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 part 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). The exception is those students whose attendance is recorded by clock hour (e.g., continuation high school students).

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 who attend school any part of the school day are marked “in attendance” and will generate state revenue. 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 (this number is determined by counting the number of students on a given day). 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.

Period-By-Period Attendance Accounting: On July 13, 2004, 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 taking accurate attendance for every student for every period of attendance, everyday. Implementation of period-by-period attendance reporting is being facilitated by the Integrated Student Information System (ISIS).

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

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

ORGANIZATION OF THE MANUAL
This manual is a user-friendly guide to answer questions regarding enrollment, registration, 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. Links within each section have been included to access each appendix as mentioned. The appendices have been divided by secondary and elementary level and language. The same number codes with subsections are grouped for each letter or form. 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.

FORMS AVAILABLE ON WEBSITE
Forms and templates in this Manual are also posted on http://myfuturemydecision.org/

RELATED RESOURCES
- Board Resolution, “District Student Attendance Policy,” passed July 13, 2004
- SIS Release Notes and ISIS Newsletters
- For questions pertaining to attendance procedures that have been computerized, contact the ITD Service Desk at (213) 241-5200 or http://techsupport.lausd.net/
- All current bulletins, memoranda and attendance materials listed in this bulletin are available at:
  - Inside LAUSD E-Library
  - ISIS webpage: http://isis.lausd.net
- Policy ISIS Handbook Phase 1 Attendance Procedures Handbook for Continuation and Community Day Schools, Version 1.3 dated March 26, 2008
- Cumulative Record Handbook for Elementary Schools, Revision 2.0 dated July 2008
- Cumulative Record Handbook for Secondary Schools, Revision 5.0 dated July 2008
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I. ENFORCEMENT OF COMPULSORY EDUCATION LAWS AND MANDATED SCHOOL ORGANIZATION

A. Every principal is responsible for 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 mandated 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: Mandated Attendance Intervention Protocols
- Appendix B: Attendance Master Calendar

B. Mandated School Organization:

1. Every school shall organize school offices in such a way that the Attendance Office is open during all school hours to serve students and parents/guardians. Each school shall post school hours and notify parents/guardians of school hours twice a year (e.g., Connect-ED, beginning of school year packet, school bulletin, monthly school newsletter, etc.).

2. The principal is responsible for ensuring that his/her school staff utilize the attendance procedures listed in the ISIS procedures handbook. Additional information is available on the ISIS webpage: http://isis.lausd.net, monthly ISIS Newsletters, and e-mails.

3. The principal is responsible to ensure that every teacher takes attendance during the first fifteen minutes of each scheduled class period. Absences, tardies and early leave times are to be recorded.

4. 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 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.

II. SCHOOL ATTENDANCE AND DROPOUT PREVENTION PLAN

A. Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school districts to adopt student attendance policies 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 twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan consistent with the policies set forth in BUL-4926.0 Attendance Policy for Elementary and Secondary
**Schools and this Manual** dated February 2009. 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 A-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.

### B. Response to Instruction and Intervention (RtI²)

Response to Instruction and Intervention (RtI²) provides a framework for schools to provide integrated tiers of student support for attendance, attitude (behavioral/social emotional learning), and academic achievement. A multi-tiered system of supports and structures, also known as RtI², should be seen as a “reframing” of best practices involving successful student support efforts. RtI² 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 RtI² involves the assessment of student school progress (response) in relation to the instructions and additional assistance provided by schools to support student success (intervention). 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.

Every school shall develop a system to identify and provide interventions to high-risk students and potential dropouts. Students identified as needing assistance will be assessed and referrals to support services both in-school and in the community shall be documented. Interventions provided to individuals and groups of students not attending school regularly will be tracked and monitored to reinforce positive attendance behaviors.

Comprehensive student support begins with the understanding that attendance is a learned behavior. There are multiple functions and/or reasons for “serious” behavior and chronic school absenteeism is no exception. A three-tiered approach to behavioral intervention is based on a school wide culture that fosters positive behavior support where students are connected and have the desire to attend school on a daily a basis.
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. 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.

**USING THE Ri² FRAMEWORK FOR ATTENDANCE**

The following guidelines will assist school staff with implementing a Response to Instruction and Intervention framework 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

Instruction of the 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, and to the communities in which they live. In addition, all school staff should be trained and reinforce the Core Attendance Concepts. The teaching of these core concepts should be universal and continual.

CORE ATTENDANCE CONCEPTS:
1. Clear expectations of positive attendance (Goal = 96% in-seat attendance)
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 (how it impacts punctual attendance, what they should look like, how to encourage at home)
6. Importance of evening routines (how it impacts punctual attendance, what they should look like, how to encourage at home)
7. Support plans for coming to school (people to support the student coming to school)
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

The following strategies may be used to teach the Core Attendance Concepts. Teachers should incorporate the concepts into weekly lessons as well as 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 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
   a. Opening/orientation materials, kick-off activities for the new school year (back on track), Back-to-School Events
   b. Student Parent Handbook
   c. Parent and Community Groups (formal and informal)
   d. Newsletters
7. Reinforcement of Positive Attendance Behaviors
   a. School-wide Assemblies
   b. Group recognition (classroom, grade level, PLE/SLC)
   c. Individual Recognition
   d. Incentives
   e. Random events/moments to recognize those who comply
8. Follow-up assemblies and teaching
9. Re-teaching (use data to identify need)
   a. Group Counseling
   b. Individual Counseling

Data should be used to identify areas that need re-teaching which may be done through assemblies and small groups. Attendance data must also be used to identify students needing Tier II and Tier III level supports after the school's universal practices are effective in meeting the benchmark of 80% of students attending 96% of the time. Schools should not wait until a student moves from one level to another level to intervene.

Once a school has its universal attendance systems in place that teach, reinforce and support positive attendance habits, staff should extract regular data reports using DSS, MyData, ISIS, SIS, etc., to determine where students are within their attendance proficiency level. Schools staff will group students within each of the 5 attendance levels starting from Perfect Attendance, to Proficient Attendance, Basic Attendance, Below Basic Attendance, and Far Below Basic Attendance. Staff should analyze each level and prioritize where they will focus their energy and resources. It is important for school staff to consider where they will obtain the largest attendance gains for the least amount of effort.

<table>
<thead>
<tr>
<th>Band</th>
<th>Traditional – 180 days</th>
<th>Year Round – 163 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIVERSAL LEVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfect Attendance (100%)</td>
<td>0 absences</td>
<td>0 absences</td>
</tr>
<tr>
<td>Proficient Attendance (99% – 96%)</td>
<td>1 – 8 absences</td>
<td>1 – 6 absences</td>
</tr>
<tr>
<td><strong>SELECTED LEVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Attendance (95% - 92%)</td>
<td>8 – 14 absences</td>
<td>7 – 13 absences</td>
</tr>
<tr>
<td>Below Basic Attendance (91% - 87%)</td>
<td>15 – 24 absences</td>
<td>14 – 21 absences</td>
</tr>
<tr>
<td><strong>TARGETED/INTENSIVE LEVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Far Below Basic Attendance (&lt;87%)</td>
<td>25 + absences</td>
<td>22 + absences</td>
</tr>
</tbody>
</table>

Tier II or Selected Level support is provided to “at-risk” students. It includes students exhibiting excessive absenteeism, in addition to those who may be “at-risk” of dropping out. These students require additional individualized interventions. These interventions can include: monitoring, mentoring (adult and peer), skill development in critical academic areas, referrals to professionals
Assessment Points

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

Examples:

- If 300 students fall in the basic attendance level (92-95% attendance), and if 275 of those students came to school one (1) more day, they would move to the Proficient Attendance Level. The school may want to hold an assembly for this group of students and their parents/guardians.
- If the data indicates a community issue, such as safety, is a barrier to coming to school regularly, staff may consider collaborating with community groups to create alternate safe routes for 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 and are tracked and monitored for attendance improvement.

**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 additional interventions offered in Tier II. These students require highly individualized assessments to determine the reasons for their excessive absences, truancy or dropping out and to provide targeted interventions to match their needs. Tier III interventions include intensive coordination of actions/resources (including

(mental health, medical), and may include team planning and coordination meetings such as Coordination Of Services Teams (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 Student Success Teams (SST), Student Attendance Review Teams (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.

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:

- Medical
- Academic
- Behavior
- Social/Emotional
- Family Dynamics
- Community
alternative/options programming, alternative pathways to graduation) to re-
engage them in school. In addition to intensive “case managed” supports, these
students also require the strategic use of multiple resources, community agency
involvement, a highly individualized action and monitoring plan that includes the
student and family members.

School teams may also use individualized behavior support plans and Student
Attendance Review Board (SARB) contracts to ensure the student attends school
regularly. These teams may also determine to intensify supports through case
management, where a specific case manager is assigned to a student and the
family. Case management can be either a school based system or involve
community based models/systems such as Wraparound Services, Department of
Mental Health (DMH), Probation, Team Decision Making Meetings (TDM from
the Department of Children and Family Services).

III. REGISTRATION AND ENROLLMENT

A. The principal is responsible for the timely registration and enrollment of all
students under his/her supervision. School personnel shall, without delay,
register and enroll all known non-enrolled students residing within the school's
attendance boundaries and those with special circumstances.

1. School personnel shall, without delay, register and enroll all known non-
enrolled students residing within the school's attendance boundaries.
Examples include, but are not limited to:
   a. Pupil Accounting Report (PAR): If the student is enrolling from another
      LAUSD school and does not have a PAR, the enrollment staff shall call
      the previous school of enrollment immediately. Designated staff shall
      have them issue an exit PAR and fax it to the new school within one
      business day. Under no circumstances should parents/guardians be
      required to return to the previous school of attendance for a PAR. This
      would delay the enrollment of the student.
      In ISIS, the new school will not be able to enroll a student with 100%
apportionment if the student is still enrolled in the previous school. Upon
confirmation that this is the same student, the previous school must
immediately exit the student with the last day of in-school attendance as
the exit date. 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.
   b. Homeless: Students must be properly identified and enrolled immediately,
even if records normally required for enrollment are lacking. Refer to
      Section III.B, for further information.
   c. Out-of-Home Placement: Student 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. Refer to Section III.C, for further information.

d. **Unaccompanied Youth**: Students who are not in the physical custody of a parent/guardian, runaways and students who have been told to leave home by the parent/guardian have the right to enroll and shall be enrolled immediately. Refer to BUL-1570.1, *Enrollment/Support of Homeless Children and Youth in Schools*, dated March 5, 2008.

e. **Caregiver’s Affidavit**: In the absence of a parent/guardian, enrollment shall not be delayed. 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. Refer to BUL-1570.1, *Enrollment/Support of Homeless Children and Youth in Schools*, dated March 5, 2008.

f. **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 District attendance policies. Kindergarten students are not eligible to enroll unless they are five years of age by December 2nd of that school year. Schools have a responsibility to enroll kindergarten students even if they enroll late in the school year (E.C. 48000).

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

h. **Students Returning from Juvenile Detention**: Camp returnee students must be enrolled immediately upon release from a juvenile detention facility and/or Probation Camp. Once enrolled, counseling staff shall contact 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-Z-27, *Enrollment of Students Returning from Juvenile Justice Facilities and Other Placements*, dated April 24, 1998, for additional support contact the Camp Returnee Program.

i. **Grade Placement and Graduation Credits**: 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.

j. **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.

k. **Married Minors**: Being married does not exempt a student from compulsory school attendance. Follow standard enrollment procedures.

l. **Eighteen (18+) Year Old Students**: Students may establish their own residences and enroll themselves in school.
2. 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:
   a. **District Placement**: Local District Superintendents have the authority to make the final decision on special circumstance placements.
   b. **School Attendance Review Board (SARB) Placement**: The School Attendance Review Board has the right to make placement recommendations.
   c. **Inter or Intra-District Permits**: Students must have a current, valid permit. Refer to Appendix G-1: Permit Codes; and BUL-4374.0, Permits and Student Transfers in Elementary and Secondary Schools, dated August 18, 2008.
   d. **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.
   e. **Special Education**: Students enrolling with an Individualized Education Plan (IEP) shall be enrolled immediately. The student’s prior school placement shall be contacted to obtain the most current IEP. When a student with an IEP transfers from another school district, LAUSD will provide comparable services in consultation with the parent pending an LAUSD review IEP (for CA school districts) or new evaluation and IEP (for out of state districts). Refer to the Special Education Policies and Procedures Manual.
   f. **Opportunity Transfers (OTs)**: Students Not Recommended for Expulsion (NRE), Post-Expelled must be enrolled with the PAR and a successful school intake interview. Refer to BUL-4478.0, Opportunity Transfers (OTs), dated December 15, 2008.
   g. **Foreign**: Students may only be registered through the Permits and Student Transfers Office.
   h. **Expulsions**: Students with active expulsion orders from another school district or students returning from LAUSD expulsions cannot be enrolled without a case review by the Student Discipline Proceedings Unit. Refer to BUL-4655.0, Expulsion of Students - Policy and Procedures, dated March 13, 2009, for additional information.

3. **Registration Process**:
   a. **Residency Requirements**:
      A student can only have one residence. The student must live in one of the following:
      1) The residence of the student’s parent/guardian who resides within the boundaries of the school district
      2) A licensed foster or group home
      3) The home of a caregiver adult that is located within the boundaries of the school
4) 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. Schools cannot and will not
   mediate custody issues for parents. Dual enrollment due to custody
   issues is strictly prohibited.

b. Residency Verification (E.C. 48204.6):
   1) A parent/guardian may offer any documentation that reasonably
      verifies that his or her residence is located within school boundaries.
      Refer to Appendix H-1: Guidelines for Verification of Residence
      for a complete list of acceptable documentation.
   2) Documentation must be current and show the parent's/guardian's
      name and residence address.
   3) Other documents, independently or together with a utility bill may also
      be used to further prove residence.
   4) LAUSD POLICY DOES NOT ACCEPT telephone bills or 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.

c. Use of Affidavit to Verify Residence:
In the event the parent/guardian does not possess documented proof of
residency, he/she must be allowed to submit Appendix H-2: Affidavit to
Verify Residence Form and the school shall accept this sworn statement
to verifying 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:
   1) Instruct the parent/guardian that he/she will be responsible for
      providing proof of residence within 30 calendar days.
   2) Mail Appendix H-3: Affidavit to Verify Residence Letter the same day
      the 30-day period begins.
      • If the letter is returned “Undeliverable” and with new address
        information, the administrator must determine the school of
        attendance and transfer the student with the appropriate PAR. If the
        new address is located outside of LAUSD boundaries the
        administrator must notify officials in the school district in which the
        address is located as outlined in Section III.F.4. The new address
        should be entered into SIS/ISIS.
      • If the letter is returned with no forwarding information, the student
        and their parent/guardian must be contacted to come in to offer new
        information. If the parent/guardian refuses to give information the
        school must immediately initiate the investigative activities outlined
        in Section III.A. Subsection 3.e.
   3) When parents/guardians provide the Affidavit to Verify Residence
      Letter to the school, and the school has accepted it, and it is
      established that the family can receive mail at the given address, this is
      legally sufficient to establish residence.
4) If the parent/guardian does not return with a utility bill or other means to verify the address, but during the 30 day period no mail was returned, the residency issue has sufficiently been satisfied according to E.C. 48204.6. The fact that the family legally receives mail and the affidavit has been submitted is sufficient proof of residence. Designated staff must check the returned mail on a monthly basis. A binder shall be maintained with all original Affidavits to Verify Residence, including a log to monitor follow-up such as sending the Affidavit to Verify Residence Letter, adhering to the 30 day timeline, and conducting home visits if needed.

d. Protocols for Students who Reside Outside of School Boundaries:

1) 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 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.

2) Failure to Report Change of Address:
- Provided the school meets its responsibility regarding residence information, 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.
- If the designated administrator determines that no permit is to be issued, the student will be transferred to the new School of Residence.

3) False Address or Inaccurate 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 check out the student to the school where the student has been found to reside and shall mail Appendix G-2: 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.
- If a false address or inaccurate residence information was given as a basis for enrollment:
During the first half of a track/semester, the student is to be transferred to the School of Residence immediately.
During the second half of a track/semester, the student may be allowed to complete that track/semester.
During intersession, attendance is to be terminated, if so determined by the designated administrator at the end of intersession.

4) Students discovered to be living outside LAUSD boundaries, in the absence of an Inter-District Permit, must be transferred immediately to the district of residence.

5) 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 in Section III.A, Subsection 3.e, before a determination to withdraw the student can be made. If after due diligence, and in consultation with the Local District Dropout Prevention 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 Section VII.B, for withdrawal procedures.

6) 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.

e. Investigating Fraudulent or Suspicious Addresses:
When school officials have reason to believe that the address provided by the parent/guardian is incorrect, or was fraudulently 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:

1) Search District Enrollment in LAUSDMAX by entering student’s, parent’s/guardian’s, names to locate siblings and review their residence information.

2) Have your SIS Coordinator run a reverse directory and utilize this list to help locate the student’s current address. Refer to Appendix J: Extracting Reverse Directories (SIS) for specific directions.

3) Interview students for residence information.

4) 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: 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.
5) 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 where mail is received.

- The new address should be entered into SIS/ISIS.
- 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 in Section III. A. subsection 3.e.

6) Initiate a home visit by the school based PSA Counselor or other designated staff to establish residency at either the current or previous addresses.

   If the new address is located outside of LAUSD boundaries, the administrator must notify officials in the school district in which the address is located as outlined in this section. The new address shall be entered in to SIS/ISIS.

4. Enrollment Procedures:
   Once the residency requirements have been met, the student can begin the enrollment process. 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 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. 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.

   a. Schools are mandated to complete Appendix K-1: Mandated Enrollment Checklist indicating all of the required enrollment forms that must be completed. This checklist must be placed in the cumulative record of all students enrolled in an LAUSD school. Most of Mandated School Enrollment forms can be ordered through the District warehouse.
School personnel shall provide parents/guardians with the following mandated registration forms to be completed and returned individually for each student as part of the enrollment process:
1) District Enrollment Form
2) Two District Emergency Cards
3) Temporary/Student Health Card, if student is new to LAUSD.
4) Immunization History
5) Appendix K-2: Oral Health Assessment/Waiver Letter/Form only for kindergarten or first grade entry
6) Student Meal Application: One form is to be completed for each family. Applications are mailed home in mid August for traditional schools and students on A track; in mid June for tracks B, C and D at year round schools. Cafeteria Managers have additional applications. Instructions on how to complete the application can be found on http://cafe-la.lausd.net/
7) Appendix E-1 Student Residency Questionnaire, refer to BUL-1570.1, Enrollment/Support of Homeless Children and Youth in Schools, dated March 5, 2008
8) Appendix K-4: Home Language Survey
9) Appendix K-5: Migrant Education Program Questionnaire
10) Appendix K-6: American Indian-Alaskan Native Letter Questionnaire
11) Appendix K-7: Parent Level of Education Letter
13) Beginning with the 2009-2010 school year, schools will be required to collect ethnicity and race(s) of students. Refer to REF 4718.2, Ethnicity Race Identification for Students, dated June 23, 2009.

b. Provide parent/guardian and students with the following mandatory resources:
1) Parent/Student Handbook (updated yearly)
2) Master Academic School Calendar
3) District and school attendance policy and procedures related to absences, tardiness and truancy.
4) School rules, behavior standards, policies, school map including location of restrooms, bell schedules, pedestrian routes, etc.
6) Appendix K-13: Connect-ED Contact Form and Letter regarding the school’s use of computerized telephone dialers
7) Student Insurance and Accident brochures
8) CHAMP Program Brochure
9) Appendix K-3: Family Educational Rights and Privacy Notice (FERPA)

c. Initial enrollment and enrollment from another school, require the following procedures:
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 K-10: Affidavit for Proof of Age of Minor. If the parent requests changing the student’s name for school records, utilize Appendix K-11: Affidavit for Change of Name of Minor. For more information refer to BUL-2408, Names of Pupils for Purposes of School Records, dated March 6, 2006. 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.

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 K-11: 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.
   - If the student is not residing with the parent/guardian and guardianship has not been legally established, Appendix F-1, F-2: Caregiver’s Authorization Guidelines and Affidavit shall be given to the caregiver for completion. 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).

3) Obtain proof of immunizations: Refer to BUL-1660.3, Immunization Guidelines for School Admission, dated April 7, 2008 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- 1570.1, Enrollment/Support of Homeless Children and Youth in School, dated March 5, 2008 for assistance with students who are unable to obtain immunization records.

4) Determine grade placement through one of the following:
   - Review the PAR (transfer), report card, or transcript
   - Contact the last school of enrollment
• 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.

5) Determine student’s option or permit status, if applicable:
• Inter-or Intra-District Permit
• Optional Attendance Area
• Continuing Enrollment Permit
• District Employee Permit
• Parent Employment-Related Transfer
• Child Care Parent Supervision Permit
• Safety and Protection Permit
• Open Enrollment Transfer, refer to BUL-2197, Open Enrollment Transfers for Elementary and Secondary Students Planning, dated January 30, 2006.
• Opportunity Transfer, Refer to BUL-4478.0, Opportunity Transfers (OTs), dated December 15, 2008.
• Public School Choice (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 PSC program. 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-3855.2, Policies and Procedures for Implementing Public School Choice (PSC), dated August 3, 2009 for additional information.

For summary of codes refer to Appendix G-1: Permit Codes. For further permit information refer to 4374.0, Permits and Student Transfers for Elementary and Secondary Schools, dated August 18, 2008.

6) Provide Appendix K-2: Oral Health Assessment/Waiver Request and request that it 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-3585.2, Oral Assessment for Kindergarten or First-Grade Entry, dated February 11, 2008, for specific guidelines.

7) Obtain Student Emergency Information:
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 Emergency Card. Follow the procedures below:
• Schools must maintain two copies of each student’s Emergency Card. Elementary schools must keep one copy in the Nurses
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 Card must be placed in the student’s cumulative record whenever a student matriculates to the next school level.

- Students will not be released to anyone not listed on the emergency card, 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 a valid photo identification. In lieu of proper identification, the adult must be known to the student and/or school staff.
- 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.
- 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 Connect-ED messages, etc.
- A list of students for whom there are no completed emergency cards on file shall be established. An intensive effort shall be made to secure completed cards for all students. This effort shall include, but is not limited to:
  - Calling student’s home utilizing Connect-ED
  - Sending another emergency card home with the student
  - Mailing Appendix K-12: Parent Emergency Card Letter with “Do Not Forward” printed on the envelope
  - The Attendance and Dropout Prevention Team shall establish protocol in order to obtain all emergency cards from students.
- All emergency information shall be entered immediately into the appropriate student information system within five school days after being received.
- 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.

8) Obtain Appendix K-13: Connect-ED Contact Form and Letter from all parents/guardians. It is crucial to obtain and maintain accurate emergency information in order for the Connect-ED Notification System to be effective in reaching families. Maintaining accurate and complete contact information allows families to specify which contact numbers should be used for each message type (general, attendance, emergency). Contacts can also provide their e-mail address as an added way to receive notifications.
d. Students entering from another LAUSD school or program including those students with initial and subsequent changes in enrollment require a Pupil Accounting Report (PAR). When a parent/guardian does not have a PAR, enrollment staff are to 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. 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. Provide parents/guardian with the LAUSDMAX Student Transfer Form or the Enrollment Form, Student Residency Questionnaire, two Emergency Cards and mandatory resources. 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 LAUSDMAX. Under no circumstances shall parents/guardians be required to return to the previous school of attendance for a PAR. This would only delay the enrollment of the student. Office staff shall follow the same procedures above for registration and enrollment.

e. Pass-through PAR:
   1) If a student is not enrolled at their school of residence (home school) the ID22 in SIS will allow the school to process a "pass through" PAR. In order for the next school (new school of enrollment) to have information on the student. Many schools still use a paper "pass through" PARs.
   2) “Pass throughs” should not be used for students who appear on the District generated Potential “No Show” Dropout List. Students on the “No Show” Dropout Lists should be inputted on the last day of attendance in the previous school year.
   3) Students who are on permit or OTs 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.

f. Enrollment/registration is completed only when all registration forms have been completed and submitted and the student attendance has been recorded in every class.

g. When a student is enrolling in an LAUSD school and has previously attended another school, the enrolling school must 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.

h. 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 listed above.

i. In secondary schools, enrollment carries over in annual classes from fall semester to spring semester.
j. Information Required for Statewide Student Identifier (SSID) Assignment or Verification:

E.C. Section 60900 established by SB 1453 requires 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). To prepare for CALPADS implementation, all students in CA public schools must be assigned a unique statewide student identifier (SSID). Beginning with the 2006-07 school year, 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 began calculating each school’s official enrollment based on individual student records. Only students who are enrolled on CBEDS Information Day, have valid SSIDs, and no conflicting enrollment dates will be counted towards the school’s official enrollment.

1) To ensure accurate assignment of SSID by the state in a timely manner, enroll new students in SIS immediately and verify that the information entered in the SIS fields listed below is accurate:

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

2) The CA Longitudinal Pupil Achievement Data System (CALPADS): The statewide student information system implemented by the 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. If the CCE is between different districts, the first district with the earlier enrollment will have 14 calendar days to resolve the enrollment conflict before CALPADS exits the student from the first district and transfers ownership of the record to the second district. The principal shall assign designated staff (e.g., SIS/ESIS Coordinator, main/attendance office staff) to ensure the timely and accurate enrollment and withdrawal of all students. In accordance to 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 CCE’s, the principal must direct designated attendance/enrollment staff to resolve the enrollment conflict and enter the appropriate enrollment or exit date in SIS/ISIS. This shall occur within one week of notification or within one business day when an exit PAR 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.

k. Exemption to Public School Enrollment:
   1) 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.
   2) Students who attend private school are also exempt from public education.

5. Record of Enrollment and Withdrawal (E” and “L”): CA regulations require school districts to certify attendance procedures with the state. School staff shall document students who fail to attend school on the first day of the new semester. School staff shall follow Appendix K-14: School Enrollment Symbols when recording enrollment and withdrawal data.

a. Elementary Enrollment Documentation:
   1) When enrolling students, the office will issue a Notice of Entrance/Withdrawal (Pink E/L Slip) to notify the teacher that a student has enrolled in the class, since the interface between ESIS and ISIS is not immediate. This Notice is to be kept with student absence notes. The Notice of Entrance/Withdrawal (Pink E/L Slip) shall be:
      • Completed for each enrolling student whose name is to be placed in the E and L Book.
      • Sent to the assigned teacher with the enrolling student.
      • The original copy is to be kept in the office for the month-end Statistical and Classification reports.
   2) The names of enrolling students shall be entered on the Daily Registration and Release Record Form and recorded in the “E” and “L” Book.
• 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.
• 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.

3) Until full implementation of LAUSDMAX, new students who are enrolled and attend class for the first time will not appear on the class roster until the next day. When a new student appears on the class roster in LAUSDMAX on the next day, the teacher shall:
• log in and navigate to the previous days of enrollment
• resubmit attendance for that student
Failure to follow this procedure will result in the class appearing on the Attendance Not Submitted Report for that day.

4) Names of students transferring between teachers or to Independent Study shall also be placed in the E and L Book. Refer to BUL M-128.0, Guidelines for Independent Study Programs, dated May 31, 2001 for additional information.
• If students are placed in the Independent Study program, they are to be withdrawn from the regular class and enrolled into Independent Study program.
• 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.

b. Secondary Enrollment Documentation:
1) Any student who is assigned a class schedule will be considered enrolled when they physically appear into each scheduled class.
2) 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. Refer to the ISIS Handbook Section 2.3.3 “Managing Students to Ensure Accurate Norm Day Counts” and Appendix M-1: No Show Procedures for further information.
3) Mail Appendix M-2: Attendance Not Enrolled/No Show Letter to all no show students.
4) For additional enrollment requirements refer to the latest ISIS Attendance Procedures Handbook for Secondary Schools.

B. Homeless Students must be properly identified and enrolled immediately. To meet the student’s needs, the District must either continue the student’s education in the school of origin, or enroll the student 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 E: 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 for homeless students and families. This completed form shall be sent to the Homeless Education Program upon identification. Students shall be properly identified on ESIS or SIS systems. 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. Unaccompanied youth have the same rights and, in addition, have the ability to self-enroll. Appendix D: 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-1570.1 titled Enrollment/Support of Homeless Children and Youth in Schools dated March 5, 2008 for additional information. Contact the Homeless Education Program for additional assistance.

C. 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. School 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 Student in Out of Home Care, dated July 1, 2004.

D. School personnel may not delay registration or enrollment to students with an Individual Education Plan (IEP) for any reason. 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 Local District.

1. 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 Local District input, providing the appropriate services at this school. If the local school placement cannot meet the student’s needs, contact the Local District for other options before proceeding further. Enrollment may not be delayed while school personnel make determinations about placement and explore options.

2. 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.

E. All 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.

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 Local District Designee for assistance. Refer to REF-4765, Procedures for Capping School Enrollment, dated July 2, 2009 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:
1. To enroll at a specific integrated receiving school with District transportation provided, if such a school has been identified.
2. To enroll at a specific PHBAO receiving school with District transportation, if such a school has been identified.
3. To enroll at a school with available space when an open enrollment transfer can be issued within District guidelines, with no District transportation provided.

F. For students who reside outside of the school boundaries, principals must ensure that appropriate permits are submitted and approved. Refer to BUL-4374.0, Permits and Student Transfers in Elementary and Secondary Schools, dated August 18, 2008, and Appendix G-1: Permit Codes for further details.
1. Optional Attendance Area Decision:
   There are some addresses that fall between two school boundaries which provide parents/guardians an option to choose either school.
   a. 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 G-3: 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.
   b. 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.
   c. 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.

2. Divided Home:
   a. In a case involving divorced or legally separated parents/guardians, both of whom are living within the LAUSD boundaries, the student may attend the school in the residence area of either parent. The same standard applies to unmarried parents/guardians who lived together and are now separated.
   b. No permit is necessary for the student to remain at one school or to transfer to the other.
   c. The move is to be recorded on the PAR as a change of residence only.

3. Continuing Enrollment Permit:
   a. The parent/guardian may request a Continuing Enrollment Permit at the School of Attendance when giving notification of change of address. This permit does not require the completion of a Permit Application Form. The School of Residence shall be notified of the permit through the distribution of the PAR 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.
   b. 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 certain requirements are met:
      1) The move is into 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).
2) The move is due to the family being displaced by the District. Proof of LAUSD displacement is the household’s “Letter of Eligibility” issued by the LAUSD Office of Housing and Relocation. In the event of a lost “Letter of Eligibility,” the family may contact the Real Estate, Office of Relocation for written confirmation of its status as a displaced family. In such cases, the Continuing Enrollment Permit is granted on a permanent basis.

3) If a secondary student is already enrolled in a school that undergoes a boundary change due to new school construction, the student may be eligible for a Continuing Enrollment Permit on the basis that athletic or other programs are not available at the new school. The student must show proof of previous participation in that specific athletic or other program. In such cases, the Continuing Enrollment Permit is granted on a permanent basis.

- The student may remain until the conclusion of the current school year. When the move to another attendance area occurs during the next to the last year offered by the school, the enrollment may be extended to include the last year, at the principal’s option.
- If the enrollment period was for less than 20 continuous weeks, the following guidelines shall prevail:
  - During the first half of any track/semester, the student will be transferred to the School of Residence immediately.
  - During the second half of any track/semester, the student may be permitted to complete that track/semester.

4) While the above guidelines must be considered even when students are transferred between schools with differing schedules, the following concerns must also be addressed:

- The student must be assured the opportunity to have the equivalent of a full year’s assignment, irrespective of the school’s schedules.
- The exact date of the transfer shall be determined only after consultation with the parent/guardian and between administrators of the schools involved. Educational continuity for the student and the impact of enrollment in the new School of Residence must be of primary consideration.

5) No days of attendance after the student has changed address shall be counted toward eligibility for a Continuing Enrollment Permit.

6) Children of divorced, legally separated parents/guardians or unmarried parents/guardians who lived together and are now separated, are not bound by the 20 weeks of continuous attendance requirement or the restrictions on movements to the previous address when the homes of the parents/guardians are involved. Such moves, to the home of one parent/guardian or the other do not require a permit and need only be recorded on a PAR as a residence change.

