicate with the child's health care provider about the child's condition and how it may impact school attendance.

Please contact \_\_\_\_\_ at \_\_\_\_\_ as soon as possible regarding your child's absence from school. We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Principal

Consecutive Absence Letter 5 days - English



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

ASUNTO: \_\_\_\_\_ ID # del estudiante \_\_\_\_\_

Estimado padre o tutor:

Nuestros expedientes indican que su hijo/hija ha faltado a la escuela durante **5 días completos consecutivos**. De acuerdo con lo que dispone el Artículo 48200 del Código de Educación de California, el padre o tutor tienen la responsabilidad de asegurar que todos los niños entre los 6 y los 18 años de edad asistan a la escuela todos los días, lleguen a tiempo y se queden en las clases durante todo el día lectivo. Las ausencias excesivas impactan negativamente el aprovechamiento académico.

Por favor esté al tanto de lo siguiente:

1. La política del Distrito dispone que todas las ausencias, retardos y salidas temprano deberán ser justificadas dentro de un período de 10 días lectivos. Las ausencias no verificadas pueden dar como resultado que a su hijo se le clasifique como un **ESTUDIANTE AUSENTE CRÓNICO**. Un estudiante ausente crónico lo define el Estado de California como cualquier estudiante que tiene 3 ausencias o retardos injustificados que excedan 30 minutos, o una combinación de los mismos durante un año escolar.
2. El personal de la escuela puede requerir información adicional sobre cualquier día que el estudiante falte a la escuela y tiene el derecho de verificar las justificaciones de las ausencias, en particular cuando un estudiante tiene un historial de una asistencia escolar mala.
3. A los padres o tutores de niños que tienen problemas de salud o enfermedades crónicas se les exhorta que llenen el formulario para la "Divulgación de Información", con el fin de autorizar a la enfermera escolar que se comunique con el proveedor de servicios de salud sobre la condición del niño y cómo puede impactar la asistencia escolar.

Por favor comuníquese con \_\_\_\_\_ al \_\_\_\_\_ tan pronto como sea posible para hablar sobre las faltas de su hijo a la escuela. Esperamos aliarnos con usted para asegurarnos que su hijo tenga éxito en la escuela. Estamos disponibles para ofrecerle apoyo y guía con el fin de atender todos los problemas que impidan que su hijo asista regularmente a la escuela.

Director/a





(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께:

본교의 기록에 의하면, 귀하의 자녀는 **5 일을 연속적으로** 결석했습니다. 캘리포니아 교육법(CEC) 제 48200 항에 의하면 6-18 세 연령의 아동에 대한 규제 또는 양육권이 있는 부모나 보호자 또는 성인 양육인은 해당 아동을 매일, 정시에 학교 전체 시간을 학교에 보낼 책임이 있다고 명시되어 있습니다. 과도한 결석은 학업 성취도에 부정적인 영향을 미칩니다.

다음은 주지해주십시오:

1. 교육구 방침에 의거하면, 모든 결석, 지각, 조퇴는 10 일의 학교날짜 내에 확인되어야만 합니다. 미확인 결석은 자녀가 무단결석생(TRUANT)으로 분류될 결과를 초래할 수 있습니다. 캘리포니아 주의 정의에 의하면, 무단결석생이란 해당 학년도 동안 합당한 사유없이 결석 또는 30 분 이상의 지각을 3 회한 학생을 의미합니다.
2. 교직원들은 결석과 관련된 추가 정보를 요구하거나 그리고/또는 결석사유를 검증할 권리가 있습니다. 특히 학생이 이미 결석을 많이 한 경우는 이에 해당됩니다. 자녀가 무단결석 경감 프로그램에 해당되는 경우, 결석은 의료 제공자, 양호사, 담당인이 제공하는 서면 결석사유서가 있어야만 인정됩니다.
3. 건강상 문제 또는 만성 질환을 겪는 자녀의 부모/보호자는 양호사 또는 행정관과 정기적으로 상담시간을 가지고 그리고 “정보 공개서”를 작성해야 합니다. 양호사 또는 행정관이 자녀의 상태 그리고 이로 인한 출석에 미치는 영향을 알아보기 위해 자녀의 의료 제공자와 상의하기 위해 이런 공개서가 필요합니다.

자녀의 결석에 대해 의논하기를 원합니다. 가급적 신속히 \_\_\_\_\_ 에게 \_\_\_\_\_으로 연락주십시오. 자녀가 성공적으로 학교에 다니도록 함께 노력하기를 고대합니다. 자녀의 학교 출석에 장애가 되는 문제를 도와드릴 수 있습니다.

안녕히 계십시오,

교장

Consecutive Absence Letter 5 days - Korean



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Our records indicate that your son/daughter has been absent from school for **10 or more consecutive full days**. According to California State Education Code Section 48200, it is the responsibility of the parent/guardian to ensure that each child between the ages of 6-18 years attends school every day, on time and for the full length of the school day. Excessive absences negatively impact academic achievement.

Please be aware of the following:

1. District policy requires that all absences, tardies, and early leaves be cleared within 10 school days. Unverified absences may result in your child being classified as TRUANT. A truant is defined by the State of California as any student with 3 unexcused absences, or tardies in excess of 30 minutes, or combination thereof in one school year.
2. School staff may require additional information regarding any absence and/or have the right to verify absence excuses, particularly when a student has a history of poor school attendance.
3. Parents/guardians of children with health issues or a chronic illness are strongly encourage complete the "Release of Information" form, to authorize the school nurse to communicate with the child's health care provider about the child's condition and how it may impact school attendance.

Please contact \_\_\_\_\_ at \_\_\_\_\_ as soon as possible regarding your child's absence from school. We look forward to partnering with you to make sure that your child is successful at school. We are available to offer support and guidance to address any issues that prevent your child from attending school regularly.

Principal



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_ Núm. de identificación del alumno(a) \_\_\_\_\_

Estimado padre de familia/tutor:

Nuestros registros indican que su hijo(a) ha estado ausente de la escuela por **10 o más días enteros consecutivos**. De conformidad con el Artículo 48200 del Código de Educación del Estado de California, es responsabilidad del padre de familia o tutor garantizar que cada niño que tenga entre 6 y 18 años de edad asista a la escuela todos los días, a tiempo y durante la jornada escolar completa. Las ausencias excesivas afectan negativamente al aprovechamiento académico.