7) A Continuing Enrollment Permit should be issued even if attendance is interrupted by enrollment outside the District if it is determined the interruption was caused by divorce, separation, or in the case of
unmarried parents/guardians who lived together and are now separated.

4. Protocols for Students who Reside Outside of LAUSD Boundaries:
   If it is determined that the student resides outside of LAUSD's jurisdiction, and the principal does not agree to accept an Inter-District Permit, or the issuing school district does not grant the student’s release to remain in LAUSD, the parent/guardian will be asked in writing by using Appendix G-2: Moved, False Address, Forfeiture of Permit to withdraw the student from the school and enroll the student in the school district in which the parent/guardian resides. If the parent/guardian refuses to withdraw the student, the school shall:
   a. Notify the parent in writing that he or she is in violation of the Compulsory Education Law (EC 48200) and that the school and district of residence will pursue appropriate legal action.
   b. Forward a written referral to the Director of Child Welfare and Attendance of the school district of residence (if known).
   c. Contact the Local District PSA Unit or the Office of General Counsel for additional assistance as necessary.
   d. Provided that school staff followed the due diligence procedures in Section III.A. subsection 3.e., and the school meets its responsibility regarding residence information, 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 and the student may be withdrawn.

IV. RECORD KEEPING

A. 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 which shall be during the first fifteen minutes of the class period. Teachers who habitually do not submit attendance are to be reported to their principal for guidance and assistance in meeting this 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.

1. Elementary and Secondary Attendance Recording Procedures:
   a. SIS/ISIS has become 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 SIS/ISIS. The information is used to generate funding for the District, calculate each
school’s Academic Performance Index (API), and whether a school has met their Adequate Yearly Progress (AYP).

b. LAUSDMAX attendance shall be submitted and certified electronically, thus eliminating the need for attendance cards and registers.

c. Teachers as well as substitutes are required to enter student attendance in LAUSDMAX during the first 15 minutes of each class period.

d. Students who attend school any part of the school day are marked “in attendance” and will generate state revenues. Elementary students must appear in their classrooms in order to be counted as present.

e. Schools may also provide temporary access to LAUSDMAX in order for substitutes to enter attendance in the system each class period. This is done by 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).

f. All teachers and substitutes are required to use the numerical reason codes listed in Attachment L-1: Absence/Tardy/Early Leave Reason Codes when student 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 or early leaves in order to distinguish between excused or unexcused and to determine the classification of truancy status.

g. All teachers and substitutes shall make attendance revisions as follows:
   1) Update the attendance record whenever a student marked absent arrives late. In LAUSDMAX change the attendance status to Tardy and enter the appropriate tardy reason code and Time In (student’s arrival time).
   2) 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 LAUSDMAX 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 office.

h. It is the responsibility of the principal to designate a person to audit, on a daily basis, attendance reported by teachers and to enter re-admit codes for all students returning from full and partial day absences. Each teacher is responsible for determining the reason for all absences. Office or other staff may be designated to obtain reasons for absences.

i. Collect all absence/tardy/early leave notes by designated office i.e. Small Learning Community (SLC) or Attendance Office for secondary schools, and by teacher for elementary schools.

j. Whenever the LAUSDMAX application is not available for a teacher or substitute to enter attendance, a Five/Ten Column Class Worksheet/roster must be used by the individual to record attendance and which must be
signed and dated. The school is to provide direction as to whether the completed attendance roster is to be retained by the individual for later data entry or turned into the office for data entry. Either way, the paper document must be retained by the school for audit purposes. See Section VIII.B. regarding document retention.

k. The electronic 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, retaining paper documentation on which attendance was recorded contemporaneously.

l. Attendance auditing via the LAUSDMAX Attendance Not Submitted report is encouraged throughout the day in order to increase the timely availability of accurate attendance information for twice daily automated Connect-ED attendance notification calls and other purposes. For detailed information on attendance procedures in LAUSDMAX, see the ISIS Attendance Procedures Handbook for Elementary or Secondary Schools and LAUSDMAX Online Help.

m. At the end of each day, a designated staff member shall generate and print the ISIS auditing reports listed below to verify accurate attendance:
   1) Attendance Not Submitted Report
   2) Teacher Discrepancy Memo
   Follow-up with teachers is to be completed by the designated staff member and/or administrator.

n. Five Column Class Worksheets may be used at the beginning of each semester at the option of the principal. All information on the Five Column Class Worksheets shall be signed by the teacher and submitted to the designated office.

2. Continuation 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, refer to Phase 1 Attendance Procedures Handbook for Continuation and Community Day Schools (v.1.3 – 3/26/2008) and BUL-2430.0, Enrollment in Continuation High Schools, dated May 31, 2006 and REF-2515.0, Attendance Accounting in Continuation High School, dated June 13, 2006, for information regarding this program.

3. Tardy Students:
   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.
   a. Tardies are marked as excused, unexcused or truant. 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. Any unexcused tardy in excess of 30 minutes will be counted toward truancy. Three tardies in excess of 30 minutes constitute a truancy and can be counted in combination with whole day truancy to establish truant and habitual truant status.

b. 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 matter as uncleared absences, refer to Section V.B. and Attachment L-1: Absence/Tardy/Early Leave Reason for tardy symbols.

c. 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.

4. Students Leaving Early From School:
A student’s early leave shall be marked as #6 excused, #7 unexcused or #8 truant. The time the student leaves the school is to be documented on the Time-Out Feature in LAUSDMAX. Dismissals and a Permit to Release Child During School Hours (blue form) shall be completed by the office staff and signed by the parent/guardian.

a. Students who need to leave campus during the school day must come to the Main Office (elementary) or the Attendance Office (secondary) with a parent/guardian note.

b. 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.

c. At the time of pick-up the student will be summoned from class AFTER THE PARENT OR GUARDIAN PRESENTS A PHOTO IDENTIFICATION.

d. The office staff will verify and/or enter appropriate tardy/absence reason code the period of time the student was off campus. Any unexcused early leaves in excess of 30 minutes may be counted toward truancy. Three early leaves in excess of 30 minutes constitute a truancy and can be counted in combination with whole day truancy for the purpose of establishing truant and habitual truant status.

e. LAUSDMAX 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.

f. Eighteen year old students have the right to write their own notes to excuse their early leaves (E.C. 46012).

5. Confidential Medical Treatment:
In compliance with E.C. 46010, it is District policy that, “School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining
confidential medical services without the consent of the parent/guardian.” This policy also appears in the District’s “Parent-Student Handbook.” The information about the right to be excused from school for confidential medical services is provided to parents/guardians on the “Emergency Card” signed at the time of enrollment.

a. Minors have a statutory right to consent to medical care related to pregnancy, pregnancy prevention, including contraceptive services, and other reproductive health services including pregnancy termination. This right applies to all youth and not just pregnant and parenting teens, and means that minors may receive confidential medical services as described above without the knowledge or consent of their parent/guardian.

b. 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).

c. 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.

d. A student’s absence, when released from school, shall be recorded on LAUSDMAX 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.

e. It is recommended that the designated staff member follow up with the student as necessary.

f. 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.

g. 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.

6. Student Absence for Mental Health Services:
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. The services shall be approved by the school administrator, prior to the absence. This shall be documented in LAUSDMAX as a #5, Prior Principal Approval.

a. Medical Exemption for student without an IEP: 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.

1) If the school principal has recommended a Medical Exemption, 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.

2) If the school principal has recommended a Medical Exemption, 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.

b. 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, Attachment A for specific instructions.

1) Exclusions or exemptions may not be for more than 50 days in one school year.

2) Exemption based on medical exclusion: 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 illness #1.

7. 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. The apportionment must be assigned as follows:

b. The school the student attends for the majority of the day (i.e., periods 1-through 4) receives 100% ADA.

c. 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.

8. Mass Absences Procedures:
Mass Absences may result from some event which causes a large percentage of the student body to be absent simultaneously (e.g., emergency school closure due to bomb threat, flooding, fires, etc.).

a. Students may be readmitted through homeroom or record room following mass absences.

b. If a mass absence is the consequence of a natural disaster or school-site emergency and the resulting absence is greater than 10% of the student enrollment, schools must inform the Local District Operations Coordinator.

c. If a mass absence is due to some event which affects the District as a
whole, such as a student demonstration, District staff will distribute appropriate guidelines for documentation and response.

d. Students may be absent from school due to a school emergency that impacts both the school and student’s residential community in a manner that caused an absence(s) E.C. 46390. The following is the process of communication and entering the appropriate reason code related to School or District Emergencies:

1) School notifies their Local District office and submits the required information pertaining to the emergency.

2) The Local District office notifies the Attendance and Enrollment Section and submits the required information pertaining to the emergency to School Fiscal Services Division, Attendance and Enrollment at sfs-info@lausd.net.

3) The Attendance and Enrollment Section determines the absence reason code to enter either at the school or student level and sends a request to the ISIS System Administrator to enter the reason code.

B. 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, also known as the CA Basic Educational Data System (CBEDS) is the means by which the CA Department of Education (CDE) allocates funds to districts and calculates school enrollment, high school graduation and dropout rates.

1. The CDE requires districts to report the enrollment status of each student as of CBEDS Information Day by submitting individual student records with their unique Statewide Student Identifier (SSIDs). Based on these individual student records, the CDE derives the official enrollment for each school and calculates the graduation and dropout rates for each high school.

2. The Annual School Program Survey which occurs on the CBEDS Information Day is usually conducted on the first Wednesday of October of each year. The enrollment information will be captured from each school’s SIS and submitted to the CDE.

3. Every year, the Assistant Superintendent of the Division of Planning and Assessment issues two memoranda titled “Annual School Program Survey for Secondary SIS Schools” and “Annual School Program Survey for Elementary SIS Schools”. These memoranda and the Student Information Systems Branch SIS Newsletters provide clear and detailed instructions, responsibilities and procedures for the completion of the survey.

4. The Office of the Inspector General conducted a Norm Day audit during the 2007-2008 school year; refer to Section IX for a detailed list of recommendations.
5. Principals must follow No Show procedures delineated in District Communications, applicable ISIS Handbook procedures, and Appendix M-1: No Show Procedures 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 in CL16 and Classification Reports. Secondary schools may refer to the ISIS Phase 1 Attendance Procedures Handbook, Section 2.3.3 and elementary schools to ISIS Phase 1 Attendance Procedures Handbook, Section 2.3.1 for additional information.

Definition of a No Show: Students who completed the previous school year, but did not begin attending the next grade in the school to which he/she was assigned or had preregistered or was expected to attend during the new school year, and is not enrolled and attending school as of Norm Day.

“Pass throughs” should not be used for students who appear on the District generated Potential “No Show” Dropout List. Students on the “No Show” Dropout Lists should be inputted on the last day of attendance in the previous school year.

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 List. Therefore, it is imperative that schools include procedures in the Attendance and Dropout Prevention Plan designating responsibilities to staff for the No Show and Dropout Reports. Refer to Appendix M-1: No Show Procedures for best practices in clearing the No Show Lists.

6. Student Enrollment Lists/Verification Rosters:
   a. A student enrollment list/verification roster shall be completed at every secondary school every Norm Day, reflecting Norm Day enrollment.
      1) Each verification roster shall contain the names of all enrolled students as of Norm Day and submitted to the Local District Coordinator, Dropout Prevention and Attendance Coordinator.
      2) The computation line shall be completed by the homeroom/record room teacher or by attendance office staff. The teacher shall sign and date the student enrollment list/verification roster.
   b. Each homeroom/record room teacher must sign his or her own verification roster.
      1) If the homeroom/record room teacher is absent on Norm Day, an administrator may sign the verification roster after confirming its accuracy.
      2) If an administrator signed the verification roster, the regular teacher must sign under the administrator’s signature on the first day of his or her return.
      3) Corrections shall be made, and initialed, only by the person signing the verification roster.
V. ABSENCES AND NOTIFICATIONS

A. 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 or unexcused. In either case, when students are absent from school, they miss valuable instructional time and the District does not earn revenue.

1. Excused Absences: California E.C. 48205 provides that a student shall be excused from school when the absence is due to:
   c. Illness
   d. Quarantine
   e. Medical, dental, optometric or chiropractic services.
   f. 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)
   g. Jury duty
   h. Illness or medical treatment of a child of whom the student is the custodial parent.
   i. Justifiable Personal Reasons is when the pupil’s absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
      1) Mental Health Day Treatment
      2) Appearance in court
      3) Attendance at a funeral service
      4) Observance of religious holiday or ceremony
      5) Attendance at a religious retreat (shall not exceed 4 hours per semester)
      6) Revoked suspension through appeal’s procedure
      7) Attendance at an employment conference
      8) “Take Our Daughters and Sons to Work Day®”
   j. Confidential Medical Treatment: school officials may release a student from school for the purpose of obtaining confidential medical services without the knowledge or consent of a parent/guardian. The services which include medical care related to pregnancy, pregnancy prevention, including contraceptive services and pregnancy termination are available to students in grades 7-12 (E.C. 46010.1). These absences will be recorded in LAUSDMAX as “HO” (Health Office) on their attendance record for the class period(s) of absence, refer to Section IV A. 6 for further explanation.
   k. A student who is absent as the result of a School Emergency (SE), some event which took place in the school community, such as absence from smoke inhalation after a forest fire, the student’s absence will be marked SE by the District.
2. Unexcused Absences: Any absence for reasons other than those listed above are not excused, and will result in the student being “classified” as truant after the third whole day of unexcused absence for the year, refer to **Section VI** for truancy definitions.

3. Student Suspension: Refer to BUL-3819 Guidelines for Student Suspension dated August 21, 2007 for specific information regarding how and when a student shall be legally suspended from school.

4. Absence verification is very important in the District’s efforts to improve student attendance, which in turn provides the greatest opportunity for improved student academic achievement.
   a. The reason(s) for an absence may be submitted only by a parent/guardian, or caretaker through a written note, in person (C.C.R. Title 5, Section 306) or via telephone noted on the ISIS Call Log or manual 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. Students under 18 years of age may not verify absences. Eighteen year old students have the authority to submit the reason for their absences, E.C. 46012.
   b. Any of the following persons, upon learning the reason(s) for a student’s absence from a parent/guardian, may verify the validity of an absence excuse:
      1) Public Health Nurse
      2) An attendance supervisor (e.g., PSA Counselor)
      3) A physician
      4) A principal
      5) A teacher
      6) Any other qualified employee of a school district or of a county superintendent of schools’ office assigned to make such verification.
   c. 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. Therefore, 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.
   d. 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 illness excuse requests for absences of five or more consecutive days, 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. S/he can call the parent/guardian for additional information and follow up. 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.

B. Every effort shall be made by the school staff to notify parents/guardians of students’ uncleared absences and to clear these and all absences. If attempts are made to clear absences with sufficient due diligence, yet no excuse is provided, these absences may be converted to truancies after ten school days. This policy is also included in the Parent-Student Handbook.

1. An uncleared absence is any absence for which no documentation has been provided by a student’s parent/guardian. 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 Connect-ED notification system. Parents/guardians can designate one primary telephone number to receive Connect-ED calls.
   a. Calls are made based on the attendance information in LAUSDMAX. Attendance information is taken from LAUSDMAX 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 LAUSDMAX as of 3:30 p.m. and reflects attendance information for the entire day. 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.
   b. Create contact groups or outreach general notifications reminding parents/guardians of their responsibility to clear absences within ten days in order to prevent absences from being converted to truancies.

2. 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. As a result, school staff will be out of compliance with the mandated truancy notifications as the reasons for absences have not been established. Therefore, the following is recommended:
   a. Review and follow ISIS procedures which describe daily and weekly staff attendance responsibilities and Appendix A-3: Attendance Responsibility Assignment Chart.
      1) Elementary schools refer to Phase 1 Attendance Procedures Handbook for Elementary Schools, version 1.0 dated June 30, 2009, Sections 2.3.3; 2.3.5 and 3.2.
      2) Secondary schools, refer to Phase 1 Attendance Procedures Handbook for Secondary Schools, version 2.1 dated July 22, 2009, Section 2.3.4 titled 3.2 Office Staff Daily and Weekly Responsibilities.
3. Due Diligence needs to be documented in order to convert uncleared absences into reason code #3 truancies. 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 will be converted to truancies after ten school days. Absences must be cleared promptly, within the school month, so as to ensure an accurate statistical report. If absences have not been cleared after the Connect-ED calls, designated school staff shall:

   a. Provide students returning from an absence with Appendix L-2: Absence Verification Form or the Absent Note Cards (34-EH-23 Rev. 4/95) and request to have their parent complete, sign, and return the form to the school.
b. Make calls home to clear absences and document calls on LAUSDMAX Call Log or Absence Detail Call list, or other manual log or form.

c. Designate staff to summons students and provide them with one of the following for students to give to their parents/guardians and return promptly to school:
   - Appendix L-2: Absence Verification Form or the Absent Note Cards (34-EH-23 Rev. 4/95).
   - or ISIS Absence Detail Call List report and Appendix L-3: Absent Detail Call List Letter for students who have multiple uncleared absences.

d. Teachers should attempt to clear absences by providing students with Appendix L-2: Absence Verification Form or the Absent Note Cards (34-EH-23 Rev. 4/95).

e. After verbal attempts to gather the reason for the absence have been documented and exhausted, a letter requesting feedback from the parent/guardian may be sent to the student’s residence. Refer to Appendix L-4: Parent Notification of Uncleared Absence. The excuse should be documented in the LAUSDMAX Call Log or Absence Detail Call List or other manual log or form and kept for audit purposes.

f. 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 accommodation needs to be made for the student to continue enrollment at the school, refer to Section V.A. subsection 3.e.

4. In order to reduce the number of uncleared partial day absences at secondary schools, 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.

5. 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.

C. 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.

1. Absence Telephone Notifications:
   a. Utilize Connect-Ed and ensure it is functioning properly on a daily basis to report all absences and tardies to parents/guardians. For all absences of five or more consecutive days, the PSA Counselor or designated school-site staff shall be consulted.
b. Designate appropriate staff member(s) to make personal phone calls to parents/guardians when students are absent.
c. Principals should encourage classroom teachers to call home to inquire about students' chronic absences.

2. Absence Notification Letters:
   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:
   a. At the beginning of each school year, send Appendix N-1: Initial Attendance Policy Letter to all students notifying families of E.C. 48200 and District’s Attendance Policies.
   b. At the beginning of each school year, send Appendix N-2: Last Year’s Excessive Absences Letter for all students with more than 10 absences in the previous school year.
   c. Send Appendix N-3: Excessive Absence Notification Letter to notify families of their child’s excessive absences and request a conference to discuss improvement plans.
   d. Send Appendix N-4: Chronic Excused Absences when students have excessive excused absences and/or which may be related to a chronic or a persistent medical condition. A request for Appendix I: Release of Information is included in this letter.
   e. Send Appendix N-5: Kindergarten Attendance Problem when kindergarten students are frequently absent.
   f. Send Appendix N-6: Kindergarten Attendance Compliance which discusses kindergarten student’s compliance with the District’s attendance policy.

3. Tardy, Early Release, and Failure to Pick Up Child Notification Letters:
   a. Send Appendix N-7: 1st Tardy Notification to parents/guardians of students with excessive tardies. District policy and E.C. 48200 stipulates that students must arrive to school on time, ready to learn everyday.
   b. Send Appendix N-8: 2nd Tardy Response Form to parents/guardians of students with excessive tardies and request response form with actions taken at home to improve punctuality.
   c. Send Appendix N-9: 3rd Tardy Conference Request to parents/guardians of students with excessive tardies to request a conference in order to resolve the tardiness.
   d. Send Appendix N-10: Early Release to parents/guardians of students who are frequently picked-up early from school, notifying them that it is not conducive to the student’s education or in accordance with E.C. 48200.
e. Send Appendix N-11: Attendance: Failure to Pick-Up to parents/guardians of elementary students who fail to pick up their children at the designated time.

4. Parents/guardians may 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.).

5. 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.

6. When the above notifications are not 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: Mandated Attendance Intervention Protocols.

D. 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.

1. The following reports may be utilized to extract students who have extended absences:
   a. 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.
   b. The Absence Audit Report in LAUSDMAX to produce a list of students who have been absent for a consecutive number of days with unresolved (uncleared absences for each).
   c. 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.

2. Students who have extended absences are potential dropouts and severely at-risk. Every school is obligated to follow due diligence in identifying and locating these students and addressing their needs. Refer to Appendix A-2: Mandated Attendance Intervention Protocols for a template of recommended protocols to meet the needs of these students. School staff shall investigate and assist them as follows:
   a. Attempt to verify whereabouts in accordance with the procedures set forth above in Section III.A, Subsection 3.e.
b. Telephone calls to all phone numbers on the registration, emergency card, and SIS/ISIS to ascertain the whereabouts of the student.

c. Refer the student to the school based Pupil Services and Attendance Counselor, Grade Level/Track Counselor, APSSS, Diploma Project Counselor or other appropriate staff member.

d. 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.

e. Provide the student with all applicable educational options offered in the local district and the District at large. 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.

f. Consider all applicable attendance interventions prior to referral to the School Attendance Review Board (SARB).

3. For withdrawal of secondary students’ with 10 or more consecutive days of absence: Potential Dropout Status (previously “Inactive” students) refer to Section VII.B.

4. Extended vacations, emergencies and other 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 V.A, subsection 1.i.

Please note that schools may offer:

a. Homework or study assignments and/or other appropriate arrangements.

b. Independent study to meet the educational needs of students in accordance with the requirements of E.C. 51745 in order to allow students the opportunity to make up absence(s) due to an emergency, personal necessity or extended travel in order to obtain apportionment. Refer to BUL. M-128.0, Guidelines for Independent Study Programs, dated August 26, 2003. In order to offer Independent Study (IS) at secondary schools, the IS class must be part of the master schedule (which is programmed at beginning of the school year). There needs to be a separate classroom assigned as the IS.

c. 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 toward truancy. If the extended absence is approved by the principal, it will be documented as excused (reason code #5).

5. Special Circumstances:

a. Runaway Students may be withdrawn only after a thorough investigation
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.

b. Pregnant Minors and the use of In School Independent Study Pregnant minors are defined as students who are younger than eighteen years of age and have not graduated from high school. Students 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. Refer to BUL-2060.0, *Pregnant and Parenting Students Educational Rights*, dated October 25, 2005.
- Referred to their in-school Independent Study program. This mandate was established to improve the graduation rate of pregnant minors by allowing them to earn credits for the classes they are enrolled in at the time of their baby’s birth. Additionally, the District can recoup the ADA generated by the student’s attendance during this time period.

c. Entertainment Industry and the use of In School Independent Study

- A student who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working, up to five times per school year, refer to Appendix O: Work Permit and Guidelines.
- Students who have longer absences must receive instruction from a studio teacher.
- Students may be assigned to site-based independent study at the discretion of the school principal. Refer to BUL. M-128, *Guidelines for Independent Study Programs*, dated August 26, 2003.

E. LAUSD authorizes secondary schools, in collaboration with the local district 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.

1. Schools that choose to implement such a system shall:
   a. Properly communicate it to all students and their parents/guardians
   b. Post it for public viewing
   c. Make it available for review by both Local and Central District personnel
2. Relationship of Attendance to Grades:
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.

a. 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.

b. Teachers may consider attendance and tardies, in grading class work habits only, if the above stated system is in place, refer to Section E2 above.

F. 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.

1. Students with excused absences can be provided with make-up work and upon satisfactory completion within a reasonable period of time shall be given full credit as they would have received on the original assignment or test. The teacher of any class from which a pupil is absent shall determine the missed coursework, homework and tests reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence (E.C. 48205[b]).

2. Students with absences due to justifiable personal reasons, upon written request from the parent/guardian and approved by the principal or designee shall be allowed to complete all assignments and tests missed during the absence which can reasonably be provided and, upon satisfactory completion, shall receive credit equal to the credit they would have received on the original assignment or test. The teacher shall determine in what period of time the student must complete such assignments. Teachers must take into consideration that students will have work from multiple subjects to make up. Teachers should collaborate with each other to assure that the student will have the opportunity to get all of the work completed. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

3. Students who have been suspended from a class may be required to complete assignments or tests missed during the suspension. If the assignments and tests can reasonably be provided and upon satisfactory completion, students shall receive credit equal to that they would have received on the original assignment or test. The teacher shall determine what assignments must be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably
equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the suspension.

4. Students with unexcused absences (uncircled 100, reasons #2 and #3) need not be given the opportunity to complete classroom work, homework, or tests missed. However, in the interest of student learning and following the District initiative of promoting student achievement for all, teachers should give the student the opportunity to make up work.

5. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be given the opportunity to complete coursework, homework, or tests missed. However, in the interest of helping these students succeed academically, teachers should give them such opportunities.

6. Students who fail to complete assignments satisfactorily may receive a mark of “Fail/Not Proficient” on such assignments. When appropriately assigned and explained by the teacher, homework becomes the responsibility of the student to understand, complete and return by the expected due date.


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

1. 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.

2. Those students of teachers with the best attendance outperformed their peers by 1.5 to 2 normal curve equivalents in Language, Reading, and Mathematics in standardized testing.

3. The LAUSD Board of Education expects:
   a. Employees to maintain regular attendance and avoid absenteeism;
   b. Employees to work every hour that they are assigned;
c. Employees to be at their work stations on time every working day;
d. 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.

VI. MANDATED TRUANCY NOTIFICATIONS AND INTERVENTIONS

A. It is District policy that principals establish a system for sending Initial and Habitual Truancy Notifications. 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 and Habitual Classification.

1. Procedures for Mandated Truancy Notification:
   Every school shall include procedures for classifying and mailing truancy letters in their School’s Attendance and Dropout Prevention Plan. Any student between the ages of 6-18 years subject to Compulsory Education, who is truant from school, is subject to Mandated Truancy Notification. Mandatory absence and truancy notifications have been standardized by the District and approved by general counsel. As such, their content may not be altered, except at the principal’s discretion. A final paragraph may be added to contact an APSSS, PSA Counselor or other designee. All letters are to be distributed under the principal’s signature.
   a. Classification of Initial Truancy:
      School staff shall classify and mail Appendix Q-1: 1st Initial Truancy Notification as a formal notification that the student between the ages of 6-18 has accumulated three full days of unexcused absences or unexcused tardies of more than 30 minutes or any combination thereof in one school year and is being classified as truant (E.C. 48260). School staff shall mail the Initial Truancy Letter to students who have a combination of three unexcused (2) and/or truancy (3) reason codes. This includes full day absences, partial day absences, and/or tardies of more than 30 minutes.
   b. Truant Repeat:
      Any student who has once been reported as a truant as stated in E.C. 48260, 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 as a truant (E.C.48261). After providing parents/guardians the opportunity to respond to the Initial Truancy Letter, school staff shall mail Appendix Q-2: 2nd Truancy Notification upon the fourth unexcused absence or unexcused tardy of more than 30- minutes or any combination thereof, as a formal notification requesting a parent conference.
   c. Classification of Habitual Truancy:
      School staff shall classify and mail Appendix Q-3: 3rd Truancy Notification. 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 more than any 30 minute period, during the school day without a valid excuse; on five days or occasions (or any combination thereof). 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.

B. The Truancy Mandate applies to all school districts; E.C. section 48260.5 requires them 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.

1. Procedures for Mandated Initial Truancy Claim:
The truancy claim method is a per unit cost method. The District is limited to claiming one 1st Initial Truancy Letter per student per school year. Currently, each initial notice if filed is worth approximately $17 from the State which is returned to the District’s general fund once the claim is funded.
   a. School based PSA Counselors are responsible for collecting, counting and submitting copies of all mailed Initial Truancy Notification Letters along with Appendix Q-4: Notification of Truancy Tally on a monthly basis.
   b. Schools without a school based PSA Counselor, are directed to comply with this mandate and shall submit copies of all mailed Initial Truancy Notification Letters and Appendix Q-4: Notification of Truancy Tally via school mail on the last day of every school month to their Local District PSA Office.

2. Procedures for Habitual Truancy Claim:
This claim is not a per unit cost item. The Habitual Truancy 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 Habitual Truancy conferences at their school. Therefore, an administrator or designee shall be present during the truancy conference.
   a. The documentation necessary to submit a claim requires that all of the times engaged in the following activities are claimable:
      1) Time spent contacting the parent/guardian to set up a truancy conference including, mailing 2nd Truancy Notification, phone calls and emails.
      2) Time spent conducting a truancy conference with the parent/guardian which includes preparing and attending the parent/guardian/student truancy conference.
3) Time spent reviewing attendance records to verify the student can be classified as a Habitual Truant. A student must have five or more days or tardy for more than any 30 minute period during the school day without a valid excuse on five days or occasions (or any combination thereof) to be reclassified as a Habitual Truant.

4) 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, etc.).

b. Procedures for Truancy Conference Claim:
1) The principal shall designate staff member(s) to complete Appendix Q-5: Conferencing Form, which is used to report habitual truancy claim.
2) This form was developed by School Innovations and Advocacy (SIA) and shall be submitted to the Local District PSA Office, via school mail on the last day of each school month.
3) One truancy conference per student can be claimed per school year.
4) 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 local district 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 Habitual Truancy Claim may be directed to the PSA Office of each local district or to the Project Manager, SIA at (626) 298-7039.

3. Procedures for Audits:
   a. For audit purposes, school staff must maintain a hard copy of the truancy notifications for three years in a secured location. These should be labeled and dated for easy access in case of an audit.
   b. When schools are capable of automatically generating notifications through LAUSDMAX, guidelines and instructions will be published regarding the generation, delivery, documentation and audit requirements of the mandated notifications. This capability is planned for Phase II of ISIS implementation.

C. Habitual 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 adhere to the full extent of E.C. 48321 to ensure that students comply with regular attendance in order to achieve academic success.

1. Once the parent has been mailed the 1st Initial Truancy Letter, then the parent/guardian should be invited to an Attendance Parent 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:

a. Legal ramifications a parent/guardian can face if their child is excessively absent from school
b. Recommended solutions
c. Available resources within the school and in the community
d. Culmination or Graduation Requirements

2. A post Attendance Parent 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.

3. 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.

4. 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.

5. If after a SART contract has been signed, attendance has not improved, and all interventions have been exhausted at the school level, then Appendix Q-6: Pre Resource Panel Notification Letter shall be mailed. This notifies parents/guardians that their case may be referred to SARB after consulting with Resource Panel to request the initiation of legal interventions (E.C. 48263).

6. A family case is referred to Resource Panel by contacting the local district SARB chair and completing the Resource Panel/SARB Referral Form prior to the scheduled meeting.

7. Resource Panel serves to provide:
   a. 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.
   b. 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.
c. During Resource Panel a determination will be made as to either continue providing additional interventions at the school site or the family will be scheduled for SARB.

8. 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 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, school attendance personnel.

a. Once the family has been scheduled for SARB, the intent of the board is to:
   1) Divert students with school attendance or school behavior problems from the juvenile justice system.
   2) Provide school or community resources.
   3) 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.
   4) Require at any time that the parent/guardian or student provide satisfactory completion of SARB Contract recommendations.

b. Post SARB Procedures
   1) 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.
   2) 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.

9. 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.

10. 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. 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.
   b. Parents/guardians may also be cited for a misdemeanor under Penal Code 272, contributing to the delinquency of a minor.
VII. WITHDRAWAL PROCEDURES AND DROPOUTS

A. Schools shall not finalize grades or withdraw students prior to the end of the school year or semester due to the following reasons: discrepancies with the chronological age calculator, prior to state testing, discipline, etc. These practices are against District policy, CA Education Code, ultimately reducing the revenue of per pupil Average Daily Attendance for the District, and most of all are harmful to students.

1. The withdrawal of a student from elementary and secondary schools may be initiated by the:
   a. Parent/guardian
   b. 18 year old student
   c. Appropriate school-site administrator
   d. School Attendance Review Board (SARB)
   e. Local District Operations
   f. Local District Administrative Office
   g. Central District Administrative Office

   Parent/guardian withdrawal requests are not automatically granted. The parent/guardian must submit the required information listed in Section VII Subsection A.7.

2. Reasons for Withdrawals (refer to Appendix: Withdrawal R-1: School Withdrawal Symbols):
   a. Parent/guardian withdrawal:
      In order for a parent/guardian to withdraw their child(ren) due to a change in residence, custody, or other reason, school staff is required to have the parent/guardian complete Appendix R-2: Parent Assurance Letter (PAL) and provide a destination address and working phone number. If the information is not available, staff shall request that the parent/guardian accesses it and provide it to school staff prior to withdrawing the student. However, as much information as possible should be recorded on the PAL while the parent/guardian is present.
   b. Parent/guardian withdrawal within LAUSD boundaries and CA:
      1) A student may be withdrawn from his or her school of residence if the parent/guardian has information verifying another residence address which indicates a new school of attendance and a new school of attendance is designated by the school staff.
      2) If the request is for the student to attend another school within CA, staff is to request the parent/guardian call the school or return with the address where they will be residing.
      3) If the parent/guardian refuses to sign the PAL, it should be documented on the PAL that the parent/guardian was requested to sign, but refused. The PAL must be filed in the Attendance Office where it can be accessed if the student appears on the school's
Potential Dropout List. The original PAL is placed in the student’s cumulative record and a copy is placed in a three ring binder to be kept in a confidential location in the Attendance Office.

4) 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 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. A relative can be contacted after the residence change, in order to provide further information on the student’s current school of attendance.

c. 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. Parents/guardians shall be asked for residency information and complete the PAL as completely as possible.

d. Administrative request for student withdrawal:
If there is a circumstance in which a school-site administrator determines that a student should be checked out of school, such as suspicion of a fraudulent address, due diligence listed in Section III.A., subsection 3.e. must be followed and documented.

1) Parents/guardians and students must be informed of pending check-outs 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 checked out. Prepare and mail Appendix G-2: 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.

2) If “due diligence” results in an inability to locate the student and family, the student may be checked out as an L8 “Whereabouts Unknown” and 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 Dropout List, at which time the Principal or designee will be responsible for locating them and confirming their enrollment in another school.

3) Mass check-outs based on age, race, ethnic origin, or religion are illegal and will not be tolerated.
4) Early withdrawals and finalizing grades of students from one academic grade level to the next (e.g., elementary to middle school, middle school to high school) prior to the end of the school year are strictly prohibited.

3. Elementary Withdrawal Documentation:
   a. When the decision is made for a student to be checked out of school, Appendix R-5: Authorization to Withdraw Student Form shall be completed and signed by the appropriate staff members.
   b. Authorizations are then forwarded to clerical staff for processing.
   c. Elementary students must be withdrawn from the class by the teacher.
   d. An “L” indicating withdrawal shall be placed in the appropriate date box both in the Register and on the Attendance Record and/or card for each withdrawal.
   e. The names of withdrawing students shall be entered on the Daily Registration and Release Record Form and recorded in the “E” and “L” Book.
   f. Names of students transferring between register-carrying teachers or to Independent Study shall be documented in the cum (i.e., E or L). Refer to ISIS Phase 1 Attendance Procedures Handbook for Elementary Schools section 2.3.8 and BUL- M-128, Independent Study, dated May 31, 2001, for further information. (This bulletin is scheduled to be re-published as BUL-4933.0)
   g. Notice of Entrance and Withdrawal Form shall be:
      1) Completed for each withdrawing student whose name is to be placed in the Record of Entrance and Withdrawal (E and L Book).
      2) Sent to the register-carrying teacher.
      3) The original copy is to be kept in the office for the month end Statistical and Classification Reports.
      4) Filed at the end of each month.
   h. Appendix R-5: Authorization to Withdraw Student Form shall be retained in a file in the main office for three years.

4. Elementary Withdrawal (Post ISIS Implementation) Documentation
   Follow the procedures above and continue to do the following:
   a. 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.
   b. 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.
   c. 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.
5. Kindergarten Withdrawal Issues:
   a. Although Compulsory Education for students under 6 years of age is not mandatory, once a student is enrolled in school, staff may not withdraw the student for low academic performance, attendance or disciplinary reasons.
   b. 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 cum, health record, attendance card and other official records were created for the student, appropriate staff shall collect all of the records, document on each of them the circumstances that occurred causing the disenrollment of the student, and store them in the cum. School staff shall document the parent’s/guardian’s inappropriate actions.
   c. If this situation occurs, the Attendance and Enrollment Section must be contacted immediately at 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.
   d. 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-3823.1 named Entrance Ages: Kindergarten Continuation, Verification of Birthday dated July 3, 2008.

6. Withdrawal Procedures for Secondary Schools:
   a. When the decision is made for a student to be checked out of school, Appendix R-5: Authorization to Withdraw Student Form shall be completed and signed by the appropriate staff.
      1) The initial signature is a recommendation for withdrawal, which can be from a certificated or classified staff member (e.g., Assistant Principal, Academic Counselor, PSA Counselor, Dean, Track Clerk, School Administrative Assistant, etc.).
      2) The request is then submitted to the authorized administrator, either the principal or their administrative designee, for the second signature, which gives the authorization for withdrawal.
      3) Every student withdrawal requires two staff members’ signatures. The two signature requirement is being implemented in an effort to have greater accountability with students who are potential dropouts. It is suggested that the administrator who provides the second authorization is also the administrator in charge of monitoring the school’s dropout and potential dropout lists. This new requirement shall not impede the timely withdrawal of any student. Any student who withdrawals, is transferred, or otherwise moves from one school to another must be issued a PAR. This allows the school to keep a record of the student’s destination.
7. Secondary Withdrawal Documentation:
   In processing withdrawals, school officials shall adhere to the following procedures:
   a. Once it has been determined that the student is to be withdrawn, Appendix R-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.
   b. A 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.
   c. Once a withdrawing student’s parent/guardian has submitted the appropriate information to the attendance office, the student or an appointed student designee shall carry a Clearance Form to each of the classes that the student was enrolled in. Each teacher shall finalize and write the student’s grade as of the date on the card.
   d. The student is removed from all of his/her classes and the PAR is given to the parent/guardian.
   e. The parent/guardian is asked to complete and sign Appendix R-2: Parent Assurance Letter (PAL) and it is filed in the Attendance Office, alphabetically by year.
   f. Upon completion of the check out process, the parent/guardian will be issued the PAR.
   g. 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. If this occurs,
      1) The receiving school must enroll the student and contact the previous school of attendance.
      2) Verify the student’s enrollment in the new school so that the previous school of attendance can correctly “L” the student from their records, with the last day of in-school attendance as the L date.
      3) The Records Clerk of the enrolling school must request the cumulative record from the previous school within two weeks of enrollment.

   This sharing of information guarantees that the student does not appear on the previous school of attendance’s future potential dropout list.

8. Athletic Eligibility Withdrawal Issues:
   a. Any student wishing to participate in interscholastic athletics must adhere to all appropriate CIF and District attendance and enrollment policy and procedures.
   b. 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.

c. Pupil Services and Attendance 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.

B. Principals shall establish a system of due diligence for students with ten or more absences or who have been withdrawn from school. 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.

1. Inactive status, students with 10 or more consecutive days of absence: LAUSDMAX application does not recognize the status of “Inactive” students, (ten or more consecutive day absences). According to the mandate of the Inspector General students who have been absent for 10 full consecutive days should be withdrawn on the 11th day only after all mandated Appendix A-2: Mandated Attendance Intervention Protocols and due diligence efforts have been exhausted as outlined in Section III.A. subsection 3.e. These students shall be withdrawn as L8, Reason Code 80 “Not Attending/Inactive.” In order to prevent dual enrollment the L-date will be the student’s last day of attendance. These students will subsequently appear on the Potential Leaver Dropout Report.

a. The interface between LAUSDMAX and SSIS has been modified. Once students become inactive in Secondary SIS, they remain inactive until their absences are cleared in ISIS or until they are withdrawn in SSIS. Until withdrawn, students will continue to appear on rosters in LAUSDMAX. Teachers should continue to take accurate attendance.

b. 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 absence will be resolved and documented as follows:

1) The student returns to school.
2) The student formally withdraws from school.
3) School staff verifies that the student has enrolled in an appropriate instructional program.
4) A request for records is received from another school or school district.
5) The student is verified as an “L8 Whereabouts Unknown” refer to Section III.A. subsection 3.e. No student shall be withdrawn unless there is a thorough investigation resulting in documented verification that the student cannot be located.
6) Student eighteen years of age or older, shall not be withdrawn automatically.

7) 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 http://sped.lausd.net/ for more information.

8) English Language Development students may remain in high school until requirements are met or through age of 21, as long as satisfactory progress is made.

2. 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 “Potential Dropouts” and will show up on their school’s Potential Dropout List, adding to the school’s and LAUSD’s Dropout Rate.

C. 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.

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.

School teams shall refer to the following District Policies:

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

2. Every year District and school personnel spend the first several weeks of the new school year looking for those students who were expected to attend their feeder middle or high school, but decided to exercise one of the many matriculation options that are available to the students in our District.

Each year, during the first week of April, designated staff from all elementary and middle schools shall send home Appendix R-3 or R-4: Matriculation Form to parents/guardians of all 5th grade (6th grade span schools) and 8th grade students requesting that they complete and return this Form. Once Matriculation Forms have been obtained, staff shall mail them to their designated Local District PSA Office. Attempts to verify enrollment will be
expedited and will assist in clearing students from No Show list and preventing them from appearing on the Potential Dropout Report.

3. School Principals shall ensure that a team exists to recover students from the Potential Dropout Lists. These lists are distributed to school Principals three times per year (September, February, and May). 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, refer to MEM-4766, Potential Dropout Lists, May 2009, dated June 3, 2009. (Please note: This reference guide is updated and will have a different title number every time dropout lists are distributed).

4. The CA Department of Education (CDE) utilizes the National Center for Education Statistics (NCES) dropout definition. Accordingly, a student is counted as a dropout for the (Current) school year, if the student meets one of the following:
   a. Student completed the (Last) school year, but did not begin attending the next grade (7, 8, 9, 10, 11, or 12) in the school to which he/she was assigned or had pre-registered or was expected to attend during the (Current) school year, and is not enrolled and attending school as of Next CBEDS Information Day (Norm Day).
   b. 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, and is not enrolled and attending school as of Next CBEDS Information Day.
   c. Lost Transfers: Students reported transferring to another CA public school, but are not found enrolled in another CA public school on or before CBEDS Information Day, are counted as dropouts at the last school of attendance even if the students have been cleared from that school's potential dropout list. These students are called “lost transfers.”
   d. Re-enrolled Dropouts: Students reported as dropouts re-enrolled at another CA school on or before CBEDS Information Day will be subtracted from the school's dropout count. This new adjustment will lead to a more accurate dropout rate.

5. When re-enrolling a student returning from dropout status, utilize Appendix R-6: Authorization to Re-Enroll Student.

6. Dropout data for your school and the District is available through the Department of Education’s website: http://data1.ca.gov/dataquest/.

7. School principals shall designate a staff member to follow Appendix R-7: Protocols to Reduce the Potential Dropouts and may also access information
VIII. DOCUMENT CONFIDENTIALITY AND RETENTION

A. Protection of Record Information:
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. Pupil records are legal documents. 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, Pupil Records: Access, Confidentiality Notice of Educational Rights, dated April 24, 2006 and BUL- 1077.1, Information Protection Policy, dated December 11, 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.

B. Document Retention and Destruction:
All audible 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.

1. 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.

<table>
<thead>
<tr>
<th>Source Document</th>
<th>Method of Filing</th>
<th>Retention Period (Year = July 1 -- June 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apportionment Card-Secondary (manual or computer)</td>
<td>By year</td>
<td>5 years</td>
</tr>
<tr>
<td>Attendance Record Card-Elementary</td>
<td>By year, by teacher</td>
<td>3 years after conclusion of enrollment</td>
</tr>
<tr>
<td>Classification Report</td>
<td>By month</td>
<td>Permanent</td>
</tr>
<tr>
<td>Computer Roster and Homeroom Roll Book</td>
<td>By year</td>
<td>5 years</td>
</tr>
<tr>
<td>Enter/Leave Book (Elementary Only)</td>
<td>By year</td>
<td>3 years</td>
</tr>
<tr>
<td>Exceptions List</td>
<td>By year</td>
<td>1 year</td>
</tr>
<tr>
<td>Readmit Roster-Secondary</td>
<td>By year</td>
<td>3 years</td>
</tr>
<tr>
<td>Register-Elementary</td>
<td>By year</td>
<td>Permanent</td>
</tr>
</tbody>
</table>
# Source Document | Method of Filing | Retention Period (Year = July 1 -- June 30)

## PRE-ISIS DOCUMENTS
- 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

## ISIS DOCUMENTS
- Teacher’s Sign-Off report from prior school years (weekly for regular teachers): By date, then by teacher name: 3 years
- Teacher’s Sign-Off report from prior school years (daily for substitute teachers using LAUSDMAX): By date, then with regular teacher’s, Teacher’s Sign-Off reports: 3 years
- Five Column Class Worksheet/roster submitted by substitute teachers reporting attendance manually: 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

**Documents listed below may need to be retained under certain circumstances.**

<table>
<thead>
<tr>
<th>Source Document</th>
<th>Method of Filing</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Not Submitted Report</td>
<td>By teacher name, then date</td>
<td>Suggested to keep until end of school year – may be needed for audit purposes</td>
</tr>
<tr>
<td>Partial Day Absence List</td>
<td>By date</td>
<td>Save if using for SARB report – can print at any time</td>
</tr>
<tr>
<td>Teacher Discrepancy Memo</td>
<td>By teacher name, then date</td>
<td>Until the end of the month or until resolved**</td>
</tr>
</tbody>
</table>

## BOTH SYSTEMS
- Notice of Entrance and Withdrawal | By teacher name, then student name | 3 years |
- 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) | 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 |
- Student Truancy Notification Letters | By student, by year | 3 years |
- Intersession 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. Individual student forms should be filed by teacher by student for elementary schools, and by student in secondary schools, with absence notes and Absent Note Cards. All manual
phone logs must be filed in the same manner monthly for audit purposes and stored for 3 years. LAUSDMA MAX generates the Absence Detail Call List which can be used as a manual phone log. Refer to Section 2.3.4 of the ISIS Phase 1 Attendance Procedures Handbook, Version 2.1 dated July 22, 2009. Continuation and Community Day Schools refer to ISIS Phase 1 Attendance Procedures Handbook for Continuation & Community Day Schools; Version 1.3 dated March 26, 2008 for additional information.

** 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).

2. 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.

IX. AUDITS

A. 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.

B. Principals shall ensure self-audits are conducted twice a year as follows:

1. The administrator or designee shall be responsible for the completion of self audits by utilizing Appendix S-1: Audit Checklist. Errors discovered by the self-audit shall be corrected.

2. Documentation of self-audit and corrective action shall be retained for one year.

3. The Office of the Inspector General conducted a Norm Day audit during the 2007-2008 school year and made the following recommendations for school staff members:
   a. Teachers must submit accurate period by period attendance each day.
   b. Prior to Norm Day, SIS personnel must run a query to identify and investigate duplicate identification numbers.
   c. Principals must ensure that teachers submit verification rosters on Norm Day in order to assure that students are active and enrolled on Norm Day.
   d. Schools must engage in a six-week clean-up effort after Norm Day to identify all unverified absences after Norm Day through October 31. The Principal must be notified that the Norm Day Enrollment count was inaccurate and that the school is not recording attendance in a timely
manner. The principal must then utilize the various ISIS reports to identify which teachers are not recording attendance on a daily basis.

e. School Operations and Pupil Services and Attendance will review enrollment procedures with staff as well as introduce them to the new Enrollment Checklist included in this manual.

f. School staff must know how to make corrections to the Norm Day enrollment count.

g. Schools must review and implement the guidelines governing the use and storage of emergency cards.

h. Schools must implement the new guideline for student enrollment and withdrawal which is explained in detail in Section V. H-K of this bulletin.

i. School staff must refer to BUL-2430.0, *Enrollment in Continuation High Schools Instructional Services*, dated May 9, 2006, for guidelines for students found outside of the school-age range.
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.

District Mandates

✓ Every school shall develop and implement a written attendance improvement plan (i.e., Blueprint for Attendance Improvement) in collaboration with appropriate participants.

✓ Every school shall implement District’s “Mandated Attendance Intervention Protocol,” (see reverse side).

Note: Each Principal is ultimately responsible for improving the school’s student attendance rates.

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 (e.g., teachers, support and classified staff, and administrators).

☐ Describe efforts to implement Saturday School Attendance Recovery Program. (See E.C. Sections 37223 and 48260).

☐ Describe 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, Village Policing, Coordinated School Health Programs).

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, RCTs, 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.

Truancy Abatement Partnerships

☐ Indicate existing partnerships with District Attorney/City Attorney.

☐ Indicate existing partnerships with Community-based agencies (e.g., mental health, health clinics, and health and social services).

☐ Indicate existing partnerships with the private sector and business community (Adopt A School Programs, joint partnerships and job opportunities/incentives).

☐ Indicate partnerships with Law Enforcement agencies (e.g., LAPD, Sheriff’s Department, School Police, and County Probation).
### MANDATED ATTENDANCE INTERVENTION PROTOCOL
#### ELEMENTARY SCHOOL LEVEL

**NOTE:**
1. Every teacher must take attendance for every student in every 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.

<table>
<thead>
<tr>
<th>1st - 2nd Days</th>
<th>3rd - 4th Days</th>
<th>7th Day</th>
<th>9th Day</th>
<th>10th + Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st - 2nd Days</strong></td>
<td><strong>3rd - 4th Days</strong></td>
<td><strong>7th Day</strong></td>
<td><strong>9th Day</strong></td>
<td><strong>10th + Days</strong></td>
</tr>
<tr>
<td>Designate appropriate staff member(s) to make personal phone calls to parent/guardian when students are absent.</td>
<td>Encourage classroom teacher to call home to inquire about student’s absence.</td>
<td>Consult with school-based PSA Counselor, when available.</td>
<td>Designate a school staff member to review prior absences to discern existing patterns (Alert system, DSS, My Data and Attendance and Suspension Reports).</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
</tr>
<tr>
<td>Document reasons for absence</td>
<td>Utilize Connect-Ed daily to notify parents of student’s absences.</td>
<td>Send e-mail messages, if available and appropriate to parent/guardian for any unverified/unexcused absences.</td>
<td>Monitor students with excessive absences.</td>
<td>Bring student’s case to the District Resource Panel. Panel offers additional resources and screens case for SARB.</td>
</tr>
<tr>
<td>Utilize Connect-Ed daily to notify parents of student’s absences.</td>
<td>Verify accuracy of all contact numbers and update disconnected/wrong numbers.</td>
<td>Consult with school-based PSA Counselor, when available.</td>
<td>Follow up with PSA Counselor or other staff member responsible for case management for updated information on case.</td>
<td>Refer the student to School Attendance Review Board (SARB). Referral must include documentation of all interventions.</td>
</tr>
<tr>
<td>Obtain day-time phone numbers, including cell phones, and e-mail addresses and update on ISIS</td>
<td>Submit attendance daily.</td>
<td>Designate a staff member to be responsible for mailing Initial Truancy Letter #1 to parent/guardian for any unexcused absences.</td>
<td>Refer student to SST, RCT, and SART.</td>
<td></td>
</tr>
<tr>
<td>Refer the family to appropriate school-based and/or social service agencies</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
<td>Consult with District/City Attorney program staff where partnership exists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hold evening assembly for parents/guardians of chronically absent students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Designate a staff member to mail Habitual Truancy Re-classification Letter #3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SST: Student Success Team  
SARB: School Attendance Review Board  
RCT: Resource Coordinating Team  
SART: School Attendance Review Team  
ACT: Abolish Chronic Truancy  
OBF: Operation Bright Future*
## MANDATED ATTENDANCE INTERVENTION PROTOCOL
### SECONDARY SCHOOL LEVEL

**NOTE:**
1. Every teacher must take attendance for every student in every 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.

<table>
<thead>
<tr>
<th>1st - 2nd Days</th>
<th>3rd - 4th Days</th>
<th>7th Day</th>
<th>9th Day</th>
<th>10th + Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designate appropriate staff member(s) to make personal phone calls to parent/guardian when students are absent.</td>
<td>Encourage classroom teacher to call home to inquire about student’s absence.</td>
<td>Consult with school-based PSA Counselor, when available, regarding appropriateness of home visitation and/or case management.</td>
<td>Designate a school staff member to review prior absences to discern existing patterns. (AT24), alert system, DSS, My Data, attendance and suspension reports.</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
</tr>
<tr>
<td>Document reason(s) for absence and expected date of return.</td>
<td>Send e-mail messages, if available and appropriate letter to parent/guardian for any unverified/unexcused absences.</td>
<td>Refer to School Attendance Plan for specific strategies on case management.</td>
<td>Monitor students with excessive absences.</td>
<td>Bring student’s case to the District Resource Panel. Panel offers additional resources and screens case for SARB.</td>
</tr>
<tr>
<td>Utilize Connect-ED daily to notify parents of student's absences.</td>
<td>Consult with school-based PSA Counselor, when available.</td>
<td>Designate a staff member to mail Truancy Letter #2 – Conference request and schedule parent/guardian conference to review records and to develop an intervention plan/contract.</td>
<td>Follow up with PSA Counselor or other staff member responsible for case management for updated information on case.</td>
<td>Refer the student to School Attendance Review Board (SARB). Referral must include documentation of all interventions.</td>
</tr>
<tr>
<td>Assign staff to verify accuracy of all contact numbers and update disconnected/wrong numbers.</td>
<td>Designate a staff member to be responsible for mailing Initial Truancy Letter #1 to parent/guardian for any unexcused absences.</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
<td>Refer student to SST, RCT, and SART.</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
</tr>
<tr>
<td>Obtain day-time phone numbers, including cell phones, and e-mail addresses.</td>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
<td>Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.</td>
<td>Consult with District/City Attorney program staff where partnership exists.</td>
<td>Consult with District/City Attorney program staff where partnership exists.</td>
</tr>
<tr>
<td>Update computer system.</td>
<td>Hold evening assembly for parents/guardians of chronically absent students.</td>
<td>Hold evening assembly for parents/guardians of chronically absent students.</td>
<td>Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.</td>
<td>Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.</td>
</tr>
<tr>
<td>Submit attendance daily.</td>
<td>Designate a staff member to mail Habitual Truancy Re-classification Letter #3.</td>
<td>Designate a staff member to mail Habitual Truancy Re-classification Letter #3.</td>
<td>Designate a staff member to mail Habitual Truancy Re-classification Letter #3.</td>
<td>Designate a staff member to mail Habitual Truancy Re-classification Letter #3.</td>
</tr>
<tr>
<td>Refer the family to appropriate school-based and/or social service agencies.</td>
<td>Review the family to appropriate school-based and/or social service agencies.</td>
<td>Review the family to appropriate school-based and/or social service agencies.</td>
<td>Review the family to appropriate school-based and/or social service agencies.</td>
<td>Review the family to appropriate school-based and/or social service agencies.</td>
</tr>
</tbody>
</table>

*SST Student Success Team  
SARB School Attendance Review Board  
RCT Resource Coordinating Team  
SART School Attendance Review Team  
ACT Abolish Chronic Truancy  
OBF Operation Bright Future  

LAUSD-Attendance and Dropout Prevention-2/10
# Attendance Responsibility Assignment Chart

Each school shall designate a staff member(s) to each of the responsibilities listed below.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Responsible Person(s)</th>
<th>How Often? Daily /Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise and disseminate Attendance Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuously conduct clerical, teacher and staff inservices regarding attendance accounting procedures and updates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct group informational meetings with school staff regarding tracking, monitoring, and case management of students with excessive absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review attendance, academic and behavior record during parent conferences and develop an intervention plan/contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure attendance for each class period is entered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and implement student sign–in for all support personnel &amp; offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input student sign-in sheet from support personnel &amp; offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and implement student exclusion and extended absence log (suspensions &amp; medical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input student exclusions and extended absence log (suspensions &amp; medical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run ISIS Extended Absence Report</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Manage Phone Dialer for one day absences</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Encourage classroom teachers to call home to inquire about student’s absence and report information to attendance office</td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>Calls home for 2-3 consecutive day absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor students with excessive absences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document reasons for absence and expected day of return</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide all stakeholders due diligence policy to clear absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Uncleared Absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral &amp; Resource for Non Enrollees, Pass throughs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Attendance Responsibility Assignment Chart

Each school shall designate a staff member(s) to each of the responsibilities listed below.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Responsible Person(s)</th>
<th>How Often?</th>
<th>Daily /Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind teachers to send students to Attendance Office to clear absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update disconnected/ wrong numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematically monitor that all staff verify accuracy of all contact numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow the ISIS procedures to manage No Show Students to avoid ghost students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor partial day absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement tardy policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor student tardies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail Initial Truancy Letter #1 after 3 absences without valid excuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail Habitual Truancy Letter #2 after 5 absences without valid excuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule parent/guardian conference to review records and develop an intervention plan/contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer students to SST, RCT, SART, ACT and OBF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold evening or weekend assemblies for parents/guardians of students who are chronically absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- **P** = Principal
- **AP** = Assistant Principal
- **AT** = Attendance Team
- **PSA** = Pupil Services & Attendance Office
- **DPA** = Diploma Project Advisor
- **AC** = Academic Counselors
- **T** = Teachers
- **D** = Dean
- **AOT** = Attendance Office Technician
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.

<table>
<thead>
<tr>
<th>ON-GOING ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Enforce teachers submit attendance for each class period</td>
<td>□ ISIS Attendance Not Submitted Report</td>
</tr>
<tr>
<td>□ Enforce clearing of absences, tardies, early leaves</td>
<td>□ ISIS Absence Detail Call List</td>
</tr>
<tr>
<td>□ Band students based on attendance RtI² tiers</td>
<td>□ ISIS Unresolved Absences/Tardies</td>
</tr>
<tr>
<td>□ Design/implement targeted interventions for RtI² attendance bands (monthly), and monitor effectiveness</td>
<td>□ ISIS Readmittance Roster</td>
</tr>
<tr>
<td>□ Publicize 96% District Attendance Goal to parents/student through assemblies and Connect-ED on a monthly basis.</td>
<td>□ ISIS Uncleared Yesterday Present Today</td>
</tr>
<tr>
<td>□ Publicize incentives programs through PA, memos, email, school bulletins (monthly)</td>
<td>□ ISIS Absent/Tardy Totals</td>
</tr>
<tr>
<td>□ Mail Appendix Q-1: 1st Initial Truancy Notification</td>
<td>□ ISIS Master Absence Report</td>
</tr>
<tr>
<td>□ Mail Appendix Q-2: 2nd Truancy Notification</td>
<td>□ Attendance Incentive Report (Type: Detail)</td>
</tr>
<tr>
<td>□ Mail Appendix Q-3: 3rd Truancy Notification</td>
<td>□ Absence Audit Report</td>
</tr>
<tr>
<td>□ Identify students for SARTs and SARBs</td>
<td>□ MyData Attendance Comparison Reports for the previous year</td>
</tr>
<tr>
<td>□ Review attendance and suspension data on a monthly</td>
<td>□ Previous years’ AT24</td>
</tr>
<tr>
<td>□ Participate in COST, SST, IEP meetings for students with excessive absences</td>
<td>□ Connect-ED Wrong number Report</td>
</tr>
<tr>
<td>□ Review and update disconnected phone numbers in SIS/ISIS</td>
<td></td>
</tr>
<tr>
<td>□ Mail Appendix H-3: Affidavit to Verify Residence Letter to parents who signed Appendix H-2: Affidavit to Verify Residence Form. Utilize an enrollment log to document follow-up (on a monthly basis)</td>
<td></td>
</tr>
</tbody>
</table>

MONTH ONE (Beginning of the School Year)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Identify and Clear No Shows (refer to ISIS Handbook &amp; Appendix M-1: No Show Procedures, Elementary)</td>
<td>□ Follow ISIS No Show procedures</td>
</tr>
<tr>
<td>□ Locate and recover all students on the Potential Dropout List which is due the first week of October</td>
<td>□ No Show Reports ID99,3 (option 7 for No Show) then ID38,0</td>
</tr>
<tr>
<td>□ Band students based on attendance RtI² tiers</td>
<td>□ MyData Attendance Comparison Reports for the previous year</td>
</tr>
<tr>
<td>□ PD for Teachers and office staff, review attendance policies and procedures</td>
<td>□ Previous years’ AT24</td>
</tr>
<tr>
<td>□ Kindergarten, 6th, 9th and new student orientation assembly</td>
<td>□ Attendance Incentive Report (Type: Detail)</td>
</tr>
<tr>
<td>□ Band students based on attendance (MyData)- RtI²</td>
<td></td>
</tr>
<tr>
<td>□ Mass mail Appendix N-1: Initial Attendance Policy Letter and/or truancy abatement program notification, if applicable.</td>
<td></td>
</tr>
<tr>
<td>□ Mail Appendix N-2: Last Year’s Excessive Absences Letter for all students with less than 96% attendance from the previous school year</td>
<td></td>
</tr>
<tr>
<td>□ Review case transfers, matriculation forms and Attendance Comparison Report</td>
<td></td>
</tr>
<tr>
<td>□ Establish an Attendance and Dropout Prevention Team to review data and update Appendix C-2: Attendance and Dropout Prevention Plan Template</td>
<td></td>
</tr>
<tr>
<td>□ Review Connect-ED procedures and passwords</td>
<td></td>
</tr>
<tr>
<td>□ Monitor the update of emergency card information in SIS/ISIS</td>
<td></td>
</tr>
<tr>
<td>□ Continue with On-going Activities above</td>
<td></td>
</tr>
</tbody>
</table>
# MONTH TWO

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Convene classroom presentations and grade level assemblies</td>
<td>☐ ISIS Attendance Incentive Report (Type: Detail)</td>
</tr>
<tr>
<td>☐ Review status of last year’s SART/Resource Panel/SARB and mail follow-up SART/SARB reminder letter</td>
<td>☐ MyData Attendance Comparison Reports for the previous year</td>
</tr>
<tr>
<td>☐ Organize an Attendance General Assembly for students with excessive absences from the previous year</td>
<td>☐ AT24 for previous years’ students to determine Tiered Intervention Level and case transfers.</td>
</tr>
<tr>
<td>☐ Develop SART Team &amp; establish calendar for the year</td>
<td>☐ DSS At Risk Reports: Elementary School At Risk System; Secondary At Risk System</td>
</tr>
<tr>
<td>☐ Teach attendance and district’s 96% attendance goal at Back to School Night, Kinder meetings, etc.</td>
<td></td>
</tr>
<tr>
<td>☐ Mass mail SRQ, update homeless roster with emergency card information, and update in SIS</td>
<td></td>
</tr>
<tr>
<td>☐ Mass Mail Appendix K-13: Connect-ED Contact Form</td>
<td></td>
</tr>
<tr>
<td>☐ Continue with On-going Activities above</td>
<td></td>
</tr>
</tbody>
</table>

# MONTHS THREE AND FOUR

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Parent Presentations (Related to Attendance for ELAC and CEAC, School Site Council)</td>
<td>☐ ISIS Attendance Incentive Report (Type: Detail)</td>
</tr>
<tr>
<td>☐ Mass mail a letter and/or utilize Connect-ED to remind parents that extended absences during the holidays are unexcused and will lead to truancy status</td>
<td>☐ ISIS Absent/Tardy Totals</td>
</tr>
<tr>
<td>☐ Provide “double” incentive awards to students who attend up until the last day of vacation/return on time from winter break</td>
<td></td>
</tr>
<tr>
<td>☐ Utilize Connect-ED to remind students of first day back to school from holiday vacation</td>
<td></td>
</tr>
<tr>
<td>☐ Continue with On-going Activities above</td>
<td></td>
</tr>
</tbody>
</table>

# MONTHS FIVE AND SIX

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Locate and recover all students on the February Potential Dropout List</td>
<td>☐ DSS, Alert Systems</td>
</tr>
<tr>
<td>☐ Continue to review Implemented targeted interventions for student bands and evaluate if interventions have proven to be successful</td>
<td>☐ My Data, Attendance Comparisons</td>
</tr>
<tr>
<td>☐ Review Report Card Attendance Data</td>
<td>☐ Elementary School At Risk System; Secondary At Risk System</td>
</tr>
<tr>
<td>☐ Hold first semester attendance ceremony</td>
<td>☐ ISIS Absent/Tardy Totals</td>
</tr>
<tr>
<td>☐ Organize 2nd General Assembly for 2nd phase of 10-12 absences</td>
<td>☐ ISIS Master Absence Totals</td>
</tr>
<tr>
<td>☐ Review ISIS Procedures, clearing absences through and PD for Teachers</td>
<td>☐ ISIS Attendance Incentive Report (Type: Detail)</td>
</tr>
<tr>
<td>☐ Continue with On-going Activities above</td>
<td></td>
</tr>
</tbody>
</table>
### MONTHS SEVEN AND EIGHT

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Plan an incentive program during test weeks to include raffles and recognitions</td>
<td>□ ISIS Attendance Incentive Report (Type: Summary)</td>
</tr>
<tr>
<td>□ Mass mail letter regarding Attendance and CST</td>
<td></td>
</tr>
<tr>
<td>□ Parent presentation at Open House (Reiterate 96% District Attendance Goal, Compulsory Education)</td>
<td></td>
</tr>
</tbody>
</table>

### MONTHS NINE AND TEN

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>GENERATE THE FOLLOWING REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Locate and recover all students on the May Potential Dropout List</td>
<td>□ DSS, Alert Systems</td>
</tr>
<tr>
<td>□ Distribute Appendix R-3 or 4: Matriculation Forms, to grades 5th or 6th and 8th Grade students and forward completed forms to local PSA office</td>
<td>□ My Data, Attendance Comparisons</td>
</tr>
<tr>
<td>□ Mass mail homeless survey, update roster and forward to the Homeless Unit Review and update students with permits or residing out of the area and mail Appendix G-3a: Moved, False Address, Forfeiture of Permit, English if applicable</td>
<td>□ ISIS Attendance Incentive Report (Type: Summary)</td>
</tr>
<tr>
<td>□ End of the year attendance awards ceremony</td>
<td></td>
</tr>
<tr>
<td>□ Plan next year's incentive program/outreach, mail donation letters to community businesses and agencies</td>
<td></td>
</tr>
<tr>
<td>□ Review implemented targeted interventions for student bands to evaluate effectiveness of interventions</td>
<td></td>
</tr>
<tr>
<td>□ Prepare Case Transfers for students with excessive absences who will attend a different school</td>
<td></td>
</tr>
<tr>
<td>□ Review Enrollment packets utilizing Appendix K-1:Mandated Enrollment Checklist to ensure all required forms are included</td>
<td></td>
</tr>
</tbody>
</table>
ATTENDANCE AND DROPOUT PREVENTION PLAN GUIDE

The intent of this document is to assist schools with the development of the Attendance 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 attendance 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 attendance 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.laschools.org/oehs.