Por favor tenga presente lo siguiente:

1. Las normas del Distrito requieren que se les dé el visto bueno a todas las ausencias, tardanzas y salidas tempranas dentro de 10 días lectivos. Las ausencias sin excusa podrían tener como consecuencia que se le clasifique AUSENTE SIN JUSTIFICACIÓN a su hijo(a). El Estado define al estudiante ausente sin justificación como cualquier alumno con 3 ausencias no verificadas, con 3 tardanzas de más de 30 minutos o una combinación de lo anterior durante un año lectivo.
2. El personal de la escuela podría exigir información adicional y/o tener el derecho de verificar las excusas de ausencia, particularmente si un alumno tiene antecedentes de asistencia escolar deficiente.
3. A los padres o tutores de niños con problemas médicos o una enfermedad crónica se les alienta enérgicamente a que llenen el formulario de "Autorización para Divulgar Información", para permitir que la enfermera escolar se comuniquen con la persona o entidad que proporciona atención médica acerca del estado de salud del niño y la manera en que podría afectar a la asistencia escolar.

Tenga la bondad de comunicarse con \_\_\_\_\_ al \_\_\_\_\_ a la mayor brevedad posible con respecto a la ausencia escolar de su hijo(a). Esperamos la oportunidad de colaborar con usted para garantizar que su hijo(a) tenga éxito en la escuela y estamos a su disposición para tratar cualquier asunto que impida la asistencia escolar regular de su hijo(a).

Director(a)

Consecutive Absence Letter 10 or more - Spanish  
20314rgk Translated by LAUSD Translations Unit



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Mailing Address)

(City, State, Zip Code)

주제: \_\_\_\_\_

학생 ID # \_\_\_\_\_

친애하는학부모/보호자께:

본교의 기록에 의하면, 귀하의 자녀는 **10 일을 연속적으로** 결석했습니다. 캘리포니아 교육법(CEC) 제 48200 항에 의하면 6-18 세 연령의 아동에 대한 규제 또는 양육권이 있는 부모나 보호자 또는 성인 양육인은 해당 아동을 매일, 정시에 학교 전체 시간을 학교에 보낼 책임이 있다고 명시되어 있습니다. 과도한 결석은 학업 성취도에 부정적인 영향을 미칩니다.

다음은 주지해주십시오:

1. 교육구 방침에 의거하면, 모든 결석, 지각, 조퇴는 10 일의 학교날짜 내에 확인되어야만 합니다. 미확인 결석은 자녀가 무단결석생(TRUANT)으로 분류될 결과를 초래할 수 있습니다. 캘리포니아 주의 정의에 의하면, 무단결석생이란 해당 학년도 동안 합당한 사유없이 결석 또는 30 분 이상의 지각을 3 회한 학생을 의미합니다.
2. 교직원은 결석과 관련된 추가 정보를 요구하거나 그리고/또는 결석사유를 검증할 권리가 있습니다. 특히 학생이 이미 결석을 많이 한 경우는 이에 해당됩니다. 자녀가 무단결석 경감 프로그램에 해당되는 경우, 결석은 의료 제공자, 양호사, 담당인이 제공하는 서면 결석사유서가 있어야만 인정됩니다.
3. 건강상 문제 또는 만성 질환을 겪는 자녀의 부모/보호자는 양호사 또는 행정관과 정기적으로 상담시간을 가지고 그리고 “정보 공개서”를 작성해야 합니다. 양호사 또는 행정관이 자녀의 상태 그리고 이로 인한 출석에 미치는 영향을 알아보기 위해 자녀의 의료 제공자와 상의하기 위해 이런 공개서가 필요합니다.

자녀의 결석에 대해 의논하기를 원합니다. 가급적 신속히 \_\_\_\_\_ 에게 \_\_\_\_\_ 으로 연락주십시오. 자녀가 성공적으로 학교에 다니도록 함께 노력하기를 고대합니다. 자녀의 학교 출석에 장애가 되는 문제를 도와드릴 수 있습니다.

교장

Consecutive Absence Letter 10 or more - Korean



«SCHOOL\_NAME»  
«SCHOOL\_ADDR\_1»  
«SCHOOL\_CITY», «SCHOOL\_STATE»«SCHOOL\_ZIP»

January 26, 2011

«HOH\_FIRST\_NAME»«HOH\_LAST\_NAME»«HOH\_SUFFIX»  
«HOH\_ADDR\_1» RE: «STUDENT\_FIRST\_NAME»  
«HOH\_CITY», «HOH\_STATE»«HOH\_ZIP» Student ID#: «STUDENT\_DISTRICT\_ID»

Dear Parent/Guardian:

Good attendance is required for academic excellence. California Education Code determines what types of absences are excused or unexcused. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant. The law and district policy requires all schools to notify parents when this occurs. The Los Angeles Unified School District central office automatically sends these letters based on school records so that parents are aware of absences and can address these concerns.

School records indicate that your child was absent from school without a valid excuse on                      occasions, beginning with the following dates:

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Our goal is to partner with families to ensure that students are attending school everyday. Although the following consequences may appear harsh we are mandated by Education Code Article 48260.5 to inform you of the following:

- *That the parent or guardian is obligated to compel the attendance of the pupil at school.*
- *That parents or guardians who fail to meet these obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.*
- *That alternative education programs are available in the district.*
- *That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.*
- *That the pupil may be subject to prosecution under Education Code Section 48264.*
- *That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.*
- *That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.*

Please recognize that we are required to monitor attendance and notify parents of potential problems with student attendance. If you have concerns about your child's attendance, or if you believe there is an error in this notice, contact the school at «SCHOOL\_PHONE\_NUMBER». The designated attendance personnel will work with you to resolve this issue. We look forward to assisting you.

Sincerely,

«PRINCIPAL\_FIRST\_NAME»«PRINCIPAL\_LAST\_NAME»  
Principal



«SCHOOL\_NAME»  
«SCHOOL\_ADDR\_1»  
«SCHOOL\_CITY», «SCHOOL\_STATE» «SCHOOL\_ZIP»

26 de enero, 2011

«HOH\_FIRST\_NAME» «HOH\_LAST\_NAME» «HOH\_SUFFIX»  
«HOH\_ADDR\_1» RE: «STUDENT\_FIRST\_NAME»  
«HOH\_CITY», «HOH\_STATE» «HOH\_ZIP» Identificación del Estudiante: «STUDENT\_DISTRICT\_ID»  
Estimado padre, madre o tutor:

Como ustedes saben, la buena asistencia es necesaria para la excelencia académica. El Código de Educación de California determina qué tipo de ausencias son justificadas o no. Cuando un niño/a se ausenta de la escuela o llega tarde por más de un período de 30 minutos en 3 ocasiones en un año escolar sin una excusa válida, o cualquier combinación de éstos, la ley considera que el niño/a es ausente injustificado crónico. Las normas generales de la ley y del distrito requieren a todas las escuelas notificar a los padres cuando esto ocurra. Las oficinas centrales del Distrito Escolar Unificado de Los Ángeles envía automáticamente estas cartas con base en los registros de la escuela para que los padres estén al tanto de las ausencias y puedan resolver estos problemas, si es necesario.