Attendance Team Members: Every school as directed by their principal will identify a team that includes Principal, APSSS or APEIS, or other administrator in charge of attendance, academic counselor, dean, nurse, PSA counselor, school police officer, Diploma Project Counselors, 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 Local District PSA Coordinator and the Operations Administrator.

Attendance Goals: In order to establish your attendance goals a review of your school’s attendance data should be examined. Schools can use the attendance reports from Decision Support Systems (DSS), ISIS Stats @ a Glance, and the Response to Intervention (RTI) three tiered approach. A three tiered approach to attendance will help schools with the following:

- Assist with organization
- Provide a systematic approach to student intervention
- Track and monitor interventions
- Document what has been attempted
- Data driven decision making
3 Tiered Approach to Attendance

Universal Level
80% of all students should be attending 96% of the time

LEVELS
Proficient: 96+ % in-seat attendance
Perfect Attendance: 100% with less than 3 tardies

Selected
(At-risk Students)
LEVELS
Below Basic: 91-87 % in-seat attendance
15 - 24 days absent
Basic: 95-92 % in-seat attendance
8 – 14 days absent

Targeted/Intensive
LEVEL
Far Below Basic
> 87% in-seat attendance
25 + days absent

Schools can obtain their own specific numbers and know what students fall in the Universal, Selected, and/or Targeted/Intensive Level by following the instructions below.

What does your school triangle look like around attendance?

**Universal:** Advanced & Proficient Attendance
Students who have 100% attendance are considered Advanced and students with 96-99% attendance are considered Proficient in attendance
Add the % of students with 100% in-seat attendance with the students who have 96-99% in-seat attendance
Convert percentages to number of students to determine how many students are in the “universal” group

**Selected:** Basic & Below Basic Attendance
Students who have 92-95% in-seat attendance are considered as Basic Attendance
Students who have 87-91% in-seat attendance are considered Below Basic Attendance
Add the two percentages together to determine the students in the “selected” level
Convert percentages to number of students to determine how many students are in the “selected” group

**Targeted:** Far Below Basic Attendance
Students who have less than 87% in-seat attendance are considered Far Below Basic in Attendance
Determine the percentage of students who have less than 87% in-seat attendance
Convert the percentage to number of students to determine the number of students in the “targeted” group

TIP: Use MyData to determine the percentage & number of students within each tier.
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 BUL-3638.0, Discipline Foundation Policy: School-Wide Positive Behavior Support, dated March 27, 2007, and BUL-1038 Anti-Bullying Policy dated June 1, 2004, and BUL-3720.0, Dropout Prevention, Intervention, and Recovery Strategies, dated May 23, 2007. Below is a list of some positive school climate practices:

- 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, bathrooms, on the playground, and in and around any other areas of the school.
- 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.

Attendance Incentives/Motivational Programs: Every school will create and utilize an attendance incentive program 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:

- Award academic and attendance "letters", as done for athletics.
- Give monthly attendance certificates events/assemblies in the school auditorium or where students gather in large numbers.
- Students with passing grades, but who have too many unexcused absences receive their diploma, but cannot participate in senior activities or the graduation ceremony. This will require very consistent attendance guidelines, and it is recommended that students be given a chance to "win" back the opportunity to walk if their behavior changes.
- Forge a relationship with local businesses where youth may congregate when truant; encourage them to keep students in school during school hours. Create a poster that states
"We support youth in school and will not serve anyone under 18 during school hours" and provide the businesses with the school phone number.

- Develop an "Adoptee Program" in which teacher or staff volunteers make weekly informal contacts with "high-risk" students. Make sure that volunteers have some training in mentoring. Every child must have a relationship with a caring adult who will listen to them and support them.
- Establish homeroom periods in secondary schools, with students remaining with the same homeroom teacher all four years; make homeroom teachers responsible for monitoring their students' attendance records and discuss truancy with parents/guardians.

**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.

**Alternatives to Suspension:** Every school shall investigate the procedures necessary to create an On Campus Referral Program where students can be assisted with behavior problems by a counselor or other qualified staff person, allowing the student to remain a part of the instructional program in lieu of being sent home. Refer to BUL-3638.0, *Discipline Foundation Policy: School Wide Positive Behavior Support*, dated March 27, 2007 and BUL-3819, *Guidelines for Student Suspension*, dated August 21, 2007.

The following measures may be utilized by schools as alternatives to suspensions.

- Confer with teacher, parent, and administrator immediately after incident.
- Utilize contracts or agreements with students.
- Observe student in class and confer with student privately.
- Make appropriate adjustments in student’s program.
- Refer students to appropriate school or district resource personnel.
- Refer parents to appropriate community agencies.
- Suggest educational options to student and parent.
- Establish and utilize a Student Success Team (SST) or Coordination of Services Team (COST) at school site.
- Suspend student from a class period only, rather than the whole day.
- Have student spend time in a referral room (restricted setting) where class work must be completed.
- Arrange for parent to spend the entire day in school with the student.
- Establish consequences for students at home with parent (e.g., no phone, television, video games, etc.)
- Have students participate in resolution of problem (e.g., student writes a contract, suggest alternatives or solutions).
Definition of 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

The following procedures shall be used after a student is known to have been truant.

Schools are mandated to notify parents when students are absent for reasons not excused by the education code. After an Initial Truancy notice is sent home (Appendix Q-1: 1st Initial Truancy Notification Letter), additional unexcused absences will result in a request to hold a parent conference, (Appendix Q-2: 2nd Truancy Notification Letter). After three incidences of truancy in one school year, the student is reclassified as a "Habitual Truant" (Appendix Q-3: 3rd Truancy Notification letter) and District strategies and partnerships will be engaged to provide assistance to this at risk segment of our student population through the School Attendance Review Board (SARB), Truancy Abatement Programs through the City Attorney’s and District Attorney’s offices, Police, and Sheriff’s Departments and other community agencies and programs. See Appendix A-2: Mandated 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.

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. Any unexcused tardy in excess of 30 minutes, may be counted toward truancy. Tardy letters are available; refer to Appendix N-7 through N-9 Tardy Notifications. 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

Parent Notifications: Every parent should be informed of the Compulsory Attendance Laws, their school’s attendance policy and procedures and the resources available to improve student attendance. Moreover, it is the parent’s responsibility to inform the school of the reasons for their child’s absence or tardy. Schools can notify parents about their children’s absences through letters, conferences, phone calls, Connect-ED telephone system. Refer to Parent-Student Handbook published annually.
Truancy Abatement Partnerships: Research indicates that student attendance significantly increases when school districts form strong partnerships with community programs that prevent truancy.

- District/City Attorney Truancy Prevention Programs, for example, the Abolish Chronic Truancy (ACT) or the Safe Schools Division of the Los Angeles City Attorney's Office.
- 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.

Interventions for At-Risk Students/Potential Dropouts: 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. 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:
- A review of the student's records, including attendance, grades, test scores, and discipline records, to determine the most appropriate services.
- A compilation of available in-school and community resources that address various specific needs of students.
- Assigning 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.
- Forming 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.

Independent Study: Every school shall develop an In-School Independent Study Program 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 considered and 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)
Mandatory Training: Appropriate training to 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. Some examples of trainings are listed below:

- How to utilize the reports in ISIS, DSS, My Data and other attendance data programs.
- Staff training on attendance related bulletins, laws, and policies.
- Parent/student attendance assemblies
- Parent workshops that review the Parent-Student Handbook
- Workshops for teachers and office personnel on accurate attendance recording
- 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, roles and duties will vary from school to school. The administrator responsible for attendance can use the “ISIS Attendance Responsibility Summary Chart” on page seven of the Integrated Student Information System (ISIS) Attendance Procedure Handbook for Secondary Schools; version 2.1 dated July 22, 2009, for assistance. Specific names should include 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.
ELEMENARY AND SECONDARY ATTENDANCE & DROPOUT PREVENTION PLAN

(Insert Your School’s Name)

(Insert School Year)
INTRODUCTION

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 Attachment: A-1: Blueprint for Attendance Improvement.
- Every school shall implement the District’s “Mandated Attendance Intervention Protocol," (see Attachment A-2).

INSTRUCTIONS

STEPS TOOLLOW
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 Attendance Plan Guide for an expanded list of recommended topics to be included in the attendance plan.
ATTENDANCE & DROPOUT PREVENTION PLAN

ATTENDANCE & DROPOUT PREVENTION TEAM MEMBERS
The following staff members should be included: Principal, Assistant Principal, counselors, nurse, PSA Counselor, DPC, teachers, office clerks, parents, and students.

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Title</th>
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</tbody>
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DATA DRIVEN DECISION MAKING
Monitoring Student Attendance:

_______________ SCHOOL'S LAST THREE YEARS DATA

<table>
<thead>
<tr>
<th></th>
<th>School Year 20 -20</th>
<th>School Year</th>
<th>Current Year As of Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>In-Seat Attendance %</td>
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<td></td>
<td></td>
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<tr>
<td>Graduation Rate</td>
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<tr>
<td>Drop-Out Rate</td>
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<tr>
<td>Transience Rate</td>
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</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

Schools can obtain their own specific numbers to determine where students fall in the Universal, Selected, and/or Targeted/Intensive Level by following the formula below.
What does your school triangle look like around attendance?

**UNIVERSAL: Advanced & Proficient Attendance**
Students who have 100% attendance are considered Advanced and students with 96-99% attendance are considered Proficient in attendance.

- Add the % of students with 100% in-seat attendance with the students who have 96-99% in-seat attendance.
- Convert percentages to number of students to determine how many students are in the “universal” group.

**SELECTED: Basic & Below Basic Attendance**
Students who have 92-95% in-seat attendance are considered as Basic Attendance.
Students who have 87-91% in-seat attendance are considered Below Basic Attendance.

- Add the two percentages together to determine the students in the “selected” level.
- Convert percentages to number of students to determine how many students are in the “selected” group.

**TARGETED: Far Below Basic Attendance**
Students who have less than 87% in-seat attendance are considered Far Below Basic in Attendance.

- Determine the percentage of students who have less than 87% in-seat attendance.
- Convert the percentage to number of students to determine the number of students in the “targeted” group.

Write your universal number in this area.

**TIP:** Use MyData to determine the percentage & number of students within each tier.

**Your School’s.....**
3 Tiered Approach to Attendance

**Universal**
(All Students)
School-wide, Culturally Relevant Systems of Support
(75-85% of students)

**Selected**
(At-risk Students)
Classroom, Family, & Small Group Strategies
(10-20% of students)

**Targeted/Intensive**
(High-risk students)
Individual Interventions
(3-5%)

What does your school have in place at each tier?

Adapted from Sprague & Walker, 2004
SCHOOL ATTENDANCE GOALS

INSERT YOUR SCHOOL’S ATTENDANCE GOALS HERE

SCHOOL-SITE ATTENDANCE STRATEGIES

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.

<table>
<thead>
<tr>
<th>Comprehensive Student Support: Resiliency Building Components</th>
<th>7 Aspects of Comprehensive Student Support (CSS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Connectedness and Sense of Belonging</td>
<td>5) High Expectations</td>
</tr>
<tr>
<td>2) Opportunities for Meaningful Participation</td>
<td>6) Clear and Consistent Boundaries</td>
</tr>
<tr>
<td>3) Supportive Relationships</td>
<td>7) Recognition Programs</td>
</tr>
<tr>
<td>4) Safe and Positive Environment</td>
<td></td>
</tr>
</tbody>
</table>

List the Attendance & Dropout Prevention programs in place at your school which address each of the 7 aspects of Comprehensive Student Support

<table>
<thead>
<tr>
<th>Circle the CSS Aspect(s) Each Program Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

INSERT YOUR SCHOOL’S POSITIVE SCHOOL CLIMATE STRATEGIES HERE
ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS
Schools should analyze practices that contribute to increase or decrease attendance 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**

INCENTIVES FOR TEACHERS WHO IMPROVE CLASSROOM ATTENDANCE

**INSERT YOUR SCHOOL’S INCENTIVES FOR TEACHERS WHO IMPROVE THEIR CLASSROOM ATTENDANCE HERE**

ALTERNATIVES TO SUSPENSIONS
Every school shall investigate the procedures necessary to create an On Campus Referral Program where students can be assisted with behavior problems by a counselor or other qualified staff person, allowing the student to remain a part of the instructional program in lieu of being sent home.

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

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:

<table>
<thead>
<tr>
<th>Accurate Record Keeping Actions:</th>
<th>Office Responsible for Action:</th>
<th>Staff Member(s) Responsible for Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ One office assigned to complete enrollments and withdrawals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Staff who enter student data into ISIS/SIS are trained on district policy and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Each month print an ID99 of all students who have withdrawn to confirm their enrollment in another school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accurate Record Keeping Actions:  

<table>
<thead>
<tr>
<th>Action</th>
<th>Office Responsible for Action</th>
<th>Staff Member(s) Responsible for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure period by period attendance is taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field 212 on SIS is updated on a regular basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Assurance Letters are used with every withdrawal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accurate Record Keeping Actions:  

<table>
<thead>
<tr>
<th>Action</th>
<th>Office Responsible for Action</th>
<th>Staff Member(s) Responsible for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student matriculating to middle school or high school completes a Matriculation Form to be kept on file in the attendance office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff who enter student data into SIS/ISIS receive appropriate access level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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

**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 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 YOUR SCHOOL’S PROCESS REGARDING PARENT NOTIFICATION 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

AT-RISK AND POTENTIAL DROPOUT PREVENTION/INTERVENTION PROGRAMS

Students who are chronically absent from school, or habitually truant, are often at-risk of educational failure and school dropout. Every school shall develop a system to identify and assist high-risk students and potential dropouts.

Transitional Programs and Practices:

<table>
<thead>
<tr>
<th>Activities in Place to Support Students:</th>
<th>Responsible Staff Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Transitions</td>
<td></td>
</tr>
<tr>
<td>Matriculation between schools</td>
<td></td>
</tr>
<tr>
<td>Credit Deficient/CAHSEE Non-Grads</td>
<td></td>
</tr>
<tr>
<td>Students at-risk for school failure</td>
<td></td>
</tr>
<tr>
<td>Off Track/Vacation times/Intersession</td>
<td></td>
</tr>
</tbody>
</table>
## Student Intervention and Support Programs:

<table>
<thead>
<tr>
<th>Support Intervention</th>
<th>Office Responsible to Support Intervention</th>
<th>Staff Member Responsible to Support Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Parent Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Referral list for on and office campus resources (i.e., mental health services, tutoring, food/clothing/shelter, teen pregnancy, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Credit Recovery Programs on campus (i.e., On-line classes, ROP, DACE, Community College, Saturday School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Partnerships with community based organizations to provide support to students and families</td>
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<td></td>
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<tr>
<td>□ Parents/Students are informed of opportunities to engage in supplemental educational programs such as tutoring, ELA, BYB, and parent leadership</td>
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<td></td>
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<tr>
<td>□ Students are discussed in Multidisciplinary teams and offered support plans</td>
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<td></td>
</tr>
<tr>
<td>□ IGP/ICPs are completed with every student and their parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Early Alert System (DSS) is utilized to identify at-risk students</td>
<td></td>
<td></td>
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<tr>
<td>□ Strategies, supports, and interventions are modified accordingly to meet student needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ SST, COST, and DRT teams are in place to provide intensive support plans to students who are identified as at-risk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Multi-Disciplinary Teams:

<table>
<thead>
<tr>
<th>List the Multidisciplinary teams at your school</th>
<th>Team member name:</th>
<th>Team member title:</th>
<th>How often does this team meet?</th>
<th>Please state the overall goal of this team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

## Recovery of At-Risk/Dropout/No-Show Students:

- Exhaust every effort/method available to recover students who are giving up (i.e., review CUM record, IEP, history of O.T./suspensions, COST/RCT, SSTs, change class schedule, concurrent enrollment, mentoring, etc.)
- Exhaust every effort/method available to recover those students who have given up and left school—(i.e., Contact neighbors of family to find where they may have moved to, home visits, letters, etc.)
- For students who are unable to make it in the traditional comprehensive school—Use the “Guide to Alternative Educational Alternative Placements for at-risk students” to inform students and parents about available options.
- The school has a list of all the educational alternative options within their surrounding area along with the listed requirements to accept students.
- Schools have developed strong collaborations/partnerships with their adult schools, community colleges, skills centers, options programs, AEWCs, and occupational centers.
Recovery of At-Risk/Dropout/No-Show Students:

<table>
<thead>
<tr>
<th>Office Responsible for Action:</th>
<th>Staff Members Responsible for Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ School staff are trained and understand how to make appropriate educational referrals to ensure student success.</td>
<td></td>
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</tbody>
</table>

Potential Dropout Lists:
It is recommended that schools create a “dropout list team” to assist in clearing the potential dropout lists which come out three times per year. Schools are encouraged to utilize the “Tips to Clear the Potential Dropout Lists” provided by the Dropout Prevention and Recovery Unit.

<table>
<thead>
<tr>
<th>Dropout list team member name:</th>
<th>Dropout list team member title: i.e., Credit/Record Office Technician, PSA, DPC, AP, Counselor, SIS/ISIS Office Technician:</th>
<th>Duties: i.e., Phone calls, Letters, Home Visits, updating SIS/ISIS, Updating field 212, Parent Assurance Letters, 8th Grade Matriculation forms:</th>
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</tbody>
</table>

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

**IN-SCHOOL INDEPENDENT STUDY PROGRAM**
An in-school Independent Study program is an alternative instructional program by which all enrolled students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

The primary purpose of Independent Study is to provide the opportunity 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. This option allows students the freedom to explore, research, and develop skills based on their educational need.

**INSERT YOUR SCHOOL’S EFFORTS TO IMPLEMENT AN IN-SCHOOL INDEPENDENT STUDY PROGRAM HERE**
MANDATORY TRAINING
Appropriate training to 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:

a) Principal
b) Assistant Principal, Student Support Services (SSS)
c) Academic counselors
d) Deans
e) Nurse
f) Pupil Services and Attendance Counselor (PSA)
g) Diploma Project Counselors (DPC)
h) Campus aides
i) Teachers
j) Attendance office clerks
k) Records Clerk
l) Parents/guardians
m) Students
n) Campus police and/or school safety personnel

INSERT ROLES AND SPECIFIC DUTIES OF ALL SCHOOL STAFF, PARENTS/GUARDIANS, AND STUDENTS HERE
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 ______________________ (date) our family has not had a permanent address; however,
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: _________________________   № de Teléfono _________________________

Dirección: _________________________
Calle    Ciudad y Estado    Zona Postal

En caso de una emergencia, por favor comuníquese con:

Nombre: _________________________   № 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, atestiguaria 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.

Affidavit of Temporary Residence - Spanish
Student Residency Questionnaire

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) 765-2880.

Date: ___________________ School: _______________________________________________________________________________________

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
- ☐ 2 parents
- ☐ alone with no adults
- ☐ 1 parent & another adult
- ☐ an adult that is not the parent or legal guardian

**Students 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 building (single room occupancy)
- ☐ 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
- ☐ Waiting foster placement
- ☐ Other places not designed for, or ordinarily used as a regular sleeping accommodation for human beings (explain) ___________________
- ☐ Living alone, without any adult
- ☐ None of the above apply

If your housing situation changes, please notify the school. We may be able to provide additional assistance.

Sibling: __________________________ DOB: _________ Grade: ___ School: __________________________

Sibling: __________________________ DOB: _________ Grade: ___ School: __________________________

Sibling: __________________________ DOB: _________ Grade: ___ School: __________________________

Signature of Parent/Legal Guardian/Caregiver: __________________________ Date: __________

Name and phone number of the Designated School Site Homeless Liaison:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
</tr>
</thead>
</table>

School Personnel: For any choices except "None of the above apply," please fax this form to the Homeless Education Program at (213) 765-3867.
Cuestionario Sobre Residencia Estudiantil

El objetivo del Programa de LAUSD para la Educación de los Desamparados (Homeless Education Program) es atender eficazmente las necesidades de los estudiantes y las familias en transición, al proporcionar servicios de amparo y remisión que respalden una sensación de capacitación y estabilidad. Para determinar si su hijo(a) cumple con los requisitos para estos servicios, sírvase completar el Cuestionario sobre Residencia Estudiantil y devolverlo a la “Main Office” (Oficina Principal) de la escuela de su hijo(a). Para información adicional, por favor comuníquese con la oficina del Programa de Educación para los Desamparados (Homeless Education Program) al (213) 765-2880.

Fecha: _________________________________ Escuela: ______________________________________________________________________
Nombre del estudiante: ______________ Inicial 2do. Nombre: ____ Apellido:_______________ Fecha de nacimiento: ______________________

- Hombre
- Mujer
Grado escolar: _________ Otro (por ejemplo: Educación para Adultos) __________________________________________

Nombre del Padre de Familia/Tutor Legal: __________________________________ Número a contactar:____________________
Domicilio: _______________________________________________ Ciudad:_________________________ Código postal:____________________

El estudiante vive con:
- uno de los padres de familia
- ambos padres
- uno de los padres y otro adulto
- un adulto que es no es el padre de familia o tutor legal

Situación de Vivienda de los Estudiantes (Marcar todo lo que pueda corresponder):

- En un albergue
- En un hotel o motel
- En un programa de vivienda de transición
- En un automóvil, caravana o campamento, temporalmente, debido a vivienda inadecuada
- En una caravana/casa rodante alquilada en propiedad privada
- En un edificio SRO (ocupación en habitación individual)
- En un garaje alquilado debido a pérdida de la vivienda
- Temporalmente en la casa o apartamento de otra familia debido a pérdida de la vivienda, debido a problemas económicos (por ejemplo, pérdida del trabajo, desalojo, o desastre natural)
- Temporalmente con un adulto que no es el padre de familia/tutor legal debido a pérdida de la vivienda
- A la espera de asignación en una casa de crianza
- Otros lugares no destinados para alojamiento, o generalmente usados como sitios comunes para que duerman seres humanos.
  Explique: __________________________________________________________
- Vive solo, sin ningún adulto
- No aplica ninguna de las opciones mencionadas arriba

Si la situación de la vivienda cambia, por favor notificar a la escuela. Tal vez podamos proporcionar asistencia adicional.

Hermano/a: ___________________ Fecha de nacimiento: ___________ Grado: ________ Escuela: _________________________________
Hermano/a: ___________________ Fecha de nacimiento: ___________ Grado: ________ Escuela: _________________________________
Hermano/a: ___________________ Fecha de nacimiento: ___________ Grado: ________ Escuela: _________________________________

Firma del padre de familia/Tutor Legal/Persona que proporciona atención o servicios: __________________________ Fecha: ________________

Nombre y número de teléfono de la persona designada en el plantel escolar para ayudar a estudiantes en el Programa de Educación para los Desamparados.

Nombre: _____________________________ Posición: ____________________________ Nº de Teléfono: ____________________________

School Personnel: For any choices except “None of the above apply,” please fax this form to the Homeless Education Program at (213) 765-3867.
CAREGIVER’S AUTHORIZATION GUIDELINES

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. 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.

3. 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.

4. 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.

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.
DECLARACIÓN JURADA DE LA PERSONA A CARGO DEL CUIDADO Y LA PROTECCIÓN DEL ALUMNO QUE FIRMA LA AUTORIZACIÓN

PARA PADRES O TUTORES

1. “Padre calificado,” para el propósito del artículo 5, quiere decir cónyuge, padre, padrastro, hermano, hermana, hermanastro, hermanastra, medio hermano, media hermana, tío, tía, sobrino, primo hermano o otra persona que sea abuelo/a, Bisabuelo/a o el cónyuge de cualquiera de las personas especificadas en esta definición, aunque el matrimonio ha sido terminado por muerte o disolución.

2. La ley requiere que usted, si no es pariente o un padre de crianza con licencia actual, que obtenga una licencia para cuidado de crianza en su hogar para poder cuidar al menor. Si tiene preguntas, por favor póngase en contacto con su departamento de servicios sociales.

3. Si el menor deja de vivir con usted, se requiere que usted le notifique a la escuela, proveedor de servicios de salud, o al plan de servicios de salud a quien usted ha entregado esta declaración jurada.

4. Si no tiene la información requerida en el artículo 8, (licencia de conducir en California o identificación), necesita proveer otra forma de identificación tal como su número de seguro social o número de Medi-Cal.

PARA OFICIALES DE LA ESCUELA

1. Sección 48204 del Código de Educación provee que esta declaración jurada constituye suficiente base para determinar la residencia del menor, sin el requisito de tutela u otra orden de custodia, a menos que el distrito escolar determine basado en hechos que el menor no vive con el guardián.

2. El distrito escolar en estas situaciones puede requerir evidencia adicional que el guardián vive en el domicilio proveído en el artículo 4.

PARA PROVEEDORES DE SALUD Y PLANES DE SERVICIO DE SALUD

1. Ninguna persona que actúe en buena fe por medio de la declaración jurada da autorización para proveer cuidado médico o dental, sin el conocimiento de hechos contrarios a los declarados en esta declaración jurada, no será sujeto a cargos criminales o civiles, o sujeto a una acción disciplinaria en su profesión.

2. Esta declaración jurada no otorga responsabilidad de proporcionar servicios médicos o dentales para el menor.
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.”) ____________________________________

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. 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.

2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.

3. This affidavit is not valid for more than one year after the date on which it is executed.
DECLARACIÓN JURADA DE LA PERSONA A CARGO DEL CUIDADO Y LA PROTECCIÓN
DEL ALUMNO QUE FIRMA LA AUTORIZACIÓN

La Sección 1.5 (a partir del artículo 6550) de la División 11 del Código de Derecho de Familia autoriza el uso de esta declaración jurada.

Instrucciones: Completar las secciones del 1 al 4 y firmar la declaración jurada es suficiente para autorizar la matriculación del menor de edad en la escuela y para autorizar la atención médica que sea necesario brindarle en la escuela. También es necesario completar las secciones del 5 al 8 para autorizar que se le brinde cualquier otro tipo de atención médica. Escriba en letra de molde legible.

El menor nombrado a continuación vive en mi hogar y tengo 18 años de edad o soy mayor de 18 años de edad.

1. Nombre y apellido del menor de edad: ______________________________________

2. Fecha de nacimiento del menor de edad: ____________________________________

3. Mi nombre y apellido (del adulto que firma la autorización): __________________________

4. La dirección de mi hogar: ______________________________________________________
   Número, Calle, Nº. de Apartamento
   ____________________________________________________________________________
   Ciudad, Estado, Código Postal

5. Soy el/la abuelo/a, tío/a, u otro pariente calificado del menor de edad (si desea leer la definición de “pariente competente” vea el reverso de este formulario) _________________________________

6. Marque uno o ambos (por ejemplo, si se le informó a un padre de familia pero no fue posible localizar al otro padre de familia):

☐ Le he informado al padre de familia o a los padres de familia o a la persona que tiene la custodia legal del menor de edad sobre mi intención de autorizar que reciba atención médica y no me han comunicado ningún reparo al respecto.

☐ En este momento no he logrado comunicarme con el padre de familia, los padres de familia o la persona que tiene la custodia legal del menor de edad para informarles que firmaré la autorización.

7. Mi fecha de nacimiento es: ____________________________________________________

8. Mi licencia de conducir de California o el número de mi tarjeta de identificación es: __________________________

AVISO: No firme este formulario si alguna de las declaraciones anteriores es incorrecta dado que estaría cometiendo un delito punible con una multa, con pena de prisión o ambos.

Declaro bajo pena de falso testimonio conforme a lo establecido por las leyes del Estado de California que lo antedicho es verdadero y correcto.

Firma: __________________________ Fecha: ______________________________

Notificaciones:

1. Esta declaración no afecta los derechos que los padres o el tutor del menor de edad tienen con respecto al cuidado, la custodia y el control del menor de edad y no significa que la persona a cargo del cuidado y la protección del menor tiene la custodia legal de dicho menor.

2. La persona que se fía de lo antedicho en esta declaración jurada no tiene la obligación de realizar una indagación o investigación ulterior.

3. Esta declaración jurada no es válida luego de que haya transcurrido un año a partir de la fecha en que se firmó.
**ELEMENTARY PERMIT CODES**

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(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
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)
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，即可能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。您家里的地区学校是________________________学校，他们的电话是________________________。

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话给______，_____________号码是______。________________

我们衷心希望您的孩子在新学校一切成功。

诚恳的，
Thưa Quý Phụ Huynh/Giám Họ:

Chúng tôi để ý thấy rằng quý vị đã thay đổi địa chỉ của quý vị và không còn sống trong khu vực của Trường __________________. Theo quy định của LAUSD “Sự 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 trước 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 hộ 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 gọi __________________ hoặc số __________________

Chúng tôi xin chắc 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
 Moved, False Address, Forfeiture of Permit - Korean
Հարգելի ծնող/խնամատար,-

Մենք իմացել ենք, որ դուք փոխել եք ձեր հասցեն և այլևս չեք ապրում դպրոցի տարածքում։ Համաձայն ԼԱՄԴՇ-ի օրենքի «Եթե ընտանիքը գրավորչի չի տեղեկացնում հասցեին փոփոխման մասին 30 օրից առաջ, ընդունվում է բարձր միավորումի կարգավորումը։ Օրինակ, եթե ընտանիքը գրավորչի չի տեղեկացնում հասցեին փոփոխման մասին 30 օրից առաջ, ընդունվում է իրավունք Անկեղծորեն համաձայն հանել ձեր երեխային/երեխաներին մեր դպրոցից և անմիջապես ընդունել նոր դպրոցը։ Եթե ունեք հարցեր, խնդրվում է զանգահարել համարով։

Մենք ցանկանում ենք ձեզ և ձեր երեխային/երեխաներին ամենալավը ձեր նոր դպրոցում։

Անկեղծորեն

Moved, False Address, Forfeiture of Permit - Armenian
Уважаемые родители или опекуны:

Yfc bpdtcnbkb j njv> xnj e Dfc bpvybkcz fhhtc b ds ,jkmjt yt ;bdmnt d hjfjyf irjks School. D cjindncndbb c ghfdbfvfb J ,ltlyvjyjyj ykmuyj jrheuf Kjc-Fyl;tktfc `Ytcfj, otyb d gcbcmvtyjyj ajhvt j ghtvtyt vtcnf ;bntkmcondf d ntxybt 30 rfcyllyfhyys[ ltyq ghbdttln r gijnth ghfdf yf gjctotybt irjks pf ghtlbfvfb dfbuj hjfjyf !Continuing Enrollment Permit@.$ D cdzpb c `nbv dfbuj htr,tyre#dfbuv lnzv ytj, jljbjj pfgbcfnmcz b gjctofm hfjyf/ irjke gj yjdjve vtcne ;bntkmcondf. Dfif irjkf gj vtcne ;bntkmcondf ______________

______________________________ School ntktajy irjks ______.____________________________

Gj;keqcnf> d ntxybt 2 ltyq djpmvbnt d ykmuyj jabct ytj, jljbjj ljrtvyns dsdbibnt Dfntuj htr,tyr bp irjks> d rjnjhjyj yjr exnbnez d yfncjzott dhtvz b ghtdtblnt tuj d yjdj/ irjke.

Tckb e dfc djpybryen rfrbt-kb, j djghjcs gj;keqcnf> gjpdjybnt __________________ gj ntktajye

____________________________

Vs ;tkftv Dfv b dfbuj htr,tyr#dfbuv lnzv ectljd d yjdj irjk.

C edf;tytbtv%

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

Optional Area Decision Form - Spanish
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 - H2) 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 H2 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

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学区的定义。可以在学区所属的学校名入学。所有的文件必须是最新并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（瓦斯，水电，电话）
- 税单，租金
- 政府公信件（CalWorks, 社安）

其他文件也可作为住址证明。但有些文件不象上述的可靠，因此需要额外的证明。
例如下列，包括但不限于:

- 信件
- 最近的银行对账单（个人支票不接受作住址证明）
- 搬家公司的收据
- 公用事业的住址信件

任何提供作住址证明的文件必须注明家长/法定监护人的名字，最近的日期和住址。洛杉矶学区不接受对对和对对对照作住址证明。

如缺失某些特定的文件，家长可以书面宣誓（参附表 B2）来证明他或她的住址。

学校不要求家长/法定监护人公或公提出文件。

有若候，可根据特殊情况对学生入学。在若种情况下，下列其中之一的文件可替代若准的住址证明：

- 无家口宣誓或口口口口口口口口口口口
- DCSF 表 1399“少数族裔分配学校通知”
- 跨学区或学区内入学口口口口
- 特殊教育 IEP

Guidelines for Verification of Residence - Chinese
Chứng Nhận Nội Thường Trú

Nhà trường có thể chấp nhận một hay nhiều thư trong và lời vắn kiến từ phù huỳnh hay giám hộ pháp pháp của một học sinh như là bằng chứng hữu lực rằng học sinh đã đáp ứng được các điều kiện đối hỏi về thường trú để đi học trong Khu Học Chánh Los Angeles. Tất cả văn kiến phải là hiện thời và phải xác nhận phù huỳnh hay giám hộ pháp pháp là thường trú nhân. Các ví dụ về những văn kiến nào có thể được chấp nhận là bằng chứng thường trú gồm có, nhưng không phải chỉ giới hạn trong: 

- Hóa đơn các dịch vụ tiện ích (Khi đói, nước, điện)
- Các Giấy Thuê Tài Sản, hợp đồng thuê hay mượn đất
- Thư chính thức của chính phủ (CalWorks, An Sinh Xã Hội)

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

- Giấy tờ mua bán nhà
- Các báo cáo trường mộc ngăn hàng hiện thời (chỉ级别 cả nhân sẽ không được chấp nhận là bằng chứng thường trú)
- Biên nhận của hàng chuyên choked đơn nhà
- Thư xác minh về dịch vụ cho nơi thường trú của công ty tiện ích

Bất cứ văn kiến nào đưa ra làm bằng cố thường trú cũng phải có tên của phù huỳnh/giám hộ, ngày tháng hiện tại và địa chỉ nơi thường trú. LAUSD không chấp nhận hóa đơn điện thoại hay bằng lại xe như là bằng cố thường trú.

Trong trường hợp thiếu văn kiến cụ thể, phù huỳnh tương lai có thể nộp một đơn bằng văn bản (Xin xem mẫu định kỳm -B2) xác minh nơi thường trú của mình.

Các trường không thể đòi hỏi phù huỳnh/giám hộ pháp pháp di công chứng chữ ký hoặc phải nộp văn kiến 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 thể cho văn kiến tiêu chuẩn chứng nhận thường trú:

- Đơn Vô Gia Cự hay Đơn Nơi Cự Trừ Tam Thời
- Mẫu DCDF 1399 “Thông Báo cho Trường về Tính Trang Xếp Lớp Vì Thành Niên”
- Giấy Phép Chuyển Trường Nội Bộ hay Giữa Các Học Khu
- IEP Giáo Dục Đặc Biệt

Guidelines for Verification of Residence – Vietnamese
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- 유실리티 서비스 고지서 (가스, 냉, 전기)
- 재산 넘어세, 원고 또는 리스 계약서
- 우편으로 받는 정부 공문 (필렛스, 소질 사큐리티)

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- 에스크로 서류
- 경 희성 재차표 (개인 수표는 안정받지 못함)
- 이사 온수 회사 명수증
- 전기나 가스 회사가 우편으로 보내주거 서비스 편지

주거 증명 목적으로 제출할 문서에는 반드시 부모/법적 보호자의 이름, 현재 날짜 그리고 주소가 적혀 있어야 합니다. LAUSD는 전화 고지서나 우편 명수증은 안정하지 않습니다.

증명 서류가 없을 경우, 증명 용지 (영부서 -B2 장조)를 작성하여 주거자를 증명할 수도 있습니다.

학교는 서류에 공증을 요구하지 않을 것입니다. 관측, 특별 상황이 적용되어 학생에게 통학이 허락되는 경우도 있습니다. 특별 상황이 적용되는 경우, 아래 항목들 중에서 한 가지만 있으면 주거지 증명 서류로 인정될 것입니다.

- 주거증명서 또는 임시 주거지 증명서
- DCSF 통지 1399 “미성년자 학교 배치 상황 보고서”
- 교육 주의 교육구 사이 협의
- 특수 교육 IEP

6528c_Translated by the LAUSD Translations Unit (Korean)

Guidelines for Verification of Residence, Korean

112
Guidelines for Verification of Residence, Armenian
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 место 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 родительские права как доказательство места жительства.

При отсутствии определенных документов родители могут подать письменное свидетельство как доказательство места жительства. (см. приложенную форму-В2)

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

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

- Письменное свидетельство об отсутствии определенного места жительства или о временном месте проживания.
- Разрешение на внутреннеместный 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 ИЕР

#6528st Translated by the LAUSD Translations Unit (Russian)
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:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Segundo nombre</th>
<th>Apellido</th>
<th>Fecha de nacimiento</th>
</tr>
</thead>
</table>

Actualmente vivo en la dirección apuntada a continuación:

<table>
<thead>
<tr>
<th>Dirección</th>
<th>Ciudad</th>
<th>Código postal</th>
</tr>
</thead>
</table>

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

Affidavit to Verify Residence Form - Spanish
## 核實居民地點的宣誓書

(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：

<table>
<thead>
<tr>
<th>姓名：名</th>
<th>中間名</th>
<th>性</th>
<th>出生日期</th>
</tr>
</thead>
</table>

我目前居住在下面所列的地址裡：

<table>
<thead>
<tr>
<th>地址</th>
<th>城市</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 郵政號</td>
<td>電話號碼</td>
</tr>
</tbody>
</table>

在目前，我沒有任何的正式文件來證明居住地點，這是因為：

_____________________________________________________________________________

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

Affidavit to Verify Residence Form - Chinese
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:

<table>
<thead>
<tr>
<th>Tên Họ</th>
<th>Tên Gọi</th>
<th>Chữ Lớn</th>
<th>Ngày Sinh</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Địa Chỉ</th>
<th>Thành Phố</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Zip</td>
<td>Điện Thoai</td>
</tr>
</tbody>
</table>

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

______________________________

Chữ Ký của Phụ Huynh/Giám Hộ

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

Affidavit to Verify Residence Form - Vietnamese
Affidavit to Verify Residence Form - Armenian
Аффидавит для подтверждения места жительства

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

Я ______________ является родителем / официальным опекуном

имя __________________ средний инициал __________________ фамилия __________________

dата рождения __________________

В настоящее время мы проживаем по нижеуказанному адресу:

<table>
<thead>
<tr>
<th>адрес</th>
<th>город</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CA</th>
<th>почтовый индекс</th>
<th>телефон</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ______________________________

dата ______________________________

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

Affidavit to Verify Residence Form - Russian
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

Dear Parent/Guardian:

You recently enrolled your student(s) at __________________________ School utilizing the “Affidavit of Residence” form requiring that you provide appropriate documentation of your address within ____________ days.

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 student(s) out to the address and appropriate school of residence as established through returned mail.
- Checking your student(s) out to the last school of residence and attendance which is still your legal placement according to the findings of our investigation.
- Checking your student(s) 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 student(s) 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

Affidavit to Verify Residence (Follow-up letter)
Estimado Padre/Tutor:

Usted recién matriculó 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 en __________ días.

Le estamos enviando esta carta para establecer su habilidad de recibir correo en el domicilio que proveió. 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 última 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 realizó 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 más pronto posible.

Atentamente,

Director(a)
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
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 nầy để thiết lập khả năng của quý vị nhận thư tín tại địa chỉ mà quý vị đã cung cấp. Xin dem 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 thuộcistrict hợp khả đặc khu, thành phố, quận, hay tiểu bang.

Khi quý vị trở lại trường với thư này và văn kiện của quý vị, xin-gap ______________________ 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 to Verify Residence (Follow-up letter) - Vietnamese
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

Հարգելի ծնող/խնամատար.

Այս վերլուծությունը բնակավայրերում ձեր տեղական հաճախության գրավոր դեկլարացիան, օգտագործելով "Բնակավայրի Գրավոր Ցուցանկ" և, պահանջվում է, որ դեռևս տեսնեք ձեր հաճախության համապատասխան փաստաթղթը ստանալու համար:

Մենք նպաստում ենք այս նամակը, որը ձեր հաճախությանը, սակայն, բնակավայրից փոխանցիկ պահանջ, որ դեռևս տեսնեք ձեր երեխային դպրոցից և հաճախության համապատասխան փաստաթղթը ստանալու համար:

Այս տեղեկություններն ազդեցություն ունեն, կարող է տալիս քննարկել ձեր երեխային դպրոցի հաճախությանը իր ստորագրման վրա:

- Ձևաչափել ձեր տեղական հաճախությունը և բնակավայրին հաճախության համապատասխան փաստաթղթը, որ հատակարգվելու համար կգործի:
- Ձևաչափել ձեր տեղական հաճախությունը և բնակավայրին հաճախության համապատասխան փաստաթղթը, որ դեռևս հաճախության համակարգում տեղի է ունենում:
- Ձևաչափել ձեր տեղական հաճախությունը և բնակավայրին հաճախության համապատասխան փաստաթղթը, որ դեռևս հաճախության համակարգում տեղի է ունենում:
- Ձևաչափել ձեր տեղական հաճախությունը և բնակավայրին հաճախության համապատասխան փաստաթղթը, որ դեռևս հաճախության համակարգում տեղի է ունենում:

Այս տեղեկությունների մեջ կարող է զգացվել ձեր հաճախության գրավոր ցուցանկ, որը նախապատրաստված է մեր հետաքննության համար:

- Հանելով ձեր երեխային տվյալներից և բնակավայրին հաճախության համապատասխան փաստաթղթից, որը հատակարգվել է փոստի կողմից:
- Հանելով ձեր երեխային բնակավայրին վերջին հաճախության բնակավայրից, որը դեռևս ձեր օրինական տեղավորումը է, համաձայն մեր հետաքննության սկզբունքների:
- Հանելով ձեր տեղական հաճախության գրավոր ցուցանկից, որը դեռևս է այս հաճախությունը, որ մեր կարգավորակցական համակարգում ունենում ձեր բնակավայրին հաճախության մեջ համապատասխան ցուցանկ:
- Հանելով ձեր տեղական հաճախության գրավոր ցուցանկից, որը մեռում է ձեր բնակավայրին հաճախության մեջ համապատասխան ցուցանկ:
- Հանելով ձեր տեղական հաճախության գրավոր ցուցանկից, որը մեռում է ձեր բնակավայրին հաճախության մեջ համապատասխան ցուցանկ:

Այս տեղեկությունները ձեր հաճախության համապատասխան ցուցանկը է, որը հատակարգվել է մեր հետաքննության համար:

Մերէկմամբ,

Դիրեկտոր

Affidavit to Verify Residence (Follow-up letter) - Armenian
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 the Family Educational Rights and Privacy Act of 1974.

<table>
<thead>
<tr>
<th>TO: _______________________________</th>
<th>RE: _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Pupil (Last name/First name)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency, Institution, or Department</td>
<td>Date of Birth: _______/_<strong><strong>/</strong></strong>__</td>
</tr>
<tr>
<td></td>
<td>Month      Date      Year</td>
</tr>
<tr>
<td>Street Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>City                  State                    Zip</td>
<td>City                   State              Zip</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
__________________________________     Fecha de Nacimiento: ______/_______/_______
Agencia, Institución o Departamento                                                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: _________________________________________ Fecha: ____________________
         Padre/Tutor Legal

Nota: Esta información se hará parte de los archivos educativos del alumno y estará a
disposición de los padres o alumno a la edad de 18 años o mayor.
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>
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>
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., 5TH, 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 The addresses will be displayed like this: re-displayed like this:
3764 Farmdale  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.

Extracting Reverse Directories-SIS

128
MANDATED ENROLLMENT CHECKLIST

Student Name ___________________ DOB ____________ ID # ______________

Date of Enrollment _______________

Directions: Enrollment staff member issuing forms please initial. Thank you.

☐ District Enrollment Form
☐ Two District Emergency Cards
☐ Temporary/Student Health Card, if student is new to LAUSD.
☐ Immunization History
☐ Appendix K-2: Oral Assessment Letter/Waiver Request Form only for kindergarten or first grade entry
☐ Student Meal Application
☐ Appendix E-1: Student Residency Questionnaire, if applicable
☐ Appendix K-4: Home Language Survey
☐ Appendix K-5: Migrant Education Program Questionnaire
☐ Appendix K-6: American Indian-Alaskan Native Letter Questionnaire
☐ Appendix K-7: Parent Level of Education Letter

Beginning with the 2009-2010 school year, schools will be required to collect ethnicity and race(s) of students. Refer to REF 4718.2, Ethnicity Race Identification for Students, dated June 23, 2009.

COMPLETED FORM IS TO BE PLACED IN THE STUDENT’S CUMULATIVE RECORD FOR AUDIT PURPOSES.
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)
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 pública. 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 médico 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 Ángeles (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 Ángeles al 1-800-427-8700 o a la Sociedad Dental de Los Ángeles 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 examen.
- 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 más saludables.
- Limite los caramelos y las bebidas dulces, como los jugos o soda, ya que causan caries y pueden 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)
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**

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Birth Date (mo/day/year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>Teacher</th>
<th>Student’s Gender</th>
<th>Parent/Guardian Name</th>
</tr>
</thead>
</table>

Child’s race/ethnicity: (Optional):  
- Alaska Native  
- American Indian  
- Asian  
- Black/African American  
- Hispanic/Latino  
- Multi-racial  
- Pacific Islander  
- White  
- Unknown  
- 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

<table>
<thead>
<tr>
<th>Assessment Date:</th>
<th>Visible caries and/or fillings present:</th>
<th>Visible caries present:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatment Urgency:</th>
</tr>
</thead>
</table>
| ☐ No obvious problem found  
| ☐ Early dental care recommended  
| ☐ 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.)

- ☐ 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:  
    - ☐ Healthy Families  
    - ☐ Healthy Kids  
    - ☐ Medi-Cal/Denti-Cal  
    - ☐ None  
    - ☐ Other: ________________________

- ☐ I cannot afford an oral health assessment for my child.

- ☐ 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 exámen, 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

<table>
<thead>
<tr>
<th>Nombre del alumno</th>
<th>Apellido</th>
<th>Inicial (segundo nombre)</th>
<th>Fecha de nacimiento: (mes/día/año):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicilio</td>
<td>Ciudad</td>
<td>Zona Postal</td>
<td>Teléfono</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nombre de la escuela</td>
<td>Maestro(a)</td>
<td>Sexo</td>
<td>Nombre del padre o tutor:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masculino</td>
<td>Femenino</td>
</tr>
<tr>
<td>Raza o grupo étnico de el (la) niño(a): (Opcional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nativo de Alaska</td>
<td>Indioamericano</td>
<td>Asiático</td>
<td>Afroamericano</td>
</tr>
<tr>
<td>Hispano/Latino</td>
<td>Multi-racial</td>
<td>Nativo de Hawai/Islas del Pacífico</td>
<td>Blanco</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Assessment Date:</th>
<th>Visible caries and/or fillings present:</th>
<th>Visible caries present:</th>
<th>Treatment Urgency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes □ No □</td>
<td>Yes □ No □</td>
<td>No obvious problem found</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early dental care recommended</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Urgent care needed</td>
</tr>
</tbody>
</table>

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 extente del requisito de la evaluación dental debido a la siguiente razón: (Por favor marque el cuadro que describa la razón)

☐ 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: Healthy Families Healthy Kids Medi-Cal/Denti-Cal Ninguno Otro ______________________________

☐ No puedo pagar una evaluación de salud dental para mi hijo(a).

☐ 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.
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 10th 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.
FERPA Notification

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FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

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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.
**HOME LANGUAGE SURVEY/RACIAL-ETHNIC CATEGORY**

**ENGLISH**

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Birth date</th>
<th>Grade</th>
</tr>
</thead>
</table>

1. Which language did your son or daughter learn when he or she began to talk?

2. What language does your son or daughter most frequently use at home?

3. What language do you use most frequently to speak to your son or daughter?

4. Name the language in the order most often spoken by the adults at home:
   a. 
   b. 
   c. 

Racial-ethnic heritage of your children: Although you are not required to provide this information, your cooperation will help determine compliance with federal civil rights law. If you decline to provide this information, it will in no way affect consideration of your application or your child’s participation in the program. Collection of this information is in accordance with Title VI of the Civil Rights Act of 1964 and is strictly for statistical reporting requirements. If willing, please circle the correct category below.

| (1) White-not of Hispanic Origin | (2) Black-not of Hispanic Origin | (3) Hispanic | (4) Asian | (5) American Indian or Alaska Native | (6) Native Hawaiian or Pacific Islander |

Signature of Parent/Caretaker

Date
ENCUESTA DEL IDIOMA EN EL HOGAR/CATEGORÍA ÉTNICA

ESPAÑOL

El Reglamento de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este requisito importante. Por favor conteste las siguientes preguntas:

Nombre del Alumno:

<table>
<thead>
<tr>
<th>Apellido</th>
<th>Primer Nombre</th>
<th>Inicial</th>
<th>Fecha de Nacimiento</th>
<th>Grado</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. ¿Cuando su hijo(a) empezó a hablar, cual idioma aprendió primero? ________________

2. ¿Cual idioma usa principalmente su hijo(a) cuando conversa en casa. ________________

3. ¿Cual idioma usa usted con mas frecuencia cuando habla con su hijo(a) ________________

4. Nombre el orden del idioma que utilizan con más frecuencia los adultos en el hogar. a. ________________
   b. ________________
   c. ________________

Raza étnica herencia de sus hijos: Aunque usted no está obligada a proveer esta información, su cooperación nos ayudará a cumplir con las Leyes Federales de acuerdo con los Derechos Civiles. Si usted reusa a proveer esta información, su decisión no afectara su solicitud o la participación de su niño(a) en el programa. La recopilación de esta información es de acuerdo con el Título VI del Acta de Derechos Civiles de 1984 y es usada únicamente para reportes estadísticos. Si usted desea, por favor cirule la etnicidad que usted pertenece.

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanco</td>
<td>Negro</td>
<td>Hispano</td>
<td>Asiático</td>
<td>Indio Americano</td>
<td>Nativo de Alaska</td>
</tr>
<tr>
<td>No Hispano</td>
<td>No Hispano</td>
<td></td>
<td>Nativo</td>
<td></td>
<td>Nativo de Alaska</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Islas Pacificas</td>
<td></td>
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</tr>
</tbody>
</table>

______________________     ____________
Firma del padre, madre o tutor                      Fecha
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  * EXTENDED DAY PROGRAMS
* SUMMER SCHOOL  * PRE-SCHOOL PROGRAMS
* HEALTH EXPOS  * 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) 241-2160 for more information.
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 DESPUÉS 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 Beauty Bldg., Suite 22-218, within two weeks of student’s enrollment, as these services can be made available to eligible families. Please call (213) 291-2060 for more information.

Migrant Education Program Questionnaire - Spanish

Los Angeles Unified School District

INDIAN EDUCATION PROGRAM
No Child Left Behind Act of 2001, Title VII

MAILING ADDRESS
P.O. Box 512357
LOS ANGELES, CA 90051

STREET ADDRESS
333 S. BEAVERLY AVE 10th FLOOR
LOS ANGELES, CA 90017

TELEPHONE (213) 241-7066 FAX (213) 241-8015
EMAIL nzquevedo.mares@lausd.net

September 10, 2008

Dear Parent or Guardian,

Re: 2008—2009 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/tribes/corporation.
- The parent’s/grandparent’s dated signature.

To help you locate these items, arrows in the left margin of the student certification indicate the required information. The remaining information may be submitted later as it becomes available to you.

If you have questions about this process, please telephone the Indian Education Program Office at (213) 241-7066.

Sincerely,

Melquiades Mares, Jr.
Interim District Coordinator

American Indian – Alaskan Native Questionnaire
American Indian – Alaskan Native Questionnaire
La Distrito Escolar Unificado de Los Ángeles recibe fondos por medio del Título VII de la Ley de 2001 que no permitirá que ningún estudiante se avance académicamente (No Child Left Behind), los cuales se utilizan con el fin de ofrecer 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 entreguela 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 asistan.

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, bandera 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

American Indian-Alaskan Native American Letter - Spanish
NAME OF CHILD ___________________________ Date of Birth _______/_______/______

School Name ___________________________ Grade _________

NAME OF TRIBE, BAND OR GROUP:

Federally Recognized, Including Alaska Native State Recognized Terminated

Name of individual with tribal membership:

Indiidual 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 ENVIÓ

PADRES DE FAMILIA O TUTOR: por favor entregue este certificado en la escuela de su hijo.

SCHOOLS: Inmediatamente retorna este form via school mail to:

Indian Education Program Office
335 S Broadway 16th Floor
Li CA 90017

IEP OFFICE USE

Date Received: ______/_______/______

Please check:
□ New Student □ Duplicate Student

Certification Status:
□ Eligible/complete □ Ineligible/Incomplete

IEP Record # ________

American Indiana-Alaskan Native American Form - Spanish
Dear Parents/Guardians,
Estimados Padre/Tutor,

Please indicate your education level by checking one of the categories below:
Por favor indique su nivel de educación en una de las siguientes categorías:

This information is to be included on the Stanford Test that will be administered in April.
Thank you for your cooperation.

Esta información será incluida en las pruebas estatales que serán administradas en abril.
Gracias por su cooperación.

Name of Student __________________________ Room #: __________________________
Nombre de su hijo(a) __________________________ Nº de Salón __________________________

_____ Did not graduate from High School
No me gradué de la preparatoria

_____ High School Graduate
Me gradué de la preparatoria

_____ Some College
Terminé algo de colegio

_____ Graduate School
Me gradué de estudios superiores

Sincerely/Atentamente,

Principal/Director(a)

Parent Level of Education Letter
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 Ángeles. 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 Ángeles, 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 $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 está 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

- Muéstrelles 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 les 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
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
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

___________________________, ____________________.

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
AFFIDAVIT FOR CHANGE OF NAME OF MINOR

I, _______________________________________________, being the natural mother/father or legal guardian
of ________________________________________________, do hereby request that my
(Name on birth certificate)
child, formerly known as ______________________________________________, be from this day forward
First              Middle Last
known as _____________________________________________________.
First   Middle   Last

1. The natural father/mother of the child herein referred to is deceased.
   YES  NO

2. The natural father/mother of the child herein referred to has not communicated with either me or the child within
   the last 365 days, nor has he/she made any payments whatsoever to the child’s support at any time within the last
   365 days.
   YES  NO

3. The natural father/mother of the child herein referred to consents to the change of the name herein proposed by
   his/her/their signature(s) below set out. (BOTH NATURAL MOTHER AND FATHER MUST SIGN IF AFFIANT IS
   LEGAL GUARDIAN).
   YES  NO

To be completed by natural father/mother if answer to No. 3 is yes:
I consent to the change of name herein proposed.

___________________________________________________
Signature of Natural Mother of the child herein referred to.

___________________________________________________
Signature of Natural Father of the child herein referred to.

“I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.”

__________________ ________________________________________________
Date    Signature of Applicant: (Check only one box)

[  ] Parent
[  ] Legal Guardian
[  ] Custodian of Minor

Acknowledgment or affirmation by school principal; natural mother/father or guardian is known by principal, applies
only to the signature of the natural mother/father or legal guardian.

__________________  __________________ ___________________________________
Proof of Identification  Date                  Signature of Principal
Declara bajo pena de falso testimonio, conforme a lo dispuesto en las leyes del estado de California, que lo anterior es fidedigno y correcto.”

<table>
<thead>
<tr>
<th>1.</th>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>La madre biológica o el padre biológico del niño al que se hace referencia en la presente ha fallecido.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>La madre biológica o el padre biológico del niño al que se hace referencia en la presente no se ha comunicado ni conmigo ni con el niño en los últimos 365 días y no ha hecho absolutamente ningún pago para la manutención del niño en los últimos 365 días.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>La madre biológica o el padre biológico del niño al que se hace referencia en la presente da su consentimiento con respecto al cambio de nombre propuesto en la presente al firmar a continuación. (TANTO LA MADRE BIOLÓGICA COMO EL PADRE BIOLÓGICO DEBEN FIRMAR A CONTINUACIÓN SI EL TUTOR ES EL DECLARANTE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratificación o aseveración por parte del director de la escuela; el director conoce a la madre biológica o al padre biológico o tutor, es pertinente únicamente con respecto a la firma de la madre biológica o del padre biológico o tutor.

<table>
<thead>
<tr>
<th>Documento acreditativo de identidad</th>
<th>Fecha</th>
<th>Firma del director</th>
</tr>
</thead>
</table>

Affidavit for Change of Name of Minor - Spanish
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 posses 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

________________________  ______________________________
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)

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Segundo Nombre</th>
<th>Apellido</th>
<th>Fecha de Nacimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Un menor en edad escolar que desea ingresar a la _____________________________ Escuela

Un menor en edad escolar que desea ingresar a la _____________________________ Escuela

Un menor en edad escolar que desea ingresar a la _____________________________ Escuela

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.

Affidavit of Parent-Legal Guardian Identification - Spanish
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

RE: ___________________________  Student ID # __________________

Dear Parent/Guardian:

The school ___________________________ has requested the assistance of our office in obtaining an emergency card for ___________________________. 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 emergency card and return it to the school no later than ___________________________ 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

Parent Emergency Card Request Letter
Referente a: ______________________ Num de ID del estudiante: ______________

Estimado Padre/Tutor:

La escuela ______________________ ha pedido la ayuda de nuestra oficina con el fin de obtener una tarjeta de emergencia para __________________________. El Artículo 49408 del Código Educativo de California estipula que “para la protección de la salud y bienestar del estudiante, el padre de familia o tutor debe actualizar, en la escuela a la que asiste el estudiante, la información para casos de emergencia incluyendo el domicilio y número de teléfono residencial, domicilio y número de teléfono laboral del padre de familia o tutor y el nombre, domicilio y número de teléfono de un pariente o amigo autorizado para hacerse cargo del estudiante en una situación de emergencia en caso de no se pueda comunicar con el padre de familia o tutor legal”.

Nosotros sabemos que a usted le interesa el bienestar de su hijo(a). Por favor llene la tarjeta de emergencia que se adjunta y devuélvala a la escuela a más tardar para el ______________ para evitar la necesidad de que un consejero(a) visite su casa.

Si usted tiene alguna pregunta, por favor comuníquese al ______________

Gracias por su cooperación.

Atentamente,

Director(a)
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

□急事故卡通信

事由: __________________________ 学生身份号码 # __________________________

亲爱的 _______

学校 __________________________ 要求本办公室协助取得学生
的紧急事故卡。加州教育法典第 49408 条明定...” 为保护学生的健康与福利，家长或法定监护人必须保持提供目前就读学生的最新紧急事故资料，包括家长或监护人家里住址和电话号码，工作地址和电话号码；以及授权的亲戚或朋友的地址和电话号码，他们在任何紧急 情况下当无法找到家长或监护人时可以照顾学生。”

我们知道您非常关切您孩子的福祉。请填写所附的紧急事故卡并在 __________________________ 以前交给学校以避免辅导员到您家里访求。如果您有任何问题请打以下电话，电话是：

________________________

感谢您的合作。

诚恳的，

Principal
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

VỀ VIỆC: ___________________________________ ID# Học Sinh ________________

Thưa _____:

Trưởng ___________________________________ đã yêu cầu sự giúp đỡ của phòng chúng tôi trong việc thu thập phiếu khẩn cấp cho __________. Phân 49408 của Bộ Luật Giáo Dục California ghi..."để bảo vệ sức khỏe và sự an bình của học sinh, phụ huynh hoặc giám hộ hợp pháp phải giữ cập nhật tại trường học sinh đang học, các thông tin khẩn cấp bao gồm địa chỉ và số điện thoại nhà, địa chỉ và số điện thoại chỗ làm việc của phụ huynh hay giám hộ, và tên, địa chỉ và số điện thoại của thân nhân hay bạn bè nào được ủy quyền để chăm sóc cho học sinh trong trường hợp khẩn cấp nếu không thể liên lạc được với phụ huynh hay người giám hộ."

Chúng tôi biết quý vị quan tâm về sự an bình của con quý vị. Xin điền hết phiếu khẩn cấp đính kèm và nộp lại cho nhà trường không trễ hơn ngày ____________________________ để tránh sự cần thiết phải có cố vấn viên đến thăm nhà của quý vị. Nếu quý vị có câu hỏi nào, xin gọi số ____________

Cảm ơn sự cống tâícủa quý vị.

Trân trọng,

Principal

Parent Emergency Card Request – Vietnamese
관련 사항: ___________________________  학생 ID # ___________________________

친애하는 ☞: 

학교에서 ___________________________ 비상카드를 사무실에 비치하기 위해 
의 비상카드를 제출할 것을 요청했습니다. 교육법 49408 항에 의하면 .."학생들의 건강 및 
안전을 위해 학부모, 보호자는 학교에서 비상사태에 연락을 취할 수 있는 가장 최근 집 주소, 
전화번호, 직장전화, 학부모, 보호자 전화번호 또 부모가 연락되지 않을 경우, 비상사태에 학생들 
돌볼 수 있는 친척 또는 친지의 전화번호를 학교 제출해야 한다"라고 제시하고 있습니다."

자녀안전을 우려하는 것을 알고 있습니다. 헌부한 비상사태카드를 완성하여 ___________________________ 
까지 학교에 제출해 주십시오. 제출하지 않으면 카운슬러가 가정방문을 할 수도 있습니다. 
질문이 있으시면 전화주십시오. ___________________________

현조해 주셔서 감사합니다.

안녕히계십시오.

Principal

Parent Emergency Card Request - Korean
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Վերև.