Los registros escolares indican que su hijo estuvo ausente de la escuela sin una justificación válida en \_\_\_\_\_ ocasiones comenzando con las siguientes fechas:

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De conformidad con el Artículo 48260 del Código de Educación, estamos obligados a informarle que legalmente se considera a su hijo/a ausente injustificado crónico.

Además, el Artículo 48260.5 del Código de Educación nos obliga a proporcionarle la siguiente información:

- ☐ *Que el padre o tutor tiene la obligación de exigir la presencia del alumno en la escuela.*
- ☐ *Que los padres o tutores que no cumplan con estas obligaciones podrán ser considerados culpables de una infracción y podrán ser demandados de conformidad con la Sección 6 (a partir del Artículo 48290) del capítulo 2 o la Parte 27.*
- ☐ *Que hay programas de educación alternativa disponibles en el distrito.*
- ☐ *Que los padres o el tutor tiene derecho a reunirse con el personal de la escuela correspondiente para discutir soluciones para el ausentismo crónico injustificado del alumno.*
- ☐ *Que el alumno podría ser procesado en virtud del Artículo 48264 del Código de Educación.*
- ☐ *Que el alumno podría estar sujeto a suspensión, restricción, o retraso del privilegio de conducir que tienen los alumnos, de conformidad con el Artículo 13202.7 del Código Vehicular.*
- ☐ *Que se recomienda que el padre o tutor acompañe al alumno a la escuela y que asista a clases con el alumno por un día.*

Por favor tenga en cuenta que estamos obligados a vigilar la asistencia y notificar a los padres de los posibles problemas con la asistencia de los estudiantes. Tengan justificación o no, los niños están perdiendo instrucción valiosa cuando están ausentes. Si usted tiene inquietudes acerca de la asistencia de su hijo/a, o si creyera que existe algún error en este informe, por favor comuníquese con la oficina de asistencia en la escuela llamando a «SCHOOL\_PHONE\_NUMBER». El personal designado a la asistencia trabajará con usted para resolver este problema.

Atentamente,

«PRINCIPAL\_FIRST\_NAME» «PRINCIPAL\_LAST\_NAME»  
Director

Sample 1<sup>st</sup> Initial Truancy Notification – Spanish  
18395/gd0211/Translated by the LAUSD Translations Unit



«SCHOOL\_ADDR\_1»  
«SCHOOL\_CITY», «SCHOOL\_STATE» «SCHOOL\_ZIP»

2011 年 1 月 26 日

«HOH\_FIRST\_NAME» «HOH\_LAST\_NAME» «HOH\_SUFFIX»

I. «HOH\_ADDR\_1»  
«HOH\_CITY», «HOH\_STATE» «HOH\_ZIP»

相關人員: «STUDENT\_FIRST\_NAME»  
學生証號碼: «STUDENT\_DISTRICT\_ID»

親愛的家長／監護人：

正如你們所知道的，良好的上課出席率是學業優秀所必需的。加州教育法典決定那類缺席可以得到允許或者不得允許。當某個孩子沒有正當理由從學效缺席或者在任何一堂課有三次遲到超出三十分鐘以上，或者兩者合併，這樣，法律就會視之為逃學。一旦這種情況出現了，法律和學區政策規定所有學校要通知家長。洛杉磯聯合學區中心辦公室會自動地根據學校紀錄發出這些信函，從而家長就會知道這些缺席，並在需要時處理這些關注。

學校紀錄顯示你們孩子\_\_\_\_\_次沒有正當理由從學校缺席，這些缺席開始自下述日期：

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根據加州教育法典第 48260 條，我們要通知你們，你們孩子法律上被視為逃學。

除此以外，加州教育法典第 48260.5 條規定我們要通知你們下列各項：

- 家长或监护人有义务强制学生到校上学。
- 如果家长或监护人未能尽到這些义务即视为违法，将按第 2 章第 6 款或第 27 条（根据教育法典第 48290 条）予以起诉。
- 学区設有替代式教育课程。
- 家长或监护人有权和適當的校方人員讨论来解决学生的逃学问题。
- 根據教育法典第 48264 條，学生可能會受到起訴。
- 学生可能被处以停学，限制，或按行车条款第 13202.7 条延迟学生的驾车权利。
- 因此建议家长或监护人陪伴学生来校并一同上课一天。

請明白我們被規定要監督上課出席並對學生上課出席的潛在問題通知家長。無論有沒有正當理由，他們一旦缺席，就損失了可貴的教育。當學生在他們上課日子中缺席百分之十的課日時，學區就會非常關注如果你們對你們孩子的上課出席有關注，或者你們認為這份報告中有錯誤，請和學校上課出席辦公室聯繫，電話請播 «SCHOOL\_PHONE\_NUMBER»。指定的上課出席人員就會和你們一起來解決這個問題。

誠摯地，

«PRINCIPAL\_FIRST\_NAME» «PRINCIPAL\_LAST\_NAME»  
校長

Sample 1<sup>st</sup> Initial Truancy Notification- Chinese  
18395 ep\_Translated by the LAUSD Translations Unit





«SCHOOL\_NAME»  
«SCHOOL\_ADDR\_1»  
«SCHOOL\_CITY», «SCHOOL\_STATE»«SCHOOL\_ZIP»

2011 년 1 월 26 일

«HOH\_FIRST\_NAME»«HOH\_LAST\_NAME»«HOH\_SUFFIX»  
«HOH\_ADDR\_1» 주제: «STUDENT\_FIRST\_NAME»  
«HOH\_CITY», «HOH\_STATE»«HOH\_ZIP» 학생증 ID#: «STUDENT\_DISTRICT\_ID»

친애하는학부모께:

우수한학력을성취하기위해서는학교에잘출석해야만합니다.  
캘리포니아교육법에는정당한결석사유와인정되지않은결석사유유형들이지정되어있습니다. 해당학년도동안  
3 일또는 30 분이상 3 번이상지각하거나결석과지각을함께한경우,  
법규에의거하여해당학생은무단결석생으로간주됩니다.  
학교는무단결석이발생한경우법규와교육구방침에따라해당부모에게이통지해야만합니다.  
로스앤젤레스통합교육구중앙부서는해당학교의무단결석기록을토대로자동적으로부모에게서신을보내서이런  
일이발생했음을알리고필요한경우조치를취하고있습니다..