Աշակերտի ID #

Աշխարհական ID #

Սակայն, (հայերեն ակնառություն) պահանջում է օգտագործել այդ գրավորականության ճանապարհորդության մեջ Ի-ի աշխարհական ID-ը (աշխարհական ակնառություն) համաձայն Section 49408 of the California Education Code կարգավորում։ Նույնիսկ, Հայերեն ակնառությունը, նույնիսկ աշխարհական ID-ը աշխարհականությունը անմիջականորեն ունի ինքնուրույն ժամանակակից աշխարհային ազդեցություն։ Նույնիսկ, արագատության և համալիրի նպատակային տեղեկատվությունները, որոնք մենք ունենք, ստեղծել են առանցքային աշխարհականություններ։ Այսպիսով, աշխարհական ID-ը ենթադրվում է աշխարհույթների համար։

Մեր հետքերը, որ հետևանքով էլ մենք իրականացնում են այս հետքերը, ենթադրվում է

(Պահպանեք/մի, իմանալիներ աշխարհ աշխարհ)

(Պաշտոն)
Уважаемые:

Школа __________________________ обратилась в наш офис за помощью, чтобы получить карточку с информацией на случай ЧП для __________________________ Роздел 49408 нормативных актов штата Калифорния, регулирующих учебные программы предусматривает, что ... с целью охраны здоровья школьника и его благополучия родители или опекуны ребенка должны в обязательном порядке сообщить в школу, в которой он учится его данные. Информация включает домашний адрес и телефон родителей или опекунов. Так же необходимо указать имя и фамилию родственника или друга семьи, уполномоченного опекать школьника в случае, если не смогут связаться с родителями или опекуном."

Мы понимаем, что Вы беспокоетесь о благополучии Вашего ребенка. Пожалуйста, заполните приложенную карточку и верните её в школу не позднее __________________________ В случае не поступления от вас указанной карточки к вам на дом должен будет прийти школьный консультант. Если у вас возникнут какие-либо вопросы, пожалуйста, позвоните по этому номеру ________________

Благодарим Вас за содействие

С уважением,

Principal
Dear [School] Parents,

In November 2007, the Los Angeles Unified School District began the implementation of a District-wide notification system called Connect-ED which enables us to personally communicate with parents/guardians, and staff, regarding emergency situations, attendance, school events and other important issues impacting you and your child.

The Connect-ED service allows us to send personalized voice messages to your family’s home, work or cell phones, and also contact you through email. We are capable of reaching everyone in our school within minutes through the Connect-ED service. This improves school and District communications with our parents/guardians and employees. Keeping parents/guardians more informed and involved has shown to lead to higher student achievement.

Please help us by ensuring we have your current contact information. For the first time, the District has the ability to customize where you receive general notification, attendance and emergency communications.

**What Numbers Should I Provide for Connect-ED?**

There are three times when the school will attempt to reach you.

- **General** notification messages are sent during the early evening. These messages are non-emergency in nature and announce upcoming events or reminders.
- **Attendance** notification messages are sent during the school day and into the early evening. The most appropriate number is a daytime telephone number. If you are a working parent/guardian, this is most often your work number or cell phone number. If the parent/guardian is home during the day, this is the home telephone number. It is recommended that the attendance number not be the home number if no one is there during the day.
- **Emergency** notification messages are of an urgent nature and can be sent anytime. The number you should provide is where you are most likely to be reached. Connect-ED will call every number stored including the numbers for general and attendance notifications to ensure that the parents/guardians are reached. This number should be for the parent/guardian and not the alternate contacts provided on the emergency cards. The information on the emergency cards will be utilized should the school not be able to reach the parent/guardian.

Indicate on the attached form which numbers you would like us to use for the different types of messages. Please be aware that the Connect-ED service cannot dial an extension, so be sure the numbers you include are direct lines.

**Important Call Delivery Tips:**

1. When a call comes from the school (or District), the message recipient’s caller ID will display the school (or District’s) name and phone number.
2. When listening to a message, background noise may cause the system to “stop and start.” Connect-ED is carefully tuned to determine whether a person or an answering machine/voicemail has been reached, and background noise may affect the delivery of the message. If possible, move to a quiet area, or press the “mute” button on your phone.
3. If you missed any part of a message, please stay on the line and press the “*” (star) key on your phone to hear the entire message again.

Please have your child return the attached completed form no later than [Date].

I plan to use the Connect-ED service to send school-wide messages throughout the year. It is important that the school has your current contact information so you can receive these important messages. Please be assured that all personal information will be maintained in the strictest confidence and in compliance with District security policies.

It is an honor to serve you and your child here at [School]. Thank you. We look forward to connecting with you in the very near future.

Sincerely,

[Principal]
Student Information – Please list all children who attend this school.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Date of Birth (mm/dd/yyyy)</th>
<th>Grade (K-12)</th>
<th>Track (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Traditional A</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Contact Information – Please provide the appropriate phone numbers and email addresses for receiving general, attendance, and emergency notifications. All numbers must be direct-dial telephone numbers (no extensions). The same phone number can be used for multiple types of notifications.

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Notification Parent/Guardian 1</th>
<th>Notification Parent/Guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name First: Middle: Last:</td>
<td>Name First: Middle: Last:</td>
</tr>
<tr>
<td></td>
<td>Street:</td>
<td>Street:</td>
</tr>
<tr>
<td></td>
<td>City: State: Zip Code:</td>
<td>City: State: Zip Code:</td>
</tr>
<tr>
<td></td>
<td>Home Language: (leave blank if same)</td>
<td>Home Language: (leave blank if same)</td>
</tr>
</tbody>
</table>

Message Types & Preferences – Please indicate which types of messages will be sent to various phone numbers and email addresses.

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Notification Parent/Guardian 1</th>
<th>Notification Parent/Guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>e.g., school event reminders, non-emergency messages (sent by school)</td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td>*(                          ) -</td>
<td>*(                          ) -</td>
</tr>
<tr>
<td>Attendance</td>
<td>e.g., student tardy and absence calls during the day (sent by LAUSD Central Office, not by school)</td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td>□ Same as above</td>
<td>Notification Parent/Guardian 2 will receive telephone calls to the same phone number listed for General notification types (above).</td>
</tr>
<tr>
<td>Emergency</td>
<td>e.g., non-student emergency calls, including school closures, evacuations, weather or natural disaster alerts, etc. (sent by LAUSD Central Office, not school)</td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td>□ Same as above</td>
<td>⊘ Same as above</td>
</tr>
<tr>
<td>Email</td>
<td>Connect-ED can send school-related messages via email. Please provide the email address at which you would like to receive these messages.</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>@</td>
<td>@</td>
</tr>
</tbody>
</table>

Special Needs – Please indicate any special needs when communicating with your family (i.e., hearing impaired parents/guardians who utilize special TTY equipment).
Estimados padres de familia de [School],

En Noviembre 2007, el Distrito Escolar Unificado de Los Ángeles comenzó la implementación de un sistema de notificación de todo el Distrito llamado Connect-ED el cual nos permite comunicarnos personalmente con los padres de familia o tutores y el personal sobre asuntos relacionados con situaciones de emergencia, asistencia escolar, eventos escolares y otros asuntos importantes que les afectan a ustedes y a sus hijos.

El servicio Connect-ED nos permite enviar mensajes de voz personalizados a sus hogares, a su trabajo o teléfonos celulares, al igual que comunicarnos con usted a través de correos electrónicos. Podemos comunicarnos con cualquier persona en nuestra escuela en cuestión de minutos a través del servicio Connect-ED. Esto mejora la comunicación entre la escuela, el Distrito y nuestros empleados, padres de familia o tutores. El mantener más informados e involucrados a los padres de familia o tutores, ha demostrado que lleva a un mejor aprovechamiento académico.

Por favor ayúdenos asegurándose que tengamos su información actualizada. Por primera vez, el Distrito tiene la habilidad de programar a dónde se le puede dirigir la información sobre notificaciones generales, asistencia escolar y situaciones de emergencia.

¿Cuáles son los números que debo proporcionar para el servicio Connect-ED?
Hay tres ocasiones en las que la escuela se tratará de comunicarse con usted.

- Los mensajes de notificación general se envían durante las horas tempranas de la noche. Estos mensajes no son de emergencia y anuncian eventos próximos y recordatorios.

- Los mensajes de notificación sobre la asistencia escolar se envían durante el día escolar y hasta horas tempranas de la noche. El número más apropiado es el número de teléfono en donde lo podamos localizar durante el día. Si usted es un padre de familia o tutor que trabaja, con frecuencia este número sería el de su trabajo o el de su celular. Si el padre da familia o tutor se encuentra en el hogar durante el día, éste número de teléfono sería el del hogar. Se recomienda que el número que dé para casos de asistencia escolar no sea el número de teléfono de su hogar si no hay nadie ahí durante el día.

- Los mensajes de notificación para casos de emergencia son de naturaleza urgente y se pueden enviar en cualquier momento. El número que debe dar es en dónde es más probable que lo podamos localizar. El servicio Connect-ED llamará a todos los números almacenados incluyendo los números para las notificaciones generales y de asistencia escolar con el fin de asegurarse que se localicen a los padres de familia o tutores. Este número deberá ser el de los padres de familia o tutores y no el número de los contactos alternos que se incluyen en las tarjetas de contactos para casos de emergencia. La información que se encuentra en las tarjetas de emergencia se utilizará en caso de que la escuela no se pueda comunicar con el padre de familia o tutor.
Indique en la forma adjunta cuáles son los números telefónicos que usted quisiera que nosotros usemos para los diferentes tipos de mensajes. Por favor es importante que sepa que el servicio Connect-ED no puede marcar el número de una extensión, por lo tanto, asegúrese que los números que usted incluya sean líneas directas.

**Consejos prácticos importantes de las llamadas que se reciben:**

1. Cuando recibe una llamada de la escuela (o del Distrito), el identificador de llamadas de la persona que recibe el mensaje indicará el nombre y el teléfono de la escuela (o del Distrito).

2. Cuando escuche un mensaje, el ruido de fondo puede ocasionar que el sistema “se detenga y comience”. El servicio Connect-ED está cuidadosamente sintonizado para determinar si se ha localizado a una persona, a una máquina contestadora o correo de voz y el ruido de fondo puede afectar que se envíe el mensaje. Si es posible, muévase a un área en donde no haya ruido, o presione el botón “mute” de su teléfono.

3. Si usted no escuchó alguna parte del mensaje, por favor manténgase en la línea y oprima la tecla de estrella (“*”) de su teléfono para que escuche otra vez todo el mensaje.

Por favor, pídale a su hijo(a) que devuelva esta forma con toda la información a más tardar [Date].

Planeo usar el servicio Connect-ED para enviar mensajes de toda la escuela durante el año. Es importante que la escuela tenga su información actualizada para comunicarnos con usted. Debe estar seguro que toda su información personal se mantendrá en estricta confidencialidad, cumpliendo con todas las políticas de seguridad del Distrito. Es un honor servirle a usted y a su hijo(a) aquí en [School]. Gracias. Esperamos comunicarnos con usted próximamente.

Atentamente,

[Principal]
Sistema de Notificación del LAUSD Información de Contacto de Estudiantes/Padres de Familia o Tutores

Información del Estudiante: Incluya los nombres de todos los niños que asisten a esta escuela.

<table>
<thead>
<tr>
<th>Nombre y apellido del Estudiante (Apellido, Segundo Nombre, Primer Nombre)</th>
<th>Fecha de Nacimiento (mes/día/año)</th>
<th>Grado (K-12)</th>
<th>Ciclo (circule uno)</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ /</td>
<td>Tradicional</td>
<td>A B C D</td>
<td></td>
</tr>
<tr>
<td>/ /</td>
<td>Tradicional</td>
<td>A B C D</td>
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<td>/ /</td>
<td>Tradicional</td>
<td>A B C D</td>
<td></td>
</tr>
<tr>
<td>/ /</td>
<td>Tradicional</td>
<td>A B C D</td>
<td></td>
</tr>
</tbody>
</table>

**Instrucciones para el Padre de Familia o Tutor:** Por favor complete la Información del Padre de Familia o Tutor e incluya los números telefónicos y direcciones de correo electrónico que usted desea que nosotros usemos para comunicarnos con usted a través del servicio de notificaciones de Connect-ED para cada tipo de mensaje (tal y como se indica en la primera columna). Todos los números deberán ser directos (sin número de extensión). El mismo número se puede usar para múltiples tipos de mensajes.

<table>
<thead>
<tr>
<th>Tipo de Mensaje</th>
<th>Información del Padre o Tutor #1</th>
<th>Información del Padre o Tutor #2</th>
<th>Indicar el tipo de # de teléfono (Hogar, Trabajo, Celular)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notificación general</strong> <em>(Éstos son recordatorios de eventos escolares y de mensajes para casos que no son de emergencia.)</em></td>
<td>*( ) -</td>
<td>*( ) -</td>
<td>□ Hogar □ Trabajo □ Celular Este número también se usará para las notificaciones de Asistencia para el Padre o tutor # 2</td>
</tr>
<tr>
<td><strong>Notificación de asistencia escolar</strong> <em>(Éstas son llamadas sobre retardos y ausencias escolares que se hacen durante el día.)</em></td>
<td>□ Igual que el anterior ( ) -</td>
<td>□ Igual que el anterior ( ) -</td>
<td>□ Hogar □ Trabajo □ Celular Las llamadas se harán al mismo número que el anterior para Notificaciones Generales del padre o tutor # 2.</td>
</tr>
<tr>
<td><strong>Notificación para casos de emergencia</strong> <em>(Éstas son llamadas para casos de emergencia de la escuela que incluyen cierres de la escuela, evacuaciones, notificaciones de alerta sobre el clima o desastres naturales, etc.)</em></td>
<td>□ Igual que el anterior ( ) -</td>
<td>□ Igual que el anterior ( ) -</td>
<td>□ Hogar □ Trabajo □ Celular</td>
</tr>
</tbody>
</table>

* Incluya solamente un número de teléfono en esta línea, a menos que el niño(a) viva en dos hogares diferentes durante el año escolar. La notificación de asistencia escolar para el Padre o Tutor #2 se enviará al mismo número que el número indicado para la notificación general para el Padre o Tutor #2.

**Correo electrónico** *(Connect-ED puede enviar mensajes relacionados con la escuela través de correos electrónicos. Por favor, proporcione-nos la dirección de correo electrónico por medio del cuál usted desea recibir estos mensajes).*

@ @

**Necesidades especiales:** Por favor indique si tiene alguna necesidad para comunicarnos con su familia (i.e., padres o tutores con impedimentos de audición que utilizan equipo TTY).
### School Enrollment Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
</table>
| **E1** | Within District, same school, such as:  
  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 |
| **E2** | Within District, different school, such as:  
  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 |
| **E3** | Public-supported school within state, such as:  
  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  
  Juvenile Detention Facility |
| **E4** | Non Public school within the state, such as:  
  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  
  Return from Project Furlough |
| **E5** | Other states and other countries, such as:  
  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 |
| **E7** | First time school enrollment such as:  
  Newly enrolling Kindergarten |

The “E” symbol is determined by the last school attended if a student is returning from a Juvenile Detention Facility.
Elementary Absence/Tardy/ Early Leave Reason Codes

All teachers are required to use the numerical reason codes below when student 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 or early leaves in order to distinguish between excused or unexcused and to determine the classification of truancy status.

<table>
<thead>
<tr>
<th>Absence/Tardy/Early Leave Reason Codes</th>
<th>Reason as Appears in LAUSDMAX</th>
<th>Explanation of Absence/Tardy/Early Leave</th>
<th>Methods of Absence Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence Verification Codes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1P</td>
<td>Excused</td>
<td>Absence verified by a parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funeral or Immediate Family Member</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(includes anyone residing with</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>the student)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One day in state</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Three days out of state and/or country</td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td>Excused</td>
<td>Absence verified by a medical professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical and/or dental appointment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarantine</td>
<td></td>
</tr>
<tr>
<td>1N</td>
<td>Excused</td>
<td>Absence verified by the school nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exclusions by school nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Immunizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lice (should take one day to clean up, and only one day is excused)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unexcused</td>
<td>Running errands for family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vacations or trips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unverified illness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Family emergency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transportation problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inclement weather</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Babysitting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Take Your Child to Work Day” (without principal approval)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Extended Funeral Absences ” (without principal approval)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Truant</td>
<td>Truant –Absent from class without school or parent/guardian permission.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>School Suspension</td>
<td>School Suspension</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Prior Principal Approval</td>
<td>Court Appearance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religious Holiday or Retreat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Take Your Child to Work Day”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-arranged Mental Health Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Exclusion or exemption</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Uncleared</td>
<td>No note, school attempted to obtain verification</td>
<td></td>
</tr>
<tr>
<td>SB</td>
<td>School Bus</td>
<td>School Bus- LAUSD Only</td>
<td></td>
</tr>
</tbody>
</table>

Early Leave Codes

| 6 | Excused | Same as reasons 1P, 1M, 1N |
| 7 | Unexcused | Same as Unexcused reasons above |
| 8 | Truant | Truant –Absent from class without school or parent/guardian permission. |

Updates and Corrections

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]. Since LAUSDMAX does not recognize Early Leaves they are to be documented under tardies and the leave time should be entered. Please note that early leaves will appear as tardies on the report card.

*Pending the availablility in LAUSDMAX.
### 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 or early leaves in order to distinguish between excused or unexcused and to determine the classification of truancy status.

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<thead>
<tr>
<th>Absence/Tardy/Early Leave Reason Codes</th>
<th>Reason as Appears in LAUSDMAX</th>
<th>Explanation of Absence/Tardy/Early Leave</th>
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<tbody>
<tr>
<td>Absence Verification Codes</td>
<td></td>
<td>Methods of Absence Verification</td>
</tr>
<tr>
<td>*1P</td>
<td>Excused</td>
<td>Absence verified by a parent</td>
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<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Funeral or Immediate Family Member (includes anyone residing with the student)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One day in state</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Three days out of state and/or country</td>
</tr>
<tr>
<td>*1M</td>
<td>Excused</td>
<td>Absence verified by a medical professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical and/or dental appointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarantine</td>
</tr>
<tr>
<td>*1N</td>
<td>Excused</td>
<td>Absence verified by the school nurse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness or injury</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exclusions by school nurse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Immunizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lice (should take one day to clean up, and only one day is excused)</td>
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<td>2</td>
<td>Unexcused</td>
<td>Running errands for family</td>
</tr>
<tr>
<td></td>
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<td>Vacations or trips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unverified illness</td>
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<td></td>
<td>Family emergency</td>
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<td></td>
<td></td>
<td>Transportation problems</td>
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<td></td>
<td></td>
<td>Inclement weather</td>
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<tr>
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<td>Babysitting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Take Your Child to Work Day” (without principal approval)</td>
</tr>
<tr>
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<td></td>
<td>“Extended Funeral Absences ” (without principal approval)</td>
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<td></td>
<td>Religious Holiday or Retreat</td>
</tr>
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<td></td>
<td></td>
<td>“Take Your Child to Work Day”</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Medical Exclusion or exemption</td>
</tr>
<tr>
<td>0</td>
<td>Uncleared</td>
<td>No note, school attempted to obtain verification</td>
</tr>
<tr>
<td>UC</td>
<td>Uncleared</td>
<td>No documentation received, no attempt(s) made by school</td>
</tr>
<tr>
<td>AO</td>
<td>Attendance Off</td>
<td>Attendance Office</td>
</tr>
<tr>
<td>AP</td>
<td>Asst Principal Off</td>
<td>Assistant Principal’s Office</td>
</tr>
<tr>
<td>AT</td>
<td>Athletic Team</td>
<td>Athletic Team</td>
</tr>
<tr>
<td>BI</td>
<td>Bilingual Off</td>
<td>Bilingual Office</td>
</tr>
<tr>
<td>CH</td>
<td>Title 1 Off</td>
<td>Title 1 Office</td>
</tr>
<tr>
<td>CO</td>
<td>Counseling Off</td>
<td>Counseling Office</td>
</tr>
<tr>
<td>DO</td>
<td>Dean’s Off</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>EC</td>
<td>Extracurricular</td>
<td>Extracurricular</td>
</tr>
<tr>
<td>FT</td>
<td>Field Trip</td>
<td>Field Trip - Sponsored School Activity</td>
</tr>
</tbody>
</table>
Secondary Absence/Tardy Reason Codes

<table>
<thead>
<tr>
<th>Absence/Tardy Reason Codes</th>
<th>Absence/Tardy Reason as Appears in LAUSDMAX</th>
<th>Explanation of Absence/Tardy Reason Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO</td>
<td>Guidance Off</td>
<td>Guidance Office</td>
</tr>
<tr>
<td>GT</td>
<td>Grd/Trk Off</td>
<td>Grade/Track Office</td>
</tr>
<tr>
<td>HO</td>
<td>Health Off</td>
<td>Health Office</td>
</tr>
<tr>
<td>MG</td>
<td>Magnet Off</td>
<td>Magnet Office</td>
</tr>
<tr>
<td>MO</td>
<td>Main Off</td>
<td>Main Office</td>
</tr>
<tr>
<td>PO</td>
<td>Principal Off</td>
<td>Principal's Office</td>
</tr>
<tr>
<td>SB</td>
<td>School Bus</td>
<td>School Bus</td>
</tr>
<tr>
<td>SC</td>
<td>Suspended Class</td>
<td>In school stu</td>
</tr>
<tr>
<td>SG</td>
<td>Student Gov't</td>
<td>Student Government</td>
</tr>
<tr>
<td>TP</td>
<td>Testing Program</td>
<td>Testing Program</td>
</tr>
<tr>
<td>UC</td>
<td>Uncleared</td>
<td>Uncleared (no documentation received to date)</td>
</tr>
<tr>
<td>WK</td>
<td>Work Experience</td>
<td>Work Experience</td>
</tr>
</tbody>
</table>

Updates and Corrections
If a student enters class after the teacher has submitted attendance, login again and resubmit attendance. When the class roster is opened the students who were marked absent will still show as previously submitted. You need only click the radio button for the student who has arrived since you submitted attendance for the period and then click the [Submit] button at the bottom of the page.

Corrections can be made in LAUSDMAX until 30 minutes after the end of the school day. Any corrections necessary after that time must be made on the Student Attendance Teacher Correction Form and submitted to the Attendance Office.

*Pending the availability in LAUSDMAX.*
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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Track</th>
<th>Class or Homeroom</th>
<th>Address</th>
<th>City</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Child was absent for</td>
<td>days</td>
<td>From</td>
<td>To</td>
<td>Date</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

REASON FOR ABSENCE: (Please check one)

- Illness (specify illness)
- Medical, Dental, Counseling or Optometry Appointment
- Funeral of Relative (Parent/Stepparent/Guardian, sibling, grandparent, aunt, uncle, or cousin living with the student)
- Other

Explain

Parent/Guardian Name

Parent/Guardian Signature

Date

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Track</th>
<th>Class or Homeroom</th>
<th>Address</th>
<th>City</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Phone</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My Child was absent for</td>
<td>days</td>
<td>From</td>
<td>To</td>
<td>Date</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

REASON FOR ABSENCE: (Please check one)

- Illness (specify illness)
- Medical, Dental, Counseling or Optometry Appointment
- Funeral of Relative (Parent/Stepparent/Guardian, sibling, grandparent, aunt, uncle, or cousin living with the student)
- Other

Explain

Parent/Guardian Name

Parent/Guardian Signature

Date
Forma Para Verificar Ausencias

Estimado Padre o Tutor:

Es muy importante para el aprendizaje de 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

<table>
<thead>
<tr>
<th>Nombre del Estudiante</th>
<th>Grado</th>
<th>Ciclo</th>
<th>Clase o Salón Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicilio</td>
<td>Ciudad</td>
<td>Código Postal</td>
<td></td>
</tr>
<tr>
<td>Teléfono de Casa</td>
<td>Teléfono Celular</td>
<td>Teléfono del Trabajo</td>
<td></td>
</tr>
<tr>
<td>Mi hijo(a) estuvo ausente</td>
<td>días</td>
<td>Desde</td>
<td>Hasta</td>
</tr>
<tr>
<td></td>
<td>Fecha</td>
<td>Fecha</td>
<td></td>
</tr>
</tbody>
</table>

**Razón por la Ausencia:** (Por favor marque una)

- Enfermedad (especifique enfermedad)
- Médico, Dental, Conserjería, o Cita con el Optometrista
- Funeral de un miembro de familia (Padres/Padrastros/Tutores, hermanos, abuelos, tía, tío, familiar viviendo con el estudiante)
- Otro
- Explique

<table>
<thead>
<tr>
<th>Nombre del Padre o Tutor</th>
<th>Firma del Padre o Tutor</th>
<th>Fecha</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>学生姓名</th>
<th>年级</th>
<th>轨制</th>
<th>教室或家庭教室</th>
<th>教室或家庭教室</th>
</tr>
</thead>
<tbody>
<tr>
<td>姓</td>
<td>名字</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>住址</td>
<td>公寓 #</td>
<td>城市</td>
<td>邮区号码</td>
<td></td>
</tr>
<tr>
<td>家中电话</td>
<td>手机</td>
<td>工作电话</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我孩子缺席日数</td>
<td>从</td>
<td>到</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>缺席原因：(请勾画一项)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 生病 (注明疾病)</td>
</tr>
<tr>
<td>□ 医生、牙科、辅导或眼科约见</td>
</tr>
<tr>
<td>□ 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)</td>
</tr>
<tr>
<td>□ 其他</td>
</tr>
<tr>
<td>说明</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>家长／监护人姓名</th>
<th>监护人签名</th>
<th>日期</th>
</tr>
</thead>
</table>

Absence Verification Form - Chinese
Thưa Quý Phụ Huynh/Giám Họ:

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.
Cấm on quý vị đã đánh thi giờ điểm mẫu này là để sẽ trợ giúp sự ghi chép và xác minh điểm danh về tất cả những sự vắng mặt theo sự đổi hỏi của Luật Pháp Tiểu Bang California và Bộ Luật Giáo Dục California.

Nay Kính,

Tổng Quản Trị các Trường LAUSD

<table>
<thead>
<tr>
<th>Tên HỌ</th>
<th>Lớp</th>
<th>HỆ Số</th>
<th>Lớp hay Phòng chính</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hồ Tên</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Địa CHỈ</th>
<th>Apt. #</th>
<th>T.P.</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.T. Nhà</td>
<td>D.T. Cell</td>
<td>D.T. Sở Làm</td>
<td></td>
</tr>
<tr>
<td>Con tôi đã vắng mặt hết ngày</td>
<td>Tegt</td>
<td>Tối</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NGÀY</th>
<th>NGÀY</th>
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</tbody>
</table>

LÝ DO VÀNG MẶT: (Xin đánh dấu một ô)

- [ ] Bệnh (ghi rõ bệnh)
- [ ] Có Hẹn Y khoa, Nha khoa, Tư vấn hay Đo Thị-lục
- [ ] Tăng lể của Thân nhân (Chá Me/Kế Phu, Mẫu/Giám hộ, anh chị em, ông bà, cô dì, chú bác cậu, hoặc bà con gần sống chung với học sinh)
- [ ] Khác

Giải thích

<table>
<thead>
<tr>
<th>Tên Phụ huynh/Giám hộ</th>
<th>Chủ Kỳ Phụ huynh/Giám hộ</th>
<th>Ngày</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Հարգելի ծնող/խնամատար.

Շատ կարևոր է ձեր երեխայի կրթության համար, որ նա ճիշտ դպրոցում աշխատի ու գրանցվի: Միջնակարգ դպրոցերում ձեր երեխայի համար կարելի է հասնել՝ զարգացած և բարձր կատարած համար, որը պահանջում է ԼԱՄԴՇ Դպրոցների ուսանողական Օրենքի և Կալիֆորնիայի Նահանգի Օրենքի համաձայն:

Անհրաժեշտություն կան հաճախության և ստուգումների համար ինչպես Կալիֆորնիայի Նահանգի Օրենքով և Կալիֆորնիայի Կրթության Կոդի օրենքով:

Անկեղծորեն:

ԼԱՄԴՇ Դպրոցների ուսանողական Օրենք:

| Անապահոնձանության օրենք | Անից Թվական | Թվական Ուղի Թվական Ուղի
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<tbody>
<tr>
<td>Անկեղծորեն</td>
<td>Անկեղծորեն</td>
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<td>Անկեղծորեն</td>
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<td>Անկեղծորեն</td>
<td>Անկեղծորեն</td>
<td>Անկեղծորեն</td>
</tr>
</tbody>
</table>

Absence Verification Form - Armenian
Уважаемые родители или опекуны:

Очень важно, 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

<table>
<thead>
<tr>
<th>Имя и фамилия ученика</th>
<th>Класс</th>
<th>Track</th>
<th>№ классной комнаты или homeroom</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

| Адрес                  |       |       |                                 |
|                        |       |       |                                 |

<table>
<thead>
<tr>
<th>Домашний тел.</th>
<th>Мобильный тел.</th>
<th>Рабочий тел.</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Мой ребенок отсутствовал на занятиях от ________ до ________.

Причина отсутствия на занятиях (Пожалуйста, пометьте один пункт):

- ☐ заболевание
  (указать заболевание)

- ☐ прием у врача, дентиста, консультанта, или оптика

- ☐ похороны родственника (родителя, отчима, мачехи, опекуна, сестры, брата, бабушки, дедушки, тети, дяди или двоюродного брата или сестры, проживающего со школьником)

- ☐ другое

объясните

<table>
<thead>
<tr>
<th>Имя и фамилия родителя или опекуна</th>
<th>Подпись родителя или опекуна</th>
<th>Дата</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Absence Verification Form - Russian
Dear Parent/Guardian:

A review of our student attendance records show that your child has been absent on the following dates and no explanation has been provided by you to the school. We are bringing this to your attention because, California Code of Regulations, Title 5, Subchapter 1, Article 2 states: A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent part or all of a school day. Please write in the space provided next to each date the reason for the absence. Sign this form at the indicated line below and return this form to the school’s attendance office by one week from the date of this letter. A fax is acceptable.

Thanks for your assistance in clearing your son/daughter attendance record.

__________________________, Assistant Principal

<table>
<thead>
<tr>
<th>DATES</th>
<th>PERIODS</th>
<th>REASONS FOR ABSENCE</th>
</tr>
</thead>
<tbody>
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</table>

__________________________, Parent/Guardian Signature
(Fecha)

(Padre/Nombre del Tutor)  
(Domicilio)  
(Ciudad, Estado, Código Postal)

Referente a: __________________________ Nº de ID del estudiante: ____________

Estimado Padre/Tutor:

Un análisis de los expedientes escolares muestra que su hijo(a) faltó a clases en las siguientes fechas, para las cuales usted no proporcionó explicación alguna a la escuela. Solicitamos su atención a esto, ya que el de acuerdo con el artículo 2, inciso 1, título 5 del Código de Reglamentos de California, “Cada vez que un estudiante falta a la escuela o llega tarde, el director o el maestro tienen derecho de exigir una explicación satisfactoria de parte de los padres o tutores del niño(a) ya sea en persona o por escrito”. Favor de anotar en el espacio que se proporcionó junto a cada fecha el motivo de la ausencia. Firme este formulario en la línea correspondiente en la sección debajo y entréguelo a la oficina de asistencia escolar una semana a partir de la fecha en que recibió esta carta. Un fax es aceptable.

Gracias por asistirnos en aclarar el expediente de asistencia escolar de su hijo(a).

______________, Subdirector

<table>
<thead>
<tr>
<th>FECHAS</th>
<th>PERIODOS</th>
<th>MOTIVO DE LA AUSENCIA</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

FIRMA DEL PADRE/TUTOR
(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

事由：__________________________ 学生身份号码 # ____________________

亲爱的家长 / 监护人们：

审阅我们的学生出席纪录显示您孩子曾在下列的日子缺席，也没有接到您给学校的解释。我们在此提醒您的注意是因为加州法规第 5 章，第 1 节，第 2 条规定：在任何时候如果一名学生在上课日有部分或全天缺席，学校校长或老师可要求家长或监护人亲自或以书面做满意的解释。请按本页下方所列的日期各行填写缺席的理由。在此信的下方签名并在本信发信日期的一星期内交回学校的出席办公室。也可以使用传真回复。

谢谢您的协助来澄清您儿子 / 女儿的出席纪录。

__________________________________，学生身份号码 #

<table>
<thead>
<tr>
<th>日期</th>
<th>课堂</th>
<th>缺席理由</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

__________________________
家长 / 监护人签名

Absent Detail Call List - Chinese
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

VỀ VIỆC: ___________________________ ID# Học Sinh ______________

Thưa Quý Phụ Huynh/Giám Hộ:

Cuộc duyệt xét hồ sơ điểm danh học sinh của chúng tôi cho thấy rằng con quý vị đã vắng mặt vào những ngày sau đây mà không có sự giải thích nào từ quý vị cho nhà trường. Chúng tôi đưa việc này ra cho quý vị biết bởi vì, Bộ Luật về Các Luật Lệ California, Tiêu Đề 5, Tiểu Đoạn 1, Mục 2 nói rằng: Hiệu Trưởng hay giáo viên có thể đòi hỏi sự giải thích thỏa đáng từ phụ huynh hay giám hộ của một học sinh, hoặc là đích thân hay bằng văn bản, hễ khi nào học sinh vắng mặt một phần hay trọn ngày học. Xin viết lý do vắng mặt vào chỗ trống đây cạnh bên mỗi ngày. Ký tên vào mẫu này ở dòng đã định phía dưới và gửi trả mẫu này cho phòng điểm danh của nhà trường trễ nhất là một tuần kể từ ngày ghi trên thư này. Điện thư fax cũng được chấp nhận.

Cảm ơn sự trợ giúp của quý vị để làm sáng tỏ hồ sơ điểm danh của con quý vị.

__________________________________, Phó Hiệu Trưởng

<table>
<thead>
<tr>
<th>Ngày</th>
<th>Tiết Học</th>
<th>Lý Do Vắng Mất</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

CHỦ KÝ PHỤ HUYNH/GIÁM HỘ
(SCHOOL LETTERHEAD)

(Թուական անվան)
(Ծնողքի/Խնամակալի անուն)
(Քաղաք, նահանգ)

Փոխ ընդունող տվյալներ


Այս մեկը մենք թարգմանելու և փոխելու համար տեղափոխվենք մեր, կրկնաօրենքի մեջ ուսանողի կողմից հանձնավորված պաշտոնական բացատրակցությունը պատճառով, որ դեռ փոխադարձ կներկայացնել են։

Ստորերին քննություն է ունեն ցանկացողություն այն այս տեղափոխությունը և փոխելու համար տվյալները պահանջելու համար:

Հեռախոս 

Փոխ ընդունող տվյալներ

| Փոխ ընդունող տվյալներ | և տվյալներ | ռազմական ուսանողական պայմանագրով

Absent Detail Call List – Armenian
Absent Detail Call List – Russian

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Absent Detail Call List – Russian
(SCHOOL LETTERHEAD)

(Date)
(Parent/Guardian Name)
(Address)

RE: ____________________________  Student ID # ____________________

Dear Parent/Guardian:

A review of our student attendance records show that your child has been absent or tardy on the following dates with no explanation provided by you to the school: (See attached attendance report with highlighted dates or see dates listed below:

We have been unsuccessful in several attempts to reach you by telephone and have received no written communication from you regarding these absences. School officials have discussed this matter with your child and requested that he/she bring a note to clear these absences. To date, we have received no clearance from you. We are bringing this to your attention because, California Code of Regulations, Title 5, Subchapter 1, Article 2 states: A principal or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent part or all of a school day. LAUSD also accepts information over the telephone from parents calling from or called at their home or place of business.

Please contact the school attendance office immediately with the necessary information to clear these absences. The attendance office may be contacted at ________________ This letter will serve as written notice that unless we hear from you by ________________ (7 school days from the date of this letter) the above listed absences will be marked as truant on your student’s permanent record.

Please be advised that if your child is absent without a valid excuse for three full days in one school year, or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, your child is considered a truant, and shall be reported to the attendance supervisor or to the superintendent of the school district. A finding that your child is truant will result in an initial notification to you of such finding, and any student who is a habitual truant (a finding of truant three or more times per school year) may be referred to a School Attendance Review Board (SARB). Makeup classes could then be required and any willful failure to respond to SARB could even result in criminal penalties against the parent.

As such, please understand that we are required to monitor and notify parents of potential problems with student attendance. If you believe there is an error in this report, please contact the attendance office immediately at ________________ If you have any concerns about which we should be aware, please make an appointment with ________________ at ________________ so that your child’s needs may be discussed.

Your cooperation is greatly appreciated.

Sincerely,

Principal

Parent Notification of Uncleared Absence
Referente a: ___________________________  Nº de ID del estudiante: _______________

Estimado Padre/Tutor:

Tras analizar los registros de asistencia estudiantil se ha determinado que su hijo(a) llego tarde o falto a clase en las siguientes fechas sin que la escuela recibiera ninguna clase de justificación (ver informe de asistencia adjunto donde se indican las fechas de ausencias o ver detalle a continuación:

A pesar de que la escuela intento comunicarse por teléfono con usted en varias ocasiones, no pudimos ubicarle ni recibimos ninguna constancia por escrito de su parte en referencia a dichas ausencias. Las autoridades escolares hablaron con su hijo(a) al respecto y le explicaron que era necesario que trajera una nota para justificar las ausencias. Hasta la fecha, no hemos recibido absolutamente nada de su parte. Queremos destacar la importancia de solucionar esto porque de acuerdo con el artículo 2, inciso 1, título 5 del Código de Reglamentos de California, Cada vez que un estudiante falta a la escuela o llega tarde, el director o el maestro tienen derecho de exigir una explicación satisfactoria de parte de los padres o tutores del niño(a) ya sea en persona o por escrito. LAUSD también acepta llamadas telefónicas de justificación de parte de los padres, ya sea desde el hogar o del empleo.

Por favor, comuníquese de inmediato con la oficina de control de asistencia y proporcione la información necesaria para justificar la ausencia. El número de la oficina de control de asistencia es ___________. Esta carta servirá como constancia para documentar nuestro esfuerzo por resolver la situación y, a menos que usted responda antes del _____________ (7 días hábiles a partir de la fecha de esta carta) las ausencias indicadas serán consideradas como faltas injustificadas en el registro permanente del estudiante.

Por favor, tenga presente que si su hijo(a) se ausenta de la escuela sin una justificación válida por tres días completos en el año, o si llega tarde o se ausenta por más de 30 minutos durante la jornada lectiva sin una justificación válida en tres ocasiones durante un mismo año lectivo, o la combinación de dichas faltas, estas se considerarán injustificadas y se derivará el caso al supervisor encargado de asistencia o al superintendente de escuelas. Al clasificar a su hijo de esta manera, usted recibirá notificación de dicha clasificación. Aquellos estudiantes que acumulen varias faltas injustificadas (tres o más por año escolar) podrían ser derivados a la Junta de Revisión de la Asistencia Escolar (SARB, por su sigla en inglés). Se le podrían exigir tomar clases para reponer dichas ausencias y en caso de voluntariamente no responder a la convocatoria o al mandato de SARB, los padres del niño podrían enfrentar cargos penales.

Por consiguiente, por favor comprenda que nos vemos obligados a seguir muy de cerca y notificar a los padres con respecto a posibles problemas de asistencia estudiantil. Si usted cree que este informe está equivocado, por favor comuníquese de inmediato con la oficina de control de asistencia a través del ___________. Si tiene algún problema o inquietud que nos desea comunicar, por favor solicite una entrevista con ________________ a través del ________________ para poder hablar sobre las necesidades del niño.

Le agradecemos su colaboración.

Atentamente,

Director(a)
(Date)  
(Parent/Guardian Name)  
(Address)  

事由:  ____________________________  学生身份号码  ____________________________

亲爱的:  
在查阅我们学生的出席纪录中发现您孩子在下列日期未经您向学校说明而无故缺席或迟到（请见所附报告中所做的记号或见下列的日期）:  

__________________________________________________________

我们为了您孩子的缺席状况曾多次试图用电话向您联络，也未得到您任何的书面回应。学校负责人曾和您孩子谈过此事并要求他/她带去一份通知来澄清这些缺席。到目前为止我们还没有收到您任何的解释。我们向您提出此事是因为加州法律第五章第一条第二款规定《学校校长或教师可以用口头或书面要求学生的家长或监护人对学生在上学日部分或全天的缺席给予满意的解释》。洛杉矶联合学区也接受家长或监护人的电话通讯，不论是从家里或是从工作场所打来。  

请立刻和学校的出席办公室联络并提供必需的资料来说明这些缺席。缺席办公室的电话是  

这封信是一份正式通知，除非我们在 ____________ (到本信日期的七个上学日) 接到您的回应，否则以上所列的缺席将在您孩子的学校纪录上定为逃学。  

在此向您郑重说明，如果您的孩子在一学年内有三次无正当理由全天缺席，或在一学年内对任何课堂无正当理由迟到30分钟以上或缺课三次以上，或以上二者合并计算，您的孩子将视为逃学并具报学区出席监督或学区总监。一旦发现您的孩子逃学，第一次将给您通知。如果任何学生属于习惯性逃学（每学年逃学三次或更多），将具报学校出席审议委员会(SARB)处理。SARB可能会要求学生补课。如果对SARB的决定有任何违反，可能会导致家长受到刑事控诉。  

请了解我们有职责对学生的出席加以监督并通知家长们可能会发生的问题。如果您认为报告中有错误的地方，请立刻和出席办公室联络，电话是  

约定一次会议，电话是  ____________________________ 这样我们可以来讨论您孩子的问题。  

十分感谢您的合作。  

诚恳的，  
校长  

Parent Notification of Uncleared Absence – Chinese
Thưa Quý Phụ Huynh/Giám Hộ:

Cưc duyệt xét hồ sơ điểm danh của chúng tôi cho thấy rằng con quý vị đã vắng mặt hay đi trễ vào những ngày sau đây mà không có sự giải thích nào từ quý vị cho nhà trường: (Xem bản tường trình điểm danh đính kèm với những ngày tô đậm hoặc xem những ngày ghi dưới đây:

_________________________

Chúng tôi đã vài lần cố gắng liên lạc với quý vị bằng điện thoại nhưng không gặp và chưa nhận được văn bản giải thích nào từ quý vị về con quý vị và yêu cầu rằng em ấy đem nộp một thư để giải tỏa những sự vắng mặt ấy. Cho đến nay, chúng tôi chưa nhận được thư giải tỏa nào từ quý vị. Chúng tôi hiểu việc này ra với quý vị bởi vì, Bộ Luật Các Quy Tắc California, Tiểu đề 5, Tiểu đề 1, Mục 2 nói: Một hiệu trưởng hay giáo viên có thể đòi hỏi sự giải thích thỏa đáng từ phụ huynh hay giám hộ của học sinh, hoặc là đích thân hoặc là bằng văn bản thư, hệ khi giáo viên sinh vắng mặt một phần của ngày học. LAUSD cũng chấp nhận thông tin qua điện thoại của phụ huynh gọi từ nhà hay chỗ làm việc của họ.

Xin liên lạc tức khắc với phòng điểm danh của nhà trường với thông tin cần thiết để giải tỏa những lần vắng mặt này. Có thể liên lạc phòng điểm danh ở số: __________________________. Thư này được xem là văn bản thông báo rằng ngoại trừ quý vị liên lạc với chúng tôi hạn chót _______________ (7 ngày học kể từ ngày trên thư này) những lần vắng mặt gây ra sẽ bị ghi là trốn học trong hồ sơ vĩnh viễn của con quý vị.

Xin nhớ là nếu con quý vị vắng mặt không lý do chính đáng ba ngày trong một cấp học, hoặc đi trễ hay vắng mặt hơn 30 phút trong ngày học mà không có lý do chính đáng ba lần trong niên học, hoặc bật cửa sổ kể họp nào như thế, con quý vị bị xem là người trốn học, và sẽ bị báo cáo cho giám sát viên điểm danh hoặc vị tổng quản trị của khu học chánh. Sự phát hiện rằng con quý vị là trốn học sẽ đưa đến thông báo sơ khởi cho quý vị về phát hiện ấy, và bật cửa sổ tính náo là kẻ quen thói trốn học (phát hiện trốn học bằng hình thức trốn học một lần hoặc nhiều lần trong niên học) có thể bị chuyển cho Hội Đồng Xét Duyệt Điểm Danh Học Đường (SARB). Lúc ấy có thể bị bắt buộc học các lớp học bù và bật cửa sổ có thể không đập ứng nào đối với SARB thậm chí có thể dẫn tới hình phạt hình sự chống lại phụ huynh.

Vì thế, xin hiểu rằng chúng tôi bị buộc phải theo dõi và thông báo cho quý vị những vấn đề liên quan đến sự có mặt đi học của con quý vị. Nếu quý vị tin rằng có sự sai lầm nào trong báo cáo này, xin liên lạc ngay lập tức với phòng điểm danh ở số: __________________________. Nếu quý vị có bất cứ sự quan ngại nào mà chúng tôi cần phải biết, xin hãy hẹn với __________________________ ở số ______________________ để có thể thảo luận các nhu cầu của con quý vị.

Chúng tôi rất cần sự hợp tác của quý vị.

Trân trọng

Hiệu Trường

Parent Notification of Uncleared Absence – Vietnamese
(SCHOOL LETTERHEAD)

Student Health and Human Services
ATTENDANCE POLICY AND PROCEDURES MANUAL
APPENDIX L4e

((provider)
(Month/Year/Monument Date)
(Signature)
obscure

Child ________________________________   Parent ID # __________________________

Summary

Certain students’ health information has been omitted from the chart, but it is not inclusive due to confidentiality. It is recommended that parents notify the school within 24 hours of any absence from school. (See also general attendance procedures for more information on unexcused absences.)

Abnormally high absences may occur due to illness, including:

- Parent Notification of Unexcused Absence – Armenian

(Revised)
(SCHOOL LETTERHEAD)

(дата)
(адрес)
город, штат, почтовый индекс

относительно: ____________________________________ учетный № школьника __________________________

Уважаемый:

Как следует из документов, в этом учебном году Ваш ребенок отсутствовал на занятиях или опоздал на уроки, не предоставив объяснительной записки. Это произошло в следующие дни (к письму прилагается отчет о присутствии на занятиях согласно расписанию):

________________________________

Мы пытались несколько раз безрезультатно связаться с Вами по телефону но Вы не предоставили какие-либо письменные объяснения пропусков занятий. Члены школьного персонала обсуждали этот вопрос с Вашим ребенком и просили принести объяснительную записку. Мы обращаем Ваше особое внимание, на следующее: раздел 5, подраздел 1, статья 2 свода нормативных актов штата Калифорния предусматривает, что директор или учитель может обратиться к родителю или опекуну и потребовать лично или с помощью записки объяснить отсутствие школьника на занятиях. Объединенный школьный округ г. Лос-Анджелеса также принимает объяснения по телефону. Звонить можно из дома или с рабочего телефона.

Пожалуйста, незамедлительно обратитесь в офис контроля за школьной посещаемостью и предоставьте необходимую информацию. С офисом контроля за школьной посещаемостью можно связаться по тел. _________. Данное письмо служит письменным уведомлением, и если Вы не свяжетесь со школой в срок не позднее _________ (в течение 7 школьных дней, со дня этого письма), то перечисленные выше пропуски занятий отметят в школьном деле ученика как отсутствие без уважительной причины.

Мы сообщаем Вам о том, что если ученик отсутствует на занятиях в течение 3 дней без уважительной причины или отсутствует на уроке более 30 минут в течение школьного дня или три раза в течение академического года, то он считается прогульщиком. Данные школьника передадут заведующему вопросами посещаемости занятий или в офис заведующего школьным округом. Школьника, которого классифицируют как постоянного прогульщика, могут направить в отдел контроля за школьной посещаемостью SARB. Возможно, что школьнику потребуется нагнать пропущенные уроки. Умышленное невыполнение указаний SARB может повлечь преследование родителей в судебном порядке.

Мы просим обратить Ваше внимание, на то что школьный округ должен в обязательном порядке контролировать присутствие на занятиях согласно расписанию и информировать родителей о возможных проблемах. Если Вы считаете, что здесь допущена ошибка, пожалуйста, обратитесь в офис контроля за школьной посещаемостью по тел. ________________ Желающие поделиться своими замечаниями и соображениями могут обратиться к ________________ по тел. ________________ и попросить назначить встречу, чтобы обсудить школьные нужды ребенка.

Мы высоко ценим Вашу поддержку

С уважением

Директор
ELEMENTARY “NO SHOW” PROCEDURES

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.

Suggested Procedures:

- Request teachers sent temporary roll-sheets, rosters or attendance cards of all students to the office daily, in addition to inputting attendance on ISIS.
- Compile list of “No Show” students. Grade and room should be listed next to the name with attendance clerk student’s correct classroom and track assignment.
- Request all emergency cards from the previous year. School site administrator should designate which person can assist PSA Counselor (teacher, aide, clerical) in making phone contact to non-enrolled students.
- By the third day, request each teacher make a list of students actually present. 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 with attendance cards or the “No Show” list by the end of the day.
- Request a computer copy of a reverse address directory. Using the “No Show” student’s address the school will find a close neighbor or, on the case of apartment, someone who lives at the same address might be able to find out if the “No Show” student is still living there.
- In the case of large apartment building, ask an older student to bring to the school the phone number of the manager of the apartment building. They will most likely be able to furnish information as to the whereabouts of the student.
- 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”.
- If none of the above steps have provided information regarding the “No Show” students, home visits should be conducted.
SECONDARY “NO SHOW” PROCEDURES

These guidelines were developed to assist the Pupil Services and Attendance Counselor or appropriate school personnel to locate all “No Show” students.

After the beginning of the school year, if it is verified that a “no show” is attending another school, delete that student’s schedule, change the first letter of the student’s last name to lower case, and note in Field 131 the school that the student is attending. Deleting a student’s schedule will change his or her status from “no show” to “not enrolled.”

For “no shows” who have not enrolled in other schools, delete their schedules after the third week of school, create a “no show” homeroom and enroll all “no shows” in that homeroom.

Suggested Procedures:
- At the end of the second day of school, print an ID38 report on “No Show” students.
- Print AT21 or check rosters for “No Show” students who have enrolled daily.
- Review the Magnet and PWT lists.
- Review the application list for Open Enrollment students
- Review the Matriculation Option Forms received from the feeder schools.
- Contact the feeder school’s attendance clerk. Review the students, who may have withdrawn, requested transfers, or have moved before and after June 30 or end of track
- Check possible graduations, including summer session, for 12th grade “No Show” students
- Review with the attendance clerk all students who have officially checked out, including summer check outs
- Check Spring semester “Inactive” students to find out if their whereabouts was determined
- Program the Sprintel 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.
- Report on the “No Show” list all overage students (18+) who are working full time and have indicated that they will not return.
- Send “No Show” letters in appropriate languages. Envelope to read: “Do not Forward, Address Correction Requested, Return to Sender”.
- Print ID99 by address and telephone numbers (Reverse Directories).
- Request teachers to ask other students in class if they have any information as to the whereabouts of the “No Show” students in their class
- Provide all school personnel with a “No Show” Form for recording information.
- Call and or Fax student’s new school to verify student’s enrollment.
- Utilize the Parent Assurance Letter whenever appropriate.
- Conduct home visits if all other contact attempts fail.
- Record and file all information received onto the ID38 report for the future DROPOUT report.
- Fields ID94, in old year, and ID19, in current year, may also be for documentation.
Dear Parent/Guardian:

It has come to our attention that your son/daughter is not presently enrolled in school. California Education Code section 48200 mandates that parents of children ages 6 to 18 must send their children to school. We have the responsibility to determine that your child is enrolled or is legally exempt from attending school.

Please review and complete the information below. Please CHECK THE BOX and provide all the information applicable to your child’s educational program.

RETURN THIS LETTER TO THE ABOVE ADDRESS OR CALL THE SCHOOL

1. My son/daughter is enrolled at _____________________________ School.
   School Address: _________________________________________
   School telephone number: _________________________________

2. My son/daughter is enrolled in an Independent Study Program.
   Name of Program: _______________ Teacher: _______________
   Address: _______________________________________________
   Telephone: __________________ Date of Enrollment: ____________

3. My son/daughter is medically exempt from school attendance. Please contact __________________ (medical doctor) at ____________ (phone number) for additional information.

4. My son/daughter is 17 years old and has passed the California Proficiency Exam.

5. My son/daughter is 18 years old and will not return to school.

6. My son/daughter is not enrolled in school because --

7. Please assist me with a school placement for my child(ren).

Print Name ____________________________________________ Telephone: __________________

Parent/Guardian/Caretaker Signature __________________________ Date: _____________

Thank you for your cooperation.
Sincerely,

Principal
Referente a: ___________________________  Nº de ID del estudiante: ___________________________

Estimado Padre/Tutor:

Se nos ha informado que su hijo actualmente no está matriculado en la escuela. El artículo 48200 del Código de California establece que los padres de todos los niños de 6 a 18 años de edad tienen la obligación de enviarlos a la escuela. Tenemos la responsabilidad de determinar si su hijo se ha matriculado en una escuela o si se lo ha permitido de estar exento de asistir a la escuela según lo establecido por ley.

Por favor lea y complete la información a continuación. MARQUE LA CASILLA y complete toda la información pertinente al programa educativo de su hijo.

ENTREGUE ESTA CARTA EN LA DIRECCIÓN ANTERIOR O LLAME A LA ESCUELA

[ ] 1. Mi hijo se ha matriculado en la Escuela __________. Dirección de la escuela_________________
   Número de teléfono de la escuela _______________________.

[ ] 2. Mi hijo se ha matriculado en un programa de estudios independientes.
   Nombre del Programa: ________________________  Maestro: ____________________________
   Dirección: _______________________________________________________________________
   Teléfono: ________________________ Fecha en que se matriculó:_________________________

[ ] 3. A mi hijo se lo ha eximido de asistir a la escuela por motivos de salud.
   Por favor comuníquese con ______________________ (médico) al ______________ (número de teléfono) si desea más información.

[ ] 4. Mi hijo tiene 17 años de edad y aprobó la Prueba del Estado de California para Evaluar la Competencia

[ ] 5. Mi hijo tiene 18 años de edad y no asistirá a la escuela.

[ ] 6. Mi hijo no está matriculado en una escuela porque_____________________________________

[ ] 7. Por favor ayúdeme a encontrar una escuela para mi hijo (o hijos).

Nombre y apellido en letra de molde ________________________  Teléfono: _______________________
Firma del padre, tutor o persona a cargo del alumno ________________________  Fecha_________

Agradecemos su colaboración.

Atentamente,

Director(a)

Attendance Not Enrolled - No Show – Spanish
(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

事由：____________________________________ 学生身份号□# ______________

□□的 ：

我□注意到您的儿子／女儿没有来学校注册。加州教育法典第 48200 条明文□定 6-18 □孩子的家□必□送□个年□的孩子到学校□□。我□有□任来决定您的孩子是否已□注册入学或是依法豁免。□仔□□□以下表格。并在方格内勾画，□您孩子的教育提供所有可用的□料。

将此信交回以上地址或打□□到学校

| □ 1. | 我的儿子／女儿已□注册到 __________________________ 学校。 |
|      | 学校地址： __________________ |
|      | 学校□□： ______________ |

| □ 2. | 我的儿子／女儿已□注册就□一个独立学□□程。 |
|      | 程名称： __________ 老□： ______________ |
|      | 地址： ______________ |
|      | □□： ______________ 注册日期： __________ |

| □ 3. | 我的儿子／女儿因医□原因豁免入学。□□□ ______(医生) ________ □□号□) |
|      | 取得□一步□料。 |

| □ 4. | 我的儿子／女儿已□ 17 □并□□通□加州学□熟□考□。 |
| □ 5. | 我的儿子／女儿已□ 18 □并将不会回到学校。 |
| □ 6. | 我的儿子／女儿没有注册入学是因□— |
| □ 7. | □□我孩子的学校分配帮助我。 |

姓名（印刷体： __________________________ □□： ______________

家□/□□人□照□□人□名 __________________________ 日期： __________________________
□□您的合作。

□□的，

校□

Attendance Not Enrolled - No Show - Chinese
V/v: ____________________________  # ID Học sinh __________________
Thưa:

Chúng tôi đã tiếp nhận thông báo rằng con quý vị hiện chưa ghi danh đi học. Bộ Luật Giáo Dục California phần 48200 bắt buộc rằng phụ huynh các trẻ em từ 6 tuổi đến 18 phải cho con cái họ đi học. Chúng tôi có trách nhiệm minh xác rằng con quý vị được ghi danh hoặc được miễn đi học cách hợp pháp.

Xin xem xét và điền các chi tiết dưới đây. Xin ĐÁNH DẤU VÀO Ô và cung cấp mọi chi tiết liên quan tới trường trình giáo dục của con quý vị.

GỬI TRẢ THƯ NÀY VỀ ĐỊA CHỈ TRÊN HOẶC GỌI NHÀ TRƯỜNG

☐ 1. Con tôi đã ghi danh tại Trường ____________________________.
   Địa chỉ nhà Trường: __________________
   Số điện thoại trường: __________________

☐ 2. Con tôi được ghi danh vào một Chương Trình Học Tập Độc Lập.
   Tên Chương-trình: ________________  Giáo viên: ________________
   Địa chỉ: __________________
   Điện thoại: __________________  Ngày Ghi-danh: __________________

☐ 3. Con tôi được miễn đi học vì lý do y khoa. Xin liên lạc ______ (bác sĩ y khoa) ở số điện thoại ______ để biết thêm chi tiết.

☐ 4. Con tôi được 17 tuổi và đã đậu Kỳ Thi Proficiency California.

☐ 5. Con tôi được 18 tuổi và sẽ không trở lại đi học.

☐ 6. Con tôi không ghi danh đi học Bởi vì –

☐ 7. Xin giúp sắp xếp (các) con tôi đi học.

Viết Tên: __________________  Điện thoại: __________________

Chữ ký Phụ-huynh/Giám-hộ/Nguời coi sóc __________________  Ngày: __________________

Cảm ơn sự cung tạc của quý vị.

Trân trọng,

Hiệu Trưởng
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Child's ID# ________________  Parent/Guardian Name __________________________</td>
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<tr>
<td>2.</td>
<td>Child's Name __________________  Parent/Guardian __________________________</td>
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<td>3.</td>
<td>Child's Name __________________  Parent/Guardian __________________________</td>
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<td>4.</td>
<td>Child's Name __________________  Parent/Guardian __________________________</td>
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<td>5.</td>
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<td>6.</td>
<td>Child's Name __________________  Parent/Guardian __________________________</td>
</tr>
<tr>
<td>7.</td>
<td>Child's Name __________________  Parent/Guardian __________________________</td>
</tr>
</tbody>
</table>

(Other information as needed)
(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

относительно: ____________________________

учетный №

школьника __________

Уважаемый:

Нам сообщили о том, что Ваш сын / Ваша дочь в настоящее время не записан/а в школу. Статья 48260 нормативных актов штата Калифорния, регулирующих учебные программы предписывает, что родители и опекуны или взрослый попечитель детей в возрасте от 6 до 18 лет должны в обязательном порядке проследить за тем, чтобы ребенок был записан в школу. Мы несем ответственность, за то чтобы проверить учится ли ваш ребенок в школе или освобожден от посещения школы.

Пожалуйста, укажите необходимую информацию в отведенной нижу таблице. Пожалуйста, пометьте соответствующий пункт и укажите всю информацию, связанную с учебной программой, в которой состоит Ваш ребенок.

ВЕРНИТЕ ЭТО ПИСЬМО ПО ВЫШЕУКАЗАННОМУ АДРЕСУ ИЛИ ПОЗВОНИТЕ В ШКОЛУ

<p>| | |</p>
<table>
<thead>
<tr>
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</table>
| 1. | мой сын / моя дочь записан/а в школу _________________.
     | адрес школы: __________
     | телефон школы: __________ |
| 2. | мой сын/моя дочь записан/а на программу домашнего обучения (Independent Study Program.)
     | название программы: ________
     | учитель: __________
     | адрес: __________
     | телефон: __________
     | дата записи на программу: __________ |
| 3. | мой сын / моя дочь освобожден/а от необходимости посещать школу по состоянию здоровья
     | Пожалуйста, позвоните _____ (врач терапевт) по _____ (телефон) за дополнительной информацией |
| 4. | моему сыну / моей дочери 17 лет и он / она сдал экзамены штата Калифорния на аттестат зрелости |
| 5. | моему сыну / моей дочери 18 лет и он / она не вернется в школу |
| 6. | мой сын / моя дочь не записан/а в школу по следующей причине— |
| 7. | Пожалуйста, помогите мне записать ребенка / детей в школу. |

имя и фамилия печатными буквами ____________________

телелефон ____________________

подпись родителя / опекуна / попечителя ____________________

дата: ____________________

Мы высоко ценим Вашу поддержку

С уважением

Директор
Dear Parents/Guardians:

As we enter a new school year, we would like to inform you of our attendance policy at School. As parents, you are a vital part of your child’s success and future achievement. We encourage you to support him/her through your efforts in seeing that he/she attends school daily and on-time. **Education is a continuous learning experience.**

According to the California Education Code, “each person between the ages of 6 to 18 years not exempted is subject to compulsory full-time education. Students who are absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year are truant and will be reported to the attendance supervisor or the superintendent of the school district.” Failure to comply with the Education Code may result in:

- Referral to School Attendance Review Team (SART) and/or School Attendance Review Board (SARB) process
- Your case may be referred to the District or City Attorney
- Cal Works or TANF may reduce your monthly allowance per child
- You may be fined up to $2,500 per child

**Education, by law, is a parental responsibility.** If your child is absent or needs to miss part of a school day:

- Schedule all appointments for your child after school, on weekend days or during your child’s vacation.
- If the appointment must be during school hours, please have your child attend school prior to the appointment and/or return to school before/after the appointment to complete the school day.
- Call the school to let them know your child will be absent and why.

All absences must be verified as required by California Education Code. Upon your child’s return from an absence a note must be submitted to the Attendance Office or Main Office from any of the following: parent/guardian, medical doctor, health care agencies or school nurse. If your child’s absence is not cleared **within 10 school days**, it will be marked as reason code #3 truancy and may lead to truancy status.

Please be advised that a family’s failure to report, in writing, a change in address, within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit.

Education is a partnership between parents and the school. We will work with you to address issues or concerns which may be preventing your child from attending school regularly.

Sincerely,

Principal

Initial Attendance Policy Letter
Estimados Padres/Tutor Legales:

Al comenzar un nuevo año escolar, deseamos informarles de nuestra póliza de asistencia en la escuela. Como padres, ustedes son una parte vital del éxito y futuros logros de sus hijos. Deben apoyar a sus hijos en ver que el/ella asista a la escuela diariamente y con puntualidad. **La educación es una experiencia continua de aprendizaje.**

Según el Código de Educación Estatal de California, “cada persona entre las edades de 6 y 18 años que no esté exenta está sujeta a educación obligatoria de tiempo completo. Alumnos que faltan a la escuela sin una justificación válida en tres ocasiones o llegue tarde por más de 30 minutos en un día escolar en tres ocasiones durante un año escolar, es un estudiante que se ausenta de la escuela sin justificación o permiso, y se le informará de su caso al supervisor de asistencia escolar o al superintendente del distrito escolar.” El fallar con el cumplimiento del Código de Educación puede resultar en:

- Se les puede obligar a participar en el proceso de la Junta de Revisión de la Asistencia Escolar SART y/o SARB
- Se puede remitir su caso a la oficina del fiscal del distrito o de la ciudad.
- Cal Works o TANF les puede reducir su asignación mensual por cada hijo(a).
- Se les puede multar hasta $2,500 por cada hijo(a).

**La educación, por ley, es una responsabilidad de los padres.** Si su hijo(a) está ausente o tiene que faltar durante una parte del día escolar:

1. Concierte todas las citas de su hijo(a) para después de las horas de la escuela, los fines de semana o durante las vacaciones.
2. Si la cita tiene que ser durante las horas de clase, por favor haga que su hijo(a) asista a clase antes de la cita y/o regrese después de ésta para estar hasta el fin del día escolar.
3. Llame a la escuela para avisar que su hijo(a) estará ausente y por cual razón.

Todas las ausencias deben ser verificadas como lo requiere el Código de Educación Escolar de California. Pedimos que al regresar de una ausencia se entregue a la Oficina de Asistencia una nota ya sea del padre/tutor legal, del doctor, de una agencia médica, o de la enfermera escolar. Si la ausencia de su hijo/a no es verificada dentro de 10 días escolares, la ausencia, se le marcara con el código #3 falta injustificada y a su hijo/a se le puede clasificar como un estudiante que falta a la escuela sin justificación.