학교기록에의하면, 귀하의자녀는정당한결석사유없이아래에명기한날자부터           번에결석했습니다:

교육법제 48260 에의거하여, 본교는귀하의자녀가법적으로무단결석생으로간주됨을알려야만합니다.

교육법제 48260.5 항에추가조건으로서본교는의무적으로다음정보를부모님께통지해야만합니다:

- 부모혹은보호자는자녀를강제로라도학교에보내야할의무가있다.
- 이의무를수행하지못하는부모혹은보호자는위반으로처리되며교육법챕터 2 혹은파트 27, 제 6 조 (48290 항에서시작함)에의거하여기소될수있다.
- 교육구에는이를위한대체교육프로그램이있다.
- 부모혹은보호자는학생의무단결석문제해결을위해학교관계자와만나의는할수있는권리가있다.
- 학생은교육법제 48264 항에의거하여기소될수있다.
- 차량법제 13202.7 항에의거하여학생의운전특권이정지, 제한또는지연될수있다.
- 부모혹은보호자는학생과함께학교에등교하여하루동안학생과함께수업에참관할것을권고한다.

학생의출석을점검하여학생에게문제가있을가능성이있을경우에부모에게통지하여야할의무가우리에게있음을  
인지하시기바랍니다.

정당한사유여부에관계없이학생이결석을하면제대로수업을받지못해학업에지장이있습니다.

자녀의결석으로걱정하고계시거나,

이통지에대해잘못된점이있다고생각하실경우에학교어텐던스사무실에 «SCHOOL\_PHONE\_NUMBER»으로즉  
시연락하십시오. 해당출결석담당인이이문제해결을도와줄것입니다.

안녕히계십시오.

«PRINCIPAL\_FIRST\_NAME»«PRINCIPAL\_LAST\_NAME»  
교장

Sample 1<sup>st</sup> Initial Truancy Notification - Korean  
18395ym\_Translated by the LAUSD Translations Unit



«SCHOOL\_NAME»  
«SCHOOL\_ADDR\_1»  
«SCHOOL\_CITY», «SCHOOL\_STATE» «SCHOOL\_ZIP»

Հունվարի 26, 2011

«HOH\_FIRST\_NAME» «HOH\_LAST\_NAME» «HOH\_SUFFIX»  
«HOH\_ADDR\_1» Վերաբերվում է. «ԱՇԱԿԵՐՏԻՈՒՆ»  
«HOH\_CITY», «HOH\_STATE» «HOH\_ZIP» Աշակերտի ID#. «ԱՇԱԿԵՐՏԻՈՒՆ, ՇՐՋԱՆԻ ID»

Մի րեյի ժողովում/Խնամակալ.

Ինչպես գիտեք, պահանջվում է լավ հաճախում և կադրային ակնագրագրության համար:  
Կալիֆորնիայի Ուսումնական Օրենքը որոշում է, թե ինչպես պետք է ապահովվի յուրաքանչյուր երեխայի համար գրեթե 100% հաճախում:  
Երբ երեխան բացակայում է դպրոցից կամ ուշանում է մեկ քան 30 րոպե ժամանակով 3 երեք անգամ մեկուս.  
տարում առանց օրինավոր պատճառի, օրենքը համարում է, որ երեխան դասերից բացակայող աշակերտ է: Օրենքը նույն.  
շրջանը պահանջում է, որ բոլոր դպրոցները տեղեկացնեն բոլոր ծնողներին, երբ դասատուները:  
Լուսինյան Միացյալ Դպրոցական Շրջանի գլխավոր գրասենյակը ինքնաբերական կերպով տեղափոխվում է այս նամակները,  
որոնք փոխանակվում են դպրոցի տվյալներով, որոնք ծնողները տեղյակ լինեն բացակայության մասին և կարող են անհիմնաբար լայն տարածություն համար, եթե անհրաժեշտ է:

Դպրոցի տվյալները ցուցնում են, որ երեխան բացակայել է դպրոցից առանց օրինական բացակայության հետևյալ պատճառով մինչև \_\_\_\_\_,  
որը սկսվել է հետևյալ թվականին:

Հիմնված Ուս. Կոդի Մաս 48260-ի վրա, մեզնից պահանջվում է ձեզ տեղեկացնել,  
որ երեխան համարվում է դասերից օրինավոր բացակայող:

Բացի Ուս. Կոդի Մաս 48260.5-ից, հարկադրվում է, որ մենք տեղեկացնենք հետևյալ տեղեկությունը.

- Որ ծնողը կամ խնամատարը պարտավորվել է աշակերտի հաճախման համար դպրոցում:
- Որ ծնողը կամ խնամատարը, ով չի բավարարում պարտականությունը,  
կարող է համարվել մեղավոր խախտման համար ներթափանցելով իր հետապնդման, համաձայն Հոդված 6-ի  
(սկսելով Մաս 48290) Գլուխ 2 կամ Մաս 27-ի:
- Որ երկրորդական կրթության ծրագրերը ընդհանրապես չեն ընդունվում: շրջանում:
- Որ ծնողը կամ խնամատարը իրավունք ունի հանդիպելու ծնողի հետ: շրջանի անձնակազմի հետ,  
քննարկելու աշակերտի բացակայության հարցերը:
- Որ աշակերտը կարող է լինել ներթափանցելով խախտման համար, ըստ Ուս. Կոդի Մաս 48264-ի:
- Որ աշակերտը կարող է լինել ներթափանցելով խախտման համար, ըստ Ուս. Կոդի Մաս 48264-ի:  
սահմանափակման համար կամ աշակերտի մեքենայի վարելու արտոնություն ունենալու համար,  
համաձայն Մեքենայի Կոդ, Հոդված 13202.7-ի:
- Առաջարկվում է, որ ծնողը կամ խնամատարը ընկերակցի աշակերտի դպրոցի հաճախի դասերին գոնե մեկ օր:

Խնդրում ենք հասկանալ,

որ մեզնից պահանջվում է հետևել խաճախման ընտելյակապ հեղինակությանը և յուրաքանչյուր երեխայի համար գրեթե 100% հաճախում:  
Խնամատար: Հարգելի անհարգելի բացակայության դեպքում, երեխան երկրորդ անգամ անարժեք և անպարտապահ լինելով,  
երբ նա անբացակայություն է: Եթե դուք տախիգրամով եք ծանուցում երեխայի հաճախման մասին, կամ եթե դուք կարծում եք,  
որ սխալ բան կա այս գրեթե 100% հաճախում,  
խնդրում ենք անմիջապես կապ հաստատել մեր գրասենյակի հետ «SCHOOL\_PHONE\_NUMBER»:  
Նշանակված հաճախումներին անձնակազմը կաշխատի ձեզ հետ, որոշելու այս հարցը:

Անկեղծորեն՝

«PRINCIPAL\_FIRST\_NAME» «PRINCIPAL\_LAST\_NAME»  
Դի րեկտոր

Sample 1st Initial Truancy Notification- Armenian  
18395ag\_Translated by the LAUSD Translations Unit



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_ Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Our attendance records indicate that your child has been classified as Initially Truant this school year and has been absent and/or tardy in excess of 30 minutes for the fourth (4<sup>th</sup>) time without a valid excuse on the following date:

---

This is your second notification that your child has been classified as a *TRUANT*. In accordance with the California Education Code (CEC) Section 48261, "Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported to the attendance supervisor or the superintendent of the district." CEC Section 48200 states that it is the responsibility of the parent or guardian, or adult custodian, having control or charge of a child between the ages of 6-18 to ensure that the child attends school every day, on time and for the full length of the school day.

We need to work together to improve your child's attendance. It is important that we determine how to resolve this serious matter and discuss possible educational options available. I am requesting that you schedule a conference within the next five school days.

Please \_\_\_\_\_ at \_\_\_\_\_ to schedule the  
contact \_\_\_\_\_ conference.  
He/she can be reached during regular school hours.

Present this letter to your employer as proof that you must attend this conference per California Labor Code 230.8.

Sincerely,

Principal



(SCHOOL LETTERHEAD)

(Fecha)

(Nombre del padre, madre o tutor legal)

(Dirección)

(Ciudad, Estado, Código Postal)

ASUNTO:

# de identidad  
del alumno(a)

Estimado padre, madre o tutor legal:

Nuestros registros de asistencia indican que su hijo(a) ha sido clasificado como ausente crónico injustificado inicialmente este año escolar y ha estado ausente o tiene tardanzas de más de 30 minutos por cuarta (4<sup>a</sup>) vez sin una excusa válida en la(s) siguiente(s) fecha(s):

Esta es su segunda notificación de que su hijo(a) ha sido clasificado(a) como ausente crónico injustificado. Conforme a la Sección 48261 del Código de Educación de California (CEC, por sus siglas en inglés), "Todo alumno que ha sido reportado una vez como ausente crónico injustificado, y que vuelve a estar ausente de la escuela sin excusa válida uno o más días, o que llegue tarde en uno o más días, otra vez será reportado al supervisor de asistencia o al superintendente del distrito." La Sección 48200 del CEC establece que es responsabilidad del padre o tutor legal, o de un adulto a cargo de la custodia, que tiene el control o cargo de un niño entre las edades de 6 a 18 años de edad asegurar que el niño asista a la escuela todos los días, a tiempo y por el tiempo completo de la jornada escolar.

Tenemos que trabajar juntos para mejorar la asistencia de su hijo. Es importante que se determine la forma de resolver este grave asunto y hablar sobre las posibles opciones educativas disponibles. Estoy solicitando que usted programe una conferencia dentro de los próximos cinco días escolares.

Sírvase ponerse en contacto \_\_\_\_\_ al \_\_\_\_\_ para programar dicha conferencia.

Puede encontrarlo(a) durante el horario regular de clases.

Preséntele esta carta a su empleador como prueba de que usted debe asistir a esta conferencia conforme al Código Laboral de California 230.8.

Atentamente,

Director



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는학부모/보호자께:

본교의출결석기록에의하면,  
귀하의자녀는예비무단결석생이며그리고합당한사유없이결석그리고/또는  
30 분이상의지각을 4 회한것으로나타나있습니다. 해당날짜는다음과같습니다:

본서신은자녀가 **무단결석생(TRUANT)**으로분류되었음을고지하는제 2 차통지서입니다.  
캘리포니아교육법(CEC) 제 48261 항에의거하여,  
“무단결석생으로보고된학생이합당한사유없이, 1 일이상결석또는지각을한경우,  
출결석수퍼바이저나교육구교육감에게다시보고된다.”라고명시되어있습니다. CEC 제  
48200 항에의하면 6-  
18 세연령의아동에대한규제또는양육권이있는부모나보호자또는성인양육인은해당아동을매  
일, 정시에학교전체시간을학교에보낼책임이있다고명시되어있습니다.

자녀의출석을돕기위해함께노력해야합니다. 이런심각한문제에대한해결책을결정하고.  
어떤다른교육적선택이가능한지를함께상의해야합니다. 앞으로  
5 일의학교일내에컨퍼런스일정을잡아주시기를요청합니다.

컨퍼런스에약연락처 \_\_\_\_\_ 전화번호 \_\_\_\_\_ .  
정규학교시간에연락가능합니다.

캘리포니아노동법제 230.8 항에의거하여본컨퍼런스를반드시참석해야함을귀하의직장고용  
주에게제시하십시오.

안녕히계십시오,

교장



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: \_\_\_\_\_ Student ID # \_\_\_\_\_

Dear Parent/Guardian:

Our records indicate that you have been notified on two previous occasions of your child's absences during this school year. Your child has been marked absent and/or tardy in excess of 30 minutes for the fifth (5<sup>th</sup>) time or more without a valid excuse on the following date(s):

5<sup>th</sup> absence: \_\_\_\_\_  
Additional absences: \_\_\_\_\_

Based on school records your child has now been reclassified as a *HABITUAL TRUANT* as defined by California Education Code (CEC), Section 48262. In accordance with Section 48262, "any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself."

We have met or attempted to meet with you to determine how to resolve this serious matter and offer home/school interventions and discuss possible educational options, yet your child continues to be absent or tardy without a valid excuse. It is necessary that you contact \_\_\_\_\_ at \_\_\_\_\_ to discuss solutions and to receive resources or information on alternative programs to ensure your child is academically successful.

Sincerely,

Principal



(SCHOOL LETTERHEAD)

(Fecha)

(Nombre del padre, madre o tutor legal)

(Dirección)

(Ciudad, Estado, Código Postal)

ASUNTO:

# de identidad

del alumno(a)

Estimado padre, madre o tutor legal:

Nuestros registros indican que usted ha sido notificado en dos ocasiones anteriores sobre las ausencias de su hijo(a) durante este año escolar. A su hijo(a) se ha marcado como ausente o tarde más de 30 minutos por quinta (5<sup>a</sup>) o más veces sin una excusa válida en las siguientes fecha(s):

5<sup>a</sup> ausencia:

Ausencias adicionales:

En base a sus registros escolares, su hijo ha sido reclasificado como un *AUSENTE HABITUAL* conforme se define a la Sección 48262 del Código de Educación de California (CEC, por sus siglas en inglés), la cual indica que "todo alumno que ha sido reportado como ausente sin justificación tres o más veces por año escolar es considerado ausente habitual, a menos de que un funcionario o empleado del distrito haya hecho un esfuerzo consciente por sostener al menos una conferencia con el padre, madre o tutor legal del alumno y el propio alumno ."

Nos hemos reunido o hemos tratado de reunirnos con usted para determinar cómo resolver este serio asunto y hemos ofrecido intervenciones en casa y en la escuela y hemos hablado sobre posibles opciones educativas, pero su hijo(a) continúa faltando o llegando tarde sin una justificación válida. Es necesario que usted se ponga en contacto con \_\_\_\_\_ al \_\_\_\_\_ para hablar sobre las soluciones y para que reciba los recursos o la información sobre los programas alternativos para asegurar que su hijo(a) adquiera éxito académico.

Atentamente,

Director(a)





(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

주제: \_\_\_\_\_ 학생 ID # \_\_\_\_\_

친애하는 학부모/보호자께:

본교의출결석기록에의하면,  
이번학년도에자녀의결석과관련하여두차례에걸쳐귀하께이를통지했습니다.  
자녀는합당한사유없이결석그리고/또는 30 분이상의지각을 5 회이상으로지적되었습니다.  
해당날짜(들)는다음과같습니다:

5 번째결석: \_\_\_\_\_  
초기결석일: \_\_\_\_\_

학교기록에의거하여, 현재귀하의자녀는캘리포니아교육법(CEC) 제  
48262 에정의된 **상습적무단결석생(HABITUAL TRUANT)**으로분류되었습니다. 제  
48262 항에의거하여, “한학년도동안  
3 회이상무단결석생으로보고된학생은상습적무단결석생으로간주되며,  
단지해당교육구담당인이나직원은학생의부모/보호자와학생자신과적어도  
1 회만나서컨퍼런스를하기위한의식적인노력을취하지않는한상습적무단결석생으로분류할  
수없다.”

귀하와이미모임을가지고이런심각한문제를해결하기위해노력했고,  
가정/학교중재를제의했으며대안교육프로그램에대해의논했지만,  
합당한사유없는결석/지각이계속되고있습니다.  
귀하는\_\_\_\_\_에게\_\_\_\_\_ 으로연락하여해결책을상의하고,  
자녀가성공적으로공부하기위해필요한대안프로그램에대한자원, 정보를받아야할것입니다.

안녕히계십시오

교장



## Truancy Conferencing

### Education Code Sections 48262 & 48264.5

Los Angeles Unified School District L.D. # _____	Department/Site _____
Fiscal Year _____	Name/Title _____ Employee # _____
Signature _____	Date _____

#### COMPLETE AND SIGN LOG MONTHLY

Requires districts to make a "conscientious effort" to hold a truancy conference with a student and their parent prior to reclassifying the student as a habitual truant.

Student Name or ID#	Time spent contacting the parent/guardian to set up a truancy conference (HB2)		Time spent conducting a truancy conference (Limited to one conference per student per year) (SARB meetings are not claimable) (HB3)		Time spent reviewing attendance records to verify that the student can be classified as a habitually truant student (HB1)		Time spent updating student records to classify the student as a habitual truant (HB4)	
	Date (mm/dd/yy)	Time (Min)	Date (mm/dd/yy)	Time (Min)	Date (mm/dd/yy)	Time (Min)	Date (mm/dd/yy)	Time (Min)
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Note: The Habitual Truancy designation can occur after a student has received three truancy notices (5 unexcused absences/tardies in excess of 30 minutes).



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

RE: \_\_\_\_\_

Student ID # \_\_\_\_\_

Dear Parent/Guardian:

It has been brought to our attention that your child has not been picked up promptly after school at \_\_\_\_\_ p.m. everyday.

Please make the necessary arrangements for your child to be picked up at the end of the school day. In the future, if your child is not picked up promptly, school officials may be obligated to contact the local children's protective service or law enforcement agency for assistance.

We feel confident that your child's best interest is your priority and that you will make sure this situation improves as soon as possible.

If you have any questions, please call me at \_\_\_\_\_

Sincerely,

Principal



(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)  
(Address)  
(City, State, Zip Code)

TOCANTE: \_\_\_\_\_ # De Identificación de  
estudiante \_\_\_\_\_

Estimados Padres / Tutores:

Se ha traído a nuestra atención que su hijo/a no lo están recogiendo a tiempo después de la escuela a las horas de \_\_\_\_\_ p.m. todo los días.

Por favor, haga los arreglos necesarios para asegurar que su hijo sea recogido al final de la jornada escolar. En el futuro, si su hijo no se recoge inmediatamente después de que termine su día escolar, las autoridades escolares pueden ser obligados a ponerse en contacto con el servicio local de niños de protección o/a la policía para solicitar ayuda.

Estamos seguros de que el interés de su hijo es su prioridad y que se asegurará de que esta situación mejore lo más pronto posible.

Si usted tiene alguna duda, por favor llámeme al \_\_\_\_\_.

Atentamente,

Director/a



STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

**STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT–  
CERTIFICATE OF AGE**  
CDE B1-1 (Rev. 07-10)

A "STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT–CERTIFICATE OF AGE" form (CDE B1-1) shall be completed in accordance with California *Education Code* 49162 and 49163 as notification of intent to employ a minor. This form is also a Certificate of Age pursuant to California *Education Code* 49114.

(Print Information)

**Minor's Information**

_____ Minor's Name (First and Last)		_____ Home Phone	
_____ Birth Date	_____ Social Security Number	_____ Grade	_____ Age
_____ Home Address		_____ City	_____ Zip Code

**School Information**

_____ School Name		_____ School Phone	
_____ School Address	_____ City	_____ Zip Code	

**To be filled in and signed by employer. (Please review the General Summary of Minors' Work Regulations on reverse.)**

_____ Business Name or Agency of Placement		_____ Business Phone		_____ Supervisor's Name	
_____ Business Address		_____ City		_____ Zip Code	

Describe nature of work to be performed: \_\_\_\_\_

*In compliance with California labor laws, this employee is covered by worker's compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.*

_____ Employer's Name (Print First and Last)	_____ Employer's Signature	_____ Date
---	-------------------------------	---------------

**To be filled in and signed by parent or legal guardian**

*This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that to the best of my knowledge and belief, the information herein is correct and true. I request that a work permit be issued.*

_____ Parent or Legal Guardian's Name (Print First and Last)	_____ Parent or Legal Guardian's Signature	_____ Date
---	---	---------------

**For authorized work permit issuer use ONLY**

Maximum number of hours of employment when school is in session:

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
_____ Proof of Minor's Age (Evidence Type)				<b>Check Permit Type:</b> <input type="checkbox"/> Full-time <input type="checkbox"/> **Workability <input type="checkbox"/> Restricted <input type="checkbox"/> General <input type="checkbox"/> ***Work Experience Education, Vocational Education, or Personal Attendant			
_____ Verifying Authority's Name and Title (Print)							
_____ Verifying Authority's Signature							



\*EC 49130 | \*\*Permit Type defined by local school | \*\*\*Special Education Grant

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

**STATEMENT OF INTENT TO EMPLOY A MINOR AND REQUEST FOR WORK PERMIT—  
CERTIFICATE OF AGE**

CDE B1-1 (Rev. 07-10)**General Summary of Minors' Work Regulations**

FLSA-Federal Labor Standards Act, CDE-California Department of Education, *EC-California Education Code*, *LC-California Labor Code*, *CFR-California Federal Regulations*

- **If federal laws, state laws, and school district policies conflict, the more restrictive law (the one most protective of the minor) prevails. (FLSA)**
  - Employers of minors required to attend school must complete a "Statement of Intent to Employ a Minor and Request for Work Permit" (CDE B1-1) for the school attendance for each such minor. (EC 49162)
  - Employers must retain a "Permit to Employ and Work" (CDE B1-4) for each such minor. (EC 49161)
  - Work permits (CDE B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times. (EC 49164)
  - A work permit (CDE B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor. (EC 49164)
  - A day of rest from work is required in every seven days, and shall not exceed six days in seven. (LC 551, 552)
- Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers, examples listed below: (LC 1294.1 and 1294.5, 29 CFR 570 Subpart E)
1. Explosive exposure
  2. Motor vehicle driving/outside helper
  3. Roofing
  4. Logging and sawmilling
  5. Power-driven woodworking machines
  6. Radiation exposure
  7. Power-driven hoists/forklifts
  8. Power-driven metal forming, punching, and shearing machines
  9. Power saws and shears
  10. Power-driving meat slicing/processing machines

**HOURS OF WORK**

<b>16 &amp; 17 Year Olds</b>	<b>14 &amp; 15 Year Olds</b>	<b>12 &amp; 13 Year Olds</b>
Must have completed 7 <sup>th</sup> grade to work while school is in session. (EC 49112)	Must have completed 7 <sup>th</sup> grade to work while school is in session (EC 49112)	Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry. (LC 1285–1312)

**School In Session**

4 hours per day on any schoolday (EC 49112; 49116; LC 1391) 8 hours on any non-schoolday or on any day preceding a non-schoolday. (EC 49112; LC 1391) 48 hours per week (LC 1391) WEE students & personal attendants may work more than 4 hours on a schoolday, but never more than 8. (EC 49116; LC 1391, 1392)	3 hours per schoolday outside of school hours (EC 49112, 49116; LC 1391) 8 hours on any non-schoolday No more than 18 hours per week (EC 49116; LC 1391) WEE students may work during school hours & up to 23 hours per week. (EC 49116; LC 1391)	2 hours per schoolday and a maximum of 4 hours per week. (EC 49112)
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**School Not In Session**

8 hours per day (LC 1391, 1392) 48 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)
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**Spread of Hours**

5 a.m.–10 p.m. However, until 12:30 a.m. on any evening preceding a non-schoolday (LC 1391) WEE students, with permission, until 12:30 a.m. on any day (LC 1391.1) Messengers: 6 a.m.–9 p.m.	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)
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**For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.



## Los Angeles Unified School District Employee Attendance Policy

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District ("LAUSD"). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes;
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination.

Adopted 7/13/04





## Potential Dropouts List Protocol

It is critical that principals be aware of the number of students on the Potential Dropouts lists and how they can direct their staff to make necessary corrections for accuracy. It is recommended that principals follow the protocol below:

**1. Establish Standard Procedures for check outs:**

- Ensure that staff is following district procedures for check out.
- Check outs should take place in one office.
- Review your schools' check out procedures.
- What office and who is responsible for assisting parents when checking their child out of school?
- Is the Parent Assurance Letter (PAL) being used when a student checks out of school? Where are they being stored after check out?
- Who is responsible for entering the PAL information into field 212 to clear the student from the dropout list?
- Who is responsible for reviewing the Leaver Codes at your school?
- Who is responsible for entering information into the computer when the new school requests student records? (If not entered, the student remains on our dropout lists.)
- How are the counseling office, record clerks, and attendance office staff communicating with one another to ensure that information is shared?
- Ensure that person who generates the Pupil Accounting Report (PAR) checks for the correct L code and that field 212 is updated if a Parent Assurance Letter is on file.

**2. Review your schools Potential Dropouts lists.** These lists are available in September, January and May of each school year. Refer to the annual Memorandum issued by the Office of Data and Accountability.

**3. Meet with your AP in charge of attendance, APSCS, Diploma Project Counselor, PSA Counselor, SB 65 Coordinator, ISIS/SIS clerk.** This team has been identified and trained to clear the dropout lists. Have each member of the team define their role in recovering students. Determine what has been done thus far. How many students have they removed from the list? How are they working together to avoid duplicating efforts and to work more efficiently?

**4. Student Records: Review how student records are updated on SIS.** Ensure someone is responsible for and has access to entering information into the computer when the Diploma Project Adviser or PSA Counselor brings new information regarding a student back to your school. Information below needs to be entered into the computer to remove a student from the dropout list:



Reason For Student Leaving	L Code	SIS Requirements To Clear
Enrolled in a school outside of LAUSD	L3	Update field 212, if out of state, enter state code in ID22
Moved out of the country	L5	Enter country code in ID22
Enrolled in LAUSD adult school working towards earning a diploma	L2	Update ID22
Graduated or passed the GED	L7	Update field 212 if graduated, filed 421 if GED
Enrolled in college	L3	
Enrolled in juvenile hall, camp or hospital school	L3	Enter yes in field 212, enter date and name of school
Deceased	L8	Enter code 65 in ID22

**5. Documenting Graduates and Non-Graduates (12<sup>th</sup> grade) ID94:**

- Follow the steps in REF-5481 Secondary SIS Instructions for Year-End Processing for Single Track Schools and Options Schools and see Appendix R-2 for more information.
- For non-graduates (L-8) students who return and have completed graduation requirements, update the graduation status in ID22 (OLDYEAR).



## Secondary SIS Year End Processes and Procedures for Counting 12<sup>th</sup> Grade Graduates and Non-Graduates

(Updated April 28, 2011)

### ID94 – Set Year End Flags

“Year End Flags” (YEF) are indicators that tell your SIS system what will happen to records of active students at the end of the school year. Active students in grades 9-11 will automatically be marked “P” for promote. If students are to be retained in the same grade the YEF may be edited to “R”. To produce a report displaying “year end flags” choose field 202.

For 12<sup>th</sup> graders “year end flags” must be entered student by student (prior to closing out the school year) to indicate if the student will

- Receive a diploma (*code A*).
- Receive a diploma, exempted from CAHSEE (*code S*)
- Receive a certificate of completion (special education only) (*code C*)
- Return next year (*code R*)

Or indicate if the student

- Does not have enough credits to graduate (*code E*)
- Has not passed the CAHSEE (*code F*)
- Does not have enough credits AND has not passed the CAHSEE (*Code G*)

### AT08 – Post Leave Codes on the last day of the school year

AT08 is a utility program that must be run prior to running your month 10 statistical report at the end of the school year. AT08 posts leave codes for matriculating students (middle school to high school), graduating 12<sup>th</sup> graders and non-graduating 12<sup>th</sup> graders who do not plan on returning based on information entered in ID94. *After AT08 is run any changes or corrections to graduation status must be made in program ID22.*

For 12<sup>th</sup> graders who will not return the following leave codes will be posted in AT06 and ID22 on the last day of the semester for each YEF:

Students receiving diplomas and certificates of completion

- A – L7 and Reason 90
- C – L7 and Reason 92
- S – L7 and Reason 96

Students dropping out

- E – L8 and Reason 77
- F – L8 and Reason 78
- G – L8 and Reason 79

**YEAREND – This utility program creates a data base for the next school year and places the completed school year data into a data base that can be accessed by typing OLDYEAR at the SIS menu.**

The YEAREND process promotes students to the next grade level or retains students based on YEFs entered in ID94. Students with leave codes are not brought forward to the next year’s data base.

After YEAREND has been run on your system any changes or corrections of graduation status must be made in OLDYEAR by updating program ID22.

For assistance call Secondary SIS Support at 213-241-4850.



## ELEMENTARY SCHOOL ATTENDANCE AUDIT

Name of School: \_\_\_\_\_ District: \_\_\_\_\_ Principal: \_\_\_\_\_  
Review Conducted By: \_\_\_\_\_ Date of Review: \_\_\_\_\_

This checklist is designated to assist in the evaluation of selected school-site procedures that may be examined during an internal audit and may help to identify problem areas that require corrective measures.

### A. ATTENDANCE POLICY

- ☐ School has designated a functional attendance team/committee
- ☐ School has a current attendance plan
- ☐ School has viable implementation procedures for current attendance plan

### B. ATTENDANCE REPORTING (ELEMENTARY)

- ☐ Registration/classroom assignments
- ☐ Enrollment/PAR
- ☐ No Show procedures and documentation
- ☐ Attendance procedures
  - o Procedures for Teacher Attendance Submission in LAUSDMAX
  - o Procedures for uncleared absences (no notes)
  - o Procedures for tardiness
  - o Procedures for truancy
  - o Procedures for independent study
  - o Procedures for extended absences/PSA referral
- ☐ Attendance records
  - o Student absence documentation
  - o Teacher and office storage of absence notes
  - o E and L documentation
- ☐ Temporary classroom attendance rosters
- ☐ Classification Report
- ☐ Statistical Report
- ☐ Active/Inactive status
- ☐ Parent communication and involvement
- ☐ Document retention

### C. ACADEMIC SUPPORTS FOR ABSENT STUDENTS AT RISK OF FAILING

- ☐ At-Risk Attendance Bands (MyData) report
- ☐ Student support through the 3 Tiered Approach
- ☐ Beyond the Bell academic support programs

### D. ATTENDANCE MOTIVATION AND IMPROVEMENT

- ☐ Student attendance motivation program
- ☐ Staff attendance motivation program



## SECONDARY SCHOOL ATTENDANCE AUDIT

Name of School: \_\_\_\_\_ District: \_\_\_\_\_ Principal: \_\_\_\_\_

Review Conducted By: \_\_\_\_\_ Date of Review: \_\_\_\_\_

This checklist is designated to assist in the evaluation of selected school-site procedures that may be examined during an internal audit and may help to identify problem areas that require corrective measures.

### A. ATTENDANCE POLICY

- ☐ School has designated a functional attendance team/committee
- ☐ School has a current attendance plan
- ☐ School has viable implementation procedures for current attendance plan

### B. ATTENDANCE REPORTING (SECONDARY)

- ☐ Registration/classroom assignments
- ☐ Enrollment/PAR
- ☐ No Show procedures and documentation
- ☐ Attendance procedures
  - Designated attendance submission using LAUSD MAX
  - Procedures for uncleared absences (no notes)
  - Procedures for tardiness
  - Procedures for truancy
  - Procedures for independent study
  - Procedures for excessive absences (10 or more)
  - Procedures for referral to school site PSA Counselor or school designee
- ☐ Attendance records
  - E and L documentation
  - Student absence documentation
  - Office storage of absence notes
- ☐ Temporary classroom attendance rosters
- ☐ Classification Report
- ☐ Statistical Report
- ☐ Active/Inactive status
- ☐ Parent communication and involvement
- ☐ Document retention

### C. ACADEMIC SUPPORTS FOR ABSENT STUDENTS AT RISK OF FAILING

- ☐ At-Risk Attendance Bands (MyData) report
- ☐ Student support through the 3 Tiered Approach
- ☐ Beyond the Bell academic support programs

### D. ATTENDANCE MOTIVATION AND IMPROVEMENT

- ☐ Student attendance motivation program
- ☐ Staff attendance motivation program