Por favor sea informado que al no reportar, por escrito, su cambio de domicilio dentro de 30 días puede resultar en que se le niegue un permiso para permanecer en la escuela en la que esta asistiendo.

**La educación es una alianza entre padres y la escuela.** Siempre estamos dispuestos a trabajar con ustedes para resolver problemas que prevengan a sus hijos asistir a la escuela regularmente.

Atentamente,

Director/a
Dear Parent/Guardian of [Name]:

You are receiving this letter because your child had excessive excused or unexcused absences last year.

Last school year [number] your child had [number] total absences.

Below is a summary of our School Policy pertaining to excessive absences:

1. The maximum number of excuse absences allowed in a school year is 10 days.
2. Each absence beyond 10 days must be verified by a health professional, which may include a school nurse. The parent will not be allowed to justify absences by writing an excuse note beyond the 10 days.
3. Parents have only 10 school days after an absence to provide a valid reason to excuse the absence. If a valid reason is not provided within the 10 school days, the absence will be marked with reason code # 3 truancy and may lead to truancy status. State law declares a student truant when the student has 3 unexcused absences or tardies in excess of 30 minutes.
4. Parents of students with health issues or a chronic illness may complete the “Release of Information” form. This form authorizes the school nurse to speak with the child’s doctor about the child’s health issues and how they impact school attendance. Once the form is approved by the school nurse or administrator, the parent may continue to write notes to excuse all absences as in the past.

The LAUSD authorized these changes to improve school attendance and increase academic achievement. This policy will assist students and parents in being more accountable for the days the student is absent from school. These changes are not intended to be punitive for the parent or student. If your child’s absences were the result of health issues or illness, I encourage you to consult with our school nurse or administrator immediately so that this policy does not cause you undue worry or concern.

Please feel free to contact the Attendance Office staff or the school nurse if you have further questions.

Sincerely,

Principal
Estimado Padre/Tutor de _____:

Usted ha recibido esta carta porque su hijo/a tuvo demasiadas faltas injustificadas o justificadas el año pasado.

El pasado año escolar ________ su hijo/a tuvo un total de _________ faltas.

Debajo encontrará un resumen de la política escolar sobre las faltas excesivas:

1. El número máximo de faltas justificadas permitidas en el año escolar es de 10 días.
2. Cada ausencia adicional a los 10 días deberá ser justificada por un profesional de la salud incluyendo la enfermera/o escolar. El padre no podrá justificar, por medio de una nota, ausencias más allá de los 10 días.
3. Los Padres tienen sólo 10 días escolares después de una falta para proveer una razón válida para justificar la falta. Si no se provee una razón válida para justificar la falta en los siguientes 10 días escolares, la falta se le marcará con el código #3 falta injustificada y a su hijo/a se le puede clasificar como un estudiante que falta a la escuela sin justificación o permiso. La ley del Estado declara a un estudiante delincuente cuando el estudiante tiene 3 faltas injustificadas o retardos en exceso de 30 minutos.
4. Los Padres de estudiantes con problemas de salud o enfermedad crónica pueden llenar un “Formulario que Autoriza la Divulgación de Información”. Este formulario autoriza a la enfermera escolar a hablar con el doctor del niño sobre los problemas de salud y cómo estos afectan la asistencia escolar. Una vez que el formulario sea aprobado por la enfermera escolar o el/la administrador/a, el padre puede continuar escribiendo notas para justificar todas las faltas como en el pasado.

El Distrito LAUSD autorizó estos cambios para mejorar la asistencia escolar y aumentar el aprovechamiento académico. Esta política ayudará a los estudiantes y padres a ser más responsables por los días que el estudiante falte a la escuela. Estos cambios no son un castigo para los padres o estudiantes. Si las faltas de su hijo/a fueron el resultado de problemas de salud o enfermedad, le recomiendo consultar a su enfermera escolar o administrador inmediatamente para que esta política no le cause una molestia o preocupación innecesaria.

Por favor comuníquese con la Oficina de Asistencia o a la enfermera escolar si tiene alguna duda o pregunta.

Atentamente,

Director(a)
Dear Parent/Guardian of ____:

You are receiving this letter because your child has excessive excused or unexcused absences. We are bringing this to your attention because, although your child may have brought a note, if the absences continue at this rate, he or she will have an unacceptable number of absences by the end of this reporting period.

Below is a summary of our School Policy pertaining to excessive absences:

1. The maximum number of excuse absences allowed in a school year is 10 days.
2. Each absence beyond 10 days must be verified by a health professional, which may include a school nurse. The parent will not be allowed to justify absences by writing an excuse note beyond the 10 days.
3. Parents have only 10 school days after an absence to provide a valid reason to excuse the absence. If a valid reason is not provided within 10 school days, the absence will be marked with reason code # 3 truancy and may lead to truancy status. State law declares a student truant when the student has 3 unexcused absences or tardies in excess of 30 minutes.
4. Parents of children with health issues or a chronic illness may complete the “Release of Information” form. This form authorizes the school nurse to speak with the child’s doctor about the child’s health issues and how they impact school attendance. Once the form is approved by the school nurse or administrator, the parent may continue to write notes to excuse all absences as in the past.

The LAUSD authorized these changes to improve school attendance and increase academic achievement. This policy will assist students and parents in being more accountable for the days the student is absent from school. These changes are not intended to be punitive for the parent or student. If your child’s absences were the result of health issues or illness, I encourage you to consult with our school nurse or administrator immediately so that this policy does not cause you undue worry or concern.

Please feel free to contact the Attendance Office staff or the school nurse if you have further questions.

Sincerely,

Principal
Estimado Padre/Tutor de _____:

Usted ha recibido esta carta porque su hijo(a) tiene demasiadas faltas injustificadas o justificadas. Le informamos al respecto porque, aunque su hijo(a) posiblemente haya traído una nota para justificar su ausencia, si las ausencias continúan a este ritmo, su hijo(a) tendrá un numero inaceptable de ausencias al finalizar este periodo académico.

Debajo encontrara un resumen de la política escolar sobre las faltas excesivas:

1. El número máximo de faltas justificadas permitidas en el año escolar es de 10 días.
2. Cada ausencia adicional a los 10 días deberá ser justificada por un profesional de la salud incluyendo la enfermera/o escolar. El padre no podrá justificar, por medio de una nota, ausencias más allá de los 10 días.
3. Los Padres tienen sólo 5 días escolares después de una falta para proveer una razón válida para justificar la falta. Si no se provee una razón válida para justificar la falta en los siguientes 10 días escolares, la falta se le marcará con el código #3 falta injustificada y a su hijo/a se le puede clasificar como un estudiante que falta a la escuela sin justificación o permiso. La ley del Estado declara a un estudiante delincuente cuando el estudiante tiene 3 faltas injustificadas o retardos en exceso de 30 minutos.
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El Distrito LAUSD autorizó estos cambios para mejorar la asistencia escolar y aumentar el aprovechamiento académico. Esta política ayudará a los estudiantes y padres a ser más responsables por los días que el estudiante falte a la escuela. Estos cambios no son un castigo para los padres o estudiantes. Si las faltas de su hijo/a fueron el resultado de problemas de salud o enfermedad, le recomiendo consultar a su enfermera escolar o administrador inmediatamente para que esta política no le cause una molestia o preocupación innecesaria.

Por favor contacte a la Oficina de Asistencia o a la enfermera escolar si tiene alguna duda o pregunta.

Atentamente,

Director(a)
Dear Parent/Guardian:

Our records indicate that your child has not been attending school regularly this year. These absences, although excused, have been so frequent that we are concerned. These absences cause your child to miss important instruction and a hardship in completing the required school work. Continued absences may result in school failure.

It appears that your child has a chronic or persistent medical condition that is causing the absences. Therefore, it is imperative that you provide us with documentation from your physician, and schedule a meeting with the appropriate school staff so that we may discuss appropriate accommodations and/or referrals for assistance and support.

I am sure that you wish to see your child succeed in school. However, to achieve this will require greater effort and cooperation on your part to improve their attendance record during the remainder of the school year.

Please contact at to schedule your appointment.

Sincerely,

Principal
Referente a: ______________________  No de ID del estudiante: __________

Estimado Padre/Tutor:

Nuestros archivos indican que su hijo(a) ______________________ este año no ha asistido regularmente a la escuela. Las ausencias han sido tan frecuentes que nos preocupan. Estas ausencias hacen que su hijo(a) pierda instrucción importante y que se le dificulte terminar el trabajo académico que se requiere en la escuela. Si las ausencias continúan, podrían traer como consecuencia que su hijo(a) repruebe el año escolar.

Al parecer su hijo(a) tiene una enfermedad crónica o persistente que le causa estas ausencias. Debido a esto, le pedimos que haga el favor de proporcionarnos un documento de parte de su médico para que podamos tener una reunión con _________________ a fin de debatir adaptaciones y/o referirlo a las entidades apropiadas que le puedan brindar ayuda y apoyo.

Estoy seguro de que usted desea que su hijo(a) tenga éxito en sus estudios. Sin embargo, para lograr esto se necesita mayor colaboración entre usted y los funcionarios escolares.

Haga el favor de llamar a _________________ al _________________ para programar una cita.

Atentamente,

Director(a)
(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

RE: ___________________________  Student ID #       _________

Dear Parent/Guardian:

It has come to our attention that your child ___________________________ has been absent _______ days and/or tardy _______ times. These absences and/or tardies have been so frequent that the school is very concerned, as this causes your child to miss instruction which is very critical to academic progress.

Within the next week, please contact the school at ___________________________ to set up a meeting so we can discuss this problem. Our goal at that meeting will be to establish a program for improving attendance for your child.

Sincerely,

Principal
Referente a: ___________________________   Nº de ID del estudiante: ________________

Estimado Padre/Tutor:

Se nos ha informado que su hijo(a) ___________________________ ha estado ausente ________ días y/o ha llegado tarde ________ veces. Estas ausencias o llegadas tarde han sido tan frecuentes que la escuela está muy preocupada, puesto que esto hace que su hijo(a) pierda instrucción esencial para su progreso académico.

Durante la próxima semana, por favor comuníquese a la escuela al ___________________________ para hacer una cita a fin de que podamos discutir este problema. Nuestra meta en dicha reunión consistirá en elaborar un programa para mejorar la asistencia de su hijo(a).

Atentamente,

Director(a)
Dear Parent/Guardian:

It has come to our attention that [Student Name] has been absent [number of days] days and tardy [number of times] times. These absences and/or tardies have been so frequent that the school is very concerned, as this causes your child to miss instruction which is very important to academic progress. This attendance problem makes it difficult for your child to learn.

Pursuant to California Education Code Section 48340; our school district’s attendance policies for kindergarten students are consistent with the compulsory education laws governing school attendance for children ages 6 to 18. Although children 5 and under are not required to attend school, once they are enrolled, they are expected to attend school regularly and you must ensure their attendance. Therefore, if your kindergarten child is absent or tardy without a valid excuse, it will be counted as truancy as defined by State law.

Attendance patterns established in kindergarten may influence our child’s educational success throughout the rest of his/her school life. Truancy is a serious matter. We believe you want your child to have educational success.

Please contact the school directly if you would like assistance or call me at [phone number].

Sincerely,

Principal
(Student Health and Human Services
ATTENDANCE POLICY AND PROCEDURES MANUAL
APPENDIX N-6b

(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

Referente a: ___________________________  № de ID del estudiante: ____________

Estimado Padre/Tutor:

Nos hemos enterado de que _________________ ha estado ausente ______ días y ha llegado tarde ______ veces. Estas ausencias y/o llegadas tarde han sido tan frecuentes que en la escuela estamos preocupados, porque esto hace que su hijo(a) pierda instrucción esencial para su progreso académico. Este problema de ausentismo dificulta el aprendizaje de su hijo(a).

Conforme al Artículo 48340 del Código de Educación de California, las normas de asistencia de nuestro distrito de kinder concuerdan con las leyes de educación obligatoria que rigen la asistencia escolar para los niños de 6 a 18 años de edad. Aunque los niños de 5 años o menos no están obligados a asistir a la escuela, una vez que están matriculados, se espera que asistan regularmente a la escuela, y usted debe de asegurar su asistencia. Por lo tanto, si su hijo(a) de kinder falta o llega tarde sin justificación válida, se contará como ausencia injustificada como lo define la ley estatal.

El tipo de asistencia que se establece en kinder puede influir en el progreso educativo de su hijo(a) durante el resto de su vida escolar. La ausencia injustificada es un problema grave. Creemos que usted quiere que su hijo(a) tenga éxito en sus estudios.

Haga el favor de llamar directamente a la escuela al _________________ si desea ayuda.

Atentamente,

Director(a)
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Mailing Address)
(City, State, Zip Code)

RE: ____________________________  Student ID # ____________

Dear Parent/Guardian:

Our attendance records show that your child ______________________ has been marked tardy ________ class periods so far this school year. In order to be marked tardy, the student was not in his or her seat when the tardy bell rang, signaling the time class is to begin.

School officials have brought this matter with your child. Perhaps you were unaware of these tardies. Please discuss with your child the importance of being on time and ready to learn when class time begins.

The California State Education Code, Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian, to see that his or her child attends school full time, and arrives on time every day.

Please feel free to call me to discuss ways in which to improve your child’s promptness. I may be reached at ______________________ during school hours.

Sincerely,

Principal
Referente a: ___________________________  Nº de ID del estudiante: _____________

Estimado Padre/Tutor:

Nuestro registro de asistencia indica que su hijo(a) ___________________________ ha llegado tarde a _______ clases hasta ahora durante este año escolar. Se han registrado las llegadas tardías porque el alumno no estaba en su asiento cuando sonó la última campana para señalar la hora que comienza la clase.

Los funcionarios escolares le han tratado este asunto con su hijo(a). Posiblemente usted no esté al tanto de estas llegadas tarde. Haga el favor de hablar con su hijo(a) sobre la importancia de llegar puntualmente a clase y estar listo para aprender cuando la clase está por empezar.

En el Articulo 48200 del Código de Educación del Estado de California se estipula que es responsabilidad del padre de familia, tutor o custodio adulto del alumno asegurarse de que su hijo(a) asista a clase durante toda la jornada escolar y llegue puntualmente todos los días.

Por favor comuníquese conmigo para que podamos hablar sobre las diferentes maneras de mejorar la puntualidad de su hijo(a). Puede comunicarse conmigo al _______________ durante la jornada escolar.

Atentamente,

Director(a)
Dear Parent/Guardian:

Our attendance records show that your child __________________ has been marked tardy _______ class periods so far this school year. In order to be marked tardy, the student was not in his or her seat when the tardy bell rang, signaling the time class is to begin.

Schools officials have discussed this matter with your child. This is the second formal written notification sent to you this school year. Perhaps you are not aware of these additional tardies. Please discuss with your child the importance of being on time and ready to learn when class time begins. Also, please be advised that additional tardiness will result in disciplinary action being taken by the school.

The California State Education Code, Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian, to see that his or her child attends school full time, and arrives on time every day.

Please feel free to call me to discuss ways in which to improve your child’s promptness to avoid any disciplinary action. I can be reached at __________________ at during school hours.

Sincerely,

Principal

---

2ND TARDY NOTIFICATION-PARENT RESPONSE FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Birth date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Name:</td>
<td>Phone#:</td>
</tr>
</tbody>
</table>

Actions taken at home:

Parent Signature: ____________________________ Date: _________________

RETURN TO: ____________________________
Estimado Padre/Tutor:

Nuestro registro de asistencia indica que su hijo(a) _________ ha llegado tarde a _____ clases hasta ahora durante este año escolar. Se han registrado las llegadas tardías porque el alumno no estaba en su asiento cuando sonó la última campana para señalar la hora que comienza la clase.

Los funcionarios escolares ya han hablado con su hijo(a) sobre este asunto. Esta es la segunda notificación formal que se le manda por escrito este año escolar. Tal vez usted no este al tanto de estas llegadas tarde. Haga el favor de hablar con su hijo(a) sobre la importancia de llegar a puntualmente a clase y estar listo(a) para aprender cuando la clase está por comenzar. Además, las tardanzas adicionales resultaran en acción disciplinaria por parte de la escuela.

En el Artículo 48200 del Código de Educación del Estado de California se estipula que es responsabilidad del padre de familia, tutor o custodio adulto del alumno asegurarse de que su hijo(a) asista a clase durante toda la jornada escolar y llegue puntualmente todos los días.

Favor de llamarme para poder discutir las diferentes maneras para mejorar las tardanzas de su hijo(a) y prevenir cualquier tipo de acción disciplinaria. Se puede comunicar conmigo al ________ durante las horas de clase.

Atentamente,

Director(a)

---

2º TARDY NOTIFICATION-PARENT RESPONSE FORM

<table>
<thead>
<tr>
<th>Nombre del Estudiante:</th>
<th>Fecha de Nacimiento:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre del Padre:</td>
<td>Número telefónico:</td>
</tr>
<tr>
<td>Medidas tomadas en casa:</td>
<td></td>
</tr>
</tbody>
</table>

Firma de Padre:_____________________________    Fecha: _________________

REGRESE A: __________________________

2nd Tardy Response Form - Spanish
210
Dear Parent/Guardian:

Our attendance records show that your child _________________ has been marked tardy _______ class periods so far this school year. In order to be marked tardy, the student was not in his or her seat when the tardy bell rang, signaling the time class is to begin.

School officials have brought this matter to your attention, and your child continues to be tardy.

The California State Education Code, Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian, to see that his or her child attends school full time, and arrives on time every day.

Previous school and home interventions have not proved successful. A conference with a school official is required to discuss the issue in greater detail. Together we will develop a plan to improve your child’s attendance.

Present this letter to your employer as proof that you must attend this conference. (California Labor Code 230.8)

Call _________________ at _________________ to schedule the conference. I may be reached during school hours.

Sincerely,

Principal

3rd Tardy Conference Request
(Date)

(Parent/Guardian Name)
(Mailing Address)
(City, State, Zip Code)

Referente a: ________________  Nº de ID del estudiante: ________________

Estimado Padre/Tutor:

Nuestro registro de asistencia indica que su hijo(a) ________________ ha llegado tarde a ______ clases hasta ahora durante este año escolar. Se han registrado las llegadas tardías porque el alumno no estaba en su asiento cuando sonó la última campana para señalar la hora que comienza la clase.

Los funcionarios escolares le han informado a usted sobre este asunto, pero su hijo(a) sigue llegando tarde.

En el Artículo 48200 del Código de Educación del Estado de California se estipula que es responsabilidad del padre de familia, tutor o custodio adulto del alumno asegurarse de que su hijo(a) asista a clase durante toda la jornada escolar y llegue puntualmente todos los días.

Las intervenciones anteriores en la escuela y en el hogar no han dado resultado. Se requiere una conferencia con un funcionario escolar para tratar más a fondo esta cuestión. Juntos elaboraremos un plan destinado a mejorar la asistencia de su hijo(a).

Preséntele esta carta a su empleador para comprobar que usted debe asistir a esta conferencia. (Código de Trabajo de California, 230.8)

Llame a ________________ al ________________ para programar la conferencia. Puede comunicarse conmigo durante la jornada escolar.

Atentamente,

Director(a)
Dear Parent/Guardian:

Our records indicate that your child _________________ has left early _______ days so far this school year.

California Education Code (C.E.C.) section 48200 states that all children between the ages of 6 to 18 must attend school full-time and be present for the entire length of the school day as designated by the Governing Board of the school district.

Therefore, it is imperative that all appointments for your child are scheduled after school, on weekend days or during vacation.

When your child is in school full-time everyday for instruction, he/she will have a better chance to learn everything covered in the class by his or her teacher(s). In addition, teachers may consider attendance, including tardies and early releases in grading class work habits. Please assist us by communicating to your child that he or she is expected to attend a full day of school every day.

Please feel free to call me to discuss ways in which to improve your child’s attendance. I may be reached at ___________________________ during school hours.

Sincerely,

Principal

Early Release
Estimado Padre/Tutor:

Nuestro registro de asistencia indica que su hijo(a) ha salido temprano de clase ______ días hasta ahora durante este año escolar.

El Código Educativo de California (C.E.C., por sus siglas en inglés) sección 48200 establece que todos los niños entre las edades de los 6 a los 18 años deben asistir a la escuela todo el día completo como lo designa Junta Directiva del distrito escolar.

Por eso, es sumamente importante que todas las citas de su hijo(a) se hagan después de escuela, durante fines de semana, o durante las vacaciones.

Cuando su hijo(a) asiste a la escuela durante toda la jornada escolar y todos los días para recibir la enseñanza, él/ella tendrá una mejor oportunidad de aprender todo lo impartido por el(los) maestro(s) en clase. Además, los educadores podrían considerar la asistencia incluyendo las llegadas tarde y las jornadas escolares incompletas en la calificación de hábitos escolares de trabajo. Por favor ayúdenos comunicándole a su hijo que se espera que él/ella asista a la escuela durante toda la jornada escolar completa y todos los días.

Por favor comuníquese conmigo para que podamos hablar sobre las diferentes maneras de mejorar la asistencia de su hijo(a). Puede comunicarse conmigo al _______ durante la jornada escolar.

Atentamente,

Director(a)
(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 assistance.

I feel confident that you have your child’s best interest at hear and that you will make sure this situation improves as soon as possible.

If you have any questions, please call me at ________________________________

Sincerely,

Principal
Estimado Padre/Tutor:

Se nos ha informado que a su hijo(a) no se le ha recogido puntualmente a las de la tarde todos los días después de la jornada escolar.

Por favor, haga lo necesario para que se recoja a su hijo(a) al fin de la jornada escolar. En el futuro, si no se recoge puntualmente a su hijo(a), los funcionarios escolares podrían verse obligados a avisarles al respecto a los Servicios de Protección a la Niñez o a la policía local para que intervengan en este asunto.

Estoy seguro de que usted se preocupa por el bienestar de su hijo(a) y que se asegurara de que esta situación mejore lo antes posible.

Si usted tiene alguna pregunta, haga el favor de llamarme al .

Atentamente,

Director(a)
Statement of Intent to Employ Minor and Request for Work Permit

*Not a work permit* — Print all information except signatures

### For Minor to Complete

<table>
<thead>
<tr>
<th>Minor’s name (last name first)</th>
<th>Social security number</th>
<th>Date of birth</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street address</th>
<th>City</th>
<th>ZIP Code</th>
<th>Home telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street address</th>
<th>City</th>
<th>ZIP Code</th>
<th>School telephone</th>
</tr>
</thead>
</table>

### For Employer to Complete (Please review rules for employment of minors on reverse.)

<table>
<thead>
<tr>
<th>Name of business</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street address</th>
<th>City</th>
<th>ZIP Code</th>
<th>Business telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minor’s work duties</th>
<th>Hourly wage</th>
</tr>
</thead>
</table>

Maximum number of hours of employment when school is in session:

|------|-------|------|--------|------|------|------|---------|

*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.*

<table>
<thead>
<tr>
<th>Supervisor’s signature</th>
<th>Supervisor’s name (print or type)</th>
</tr>
</thead>
</table>

### For Parent or Guardian to Complete

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, the information herein is correct and true. I request that a work permit be issued.

*In addition to this employer, my child is working for:*  

<table>
<thead>
<tr>
<th>Name of business</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of parent or legal guardian</th>
<th>Date</th>
</tr>
</thead>
</table>

### For School to Complete

<table>
<thead>
<tr>
<th>Evidence of minor’s age</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of verifying authority</th>
</tr>
</thead>
</table>

**Type:**

- Regular
- Vacation
- Year-Round
- Work Experience Education
- Other (specify)

*IMPORTANT: See reverse side for additional information.*
If federal laws, state laws and school district policies conflict, the more restrictive law (the one most protective of the employee) prevails.

- Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a state Certificate of Proficiency.
- Employers of minors required to attend school must complete a “Statement of Intent to Employ Minor and Request for Work Permit” (form B1-1) for the school district of attendance for each such minor.
- Employers must retain a “Permit to Employ and Work” (form B1-4) for each such minor.
- Work permits (B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times.
- A work permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers as listed below:

1. Explosive exposure
2. Motor vehicle driving/outside helper
3. Coal mining
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. Other mining
10. Power-driven meat slicing/processing machines
11. Power-baking machines
12. Power-driven paper products/paper bailing machines
13. Manufacturing brick, tile products
14. Power saws and shears
15. Wrecking, demolition
16. Roofing
17. Excavation operation

For more complete information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Division of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the “Government Listings” sections of telephone directories.

- Minors younger than 16 years are allowed to work only in limited, specified occupations that exclude baking, manufacturing, processing, construction, warehouse, and transportation occupations.
- In addition to safety regulations, labor laws applicable to adult employees also generally apply to minor employees, including workers’ compensation insurance requirements.
- Child labor laws do not generally apply to minors who deliver newspapers or work at odd jobs, such as yard work and baby-sitting, or in private homes where the minor is not regularly employed.
- A day of rest from work is required if the total hours worked per week exceed 30 or if more than 6 hours are worked on any one day during the week.

### General Summary of Minors’ Work Regulations

<table>
<thead>
<tr>
<th>Ages</th>
<th>Hours of Work</th>
</tr>
</thead>
</table>
| **16 – 17** | *When school is in session:* Daily maximum of 4 hours, Monday through Thursday. May work up to 8 hours on any non-school day or on any day that precedes a non-school day. May be permitted to work up to 48 hours per week. Students in Work Experience Education or cooperative vocational education programs may be permitted to work a maximum of 8 hours on a school day.  
*When school not in session:* May work up to 48 hours per week but no more than 8 hours in any one day.  
Work must be performed no earlier than 5 a.m. or later than 10 p.m. except that work may extend to 12:30 a.m. on nights preceding non-school days. Students in Work Experience Education or cooperative vocational education programs may be authorized to work until 12:30 a.m. on nights preceding school days with specified written permission. |
| **14 – 15** | *When school is in session:* On school days daily maximum 3 hours. On non-school days may work 8 hours. Weekly maximum of 18 hours. Students in Work Experience Education and career exploration programs may work up to 23 hours per week.  
*When school not in session:* Daily maximum 8 hours and weekly maximum 40 hours.  
May not work during public school hours except students in Work Experience Education or career exploration programs.  
Work must be performed no earlier than 7 a.m. nor later than 7 p.m. any day of the week. From June 1 to Labor Day work hours may be extended to 9 p.m. |
| **Younger than 14** | Labor laws generally prohibit nonfarm employment of children younger than 14. Special rules apply to agricultural work, domestic work and the entertainment industry. |
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
Dear Parent/Guardian:

This is to notify you that your child has been reported to the Pupil Services and Attendance Supervisor as a truant from school as required by the provisions of Section 48260 of the California Education Code after having been absent from school without valid excuse 3 or more days or tardy for more than 30 minutes without a valid excuse or any combination thereof on the following dates:

Section 48260 of the Education Code states:
“Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.”

In addition to Ed Code Article 48260.5, mandates that we notify you of the following information:

- 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 believe there is an error in this report, please contact the attendance office immediately. Please contact ________________ at ________________ to discuss the next steps in our mutual plan of action to resolve this issue.

Sincerely,

Principal
Esta carta es para notificarle que su hijo/a ha sido reportado al Supervisor de Asistencia Escolar y Servicios Estudiantiles como un estudiante que falta a la escuela sin justificación o permiso, como lo exigen las estipulaciones del Artículo 48260 del Código Educativo de California, después de haber faltado a clase o haber llegado tarde por más de 30 minutos sin una justificación válida en las siguientes fechas:

El Artículo 48260 del Código Educativo estipula que:
“Todo aquel estudiante sujeto a recibir educación obligatoria de tiempo completo o educación obligatoria para la recuperación que falte a la escuela sin una justificación válida en tres ocasiones durante un año escolar o llegue tarde por más de 30 minutos en un día escolar en tres ocasiones durante un año escolar, o cualquier combinación de lo señalado, es un estudiante que se ausenta de la escuela sin justificación o permiso, y se le informará de su caso al supervisor de asistencia escolar o al superintendente del distrito escolar”.

Además, el Código Educativo en su Artículo 48260.5 exige que nosotros le notifiquemos la siguiente información:
- Que el padre de familia o tutor está obligado a enviar al estudiante para que asista a la escuela.
- Que los padres de familia o tutores que no cumplan con esta obligación se les puede encontrar culpables de una infracción y sujetos a una acción judicial de conformidad con la Sección 6 (comenzando con el Artículo 48290) del Capítulo 2 o Parte 27.
- Que existen programas educativos alternativos disponibles en el distrito.
- Que el padre de familia o tutor tiene el derecho de reunirse con el personal escolar correspondiente para hablar acerca de las soluciones relacionadas a la falta de asistencia escolar del estudiante.
- Que el estudiante puede ser sujeto a una acción judicial bajo el Código Educativo Artículo 48264.
- Que el estudiante puede ser sujeto a una suspensión, restricción a los privilegios de manejo para dicho estudiante de conformidad con el Artículo 13202.7 del Código de Tránsito.
- Que se recomienda que el padre de familia o tutor acompañe al estudiante a la escuela para asistir a las clases con el estudiante durante un día.

Por favor reconozca que se nos exige que supervisemos la asistencia y notifiquemos a los padres de familia de los posibles problemas de asistencia del estudiante. Si usted cree que existe un error en este reporte, por favor comuníquese a la oficina de asistencia escolar inmediatamente. Por favor comuníquese con al para hablar acerca de los siguientes pasos en nuestro plan de acción mutuo para resolver este problema.

Atentamente,

Director(a)
RE: ____________

亲爱的家长 / 监护人：

事由

加州教育法典第48260条规定：
“任何学生皆应接受全时间义务教育或延续义务教育。学生在一学年内无正当理由缺席三次或迟到30分钟以上达三次者即视为逃学，应具报学区出席监督或学区监督。”

除按教育法典第48260.5 之外，也规定我们也应将以下资料通知您：
- 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义务即视为违法，将按第2章或第27条第6款（根据教育法典第48290条）予以起诉。
- 学区设有替代式教育课程。
- 家长或监护人有权和校方负责人讨论来解决学生的逃学问题。
- 学生可能按教育法典第48264条受到控诉。
- 学生可能被处以停学，禁制，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。

谨请理解我们须按规定监察学生出席并将可能发生的问题通知家长。如果您认为此报告有错误之处，请立刻与办公室联络。请在（时间） ____________________ 打电话（号码） ____________________和我联络来讨论我们下一步共同计划解决这个问题。

诚恳的，

Principal
ATTENDANCE POLICY AND PROCEDURES MANUAL
APPENDIX Q-1d

(SCHOOL LETTERHEAD)

(RE: ________________________________ Student ID # ________________________________

Thưa Quý Phụ Huynh/Giám Hộ:

Thứ này để thông báo cho quý vị rằng con của quý vị, đã bị báo cáo cho Giám Thị Điểm Danh và Dịch Vụ Học Sinh, là người trốn học, theo như đòi hỏi của các điều khoản trong Phần 48260 của Bộ Luật Giáo Dục California, sau khi đã vắng mặt ở trường không có lý do hợp lệ 3 ngày hay nhiều hơn hoặc trễ học hơn 30 phút mà không có lý do hợp lệ hay bất cứ sự kết hợp nào nói trên vào những ngày sau đây:

Phần 48260 của Bộ Luật Giáo Dục ghi:
“Bất cứ học sinh nào bị cưỡng bách giáo dục trọn thời gian hoặc cưỡng bách giáo dục tiếp liên mà vắng mặt ở trường ba ngày trọn không có lý do hợp lệ hoặc trễ học hơn 30 phút trong một ngày học ba lần mà không có lý do hợp lệ trong một niên học, hoặc bất cứ sự kết hợp nào như đã nói, ấy là một học sinh trốn học và sẽ bị báo cáo cho vị giám thị điểm danh hoặc vị tổng quản trị của khu học chính.”

Phụ vào Tiêu Đề 48260.5 Bộ Luật Giáo Dục, bắt buộc rằng chúng tôi thông báo cho quý vị các thông tin sau đây:

• Rằng phụ huynh hay giám hộ có nghĩa vụ khuyến giục sự có mặt đi học của học sinh ở trường.
• Rằng phụ huynh hay giám hộ nào không làm các nghĩa vụ nầy có thể bị tội phạm-luat và bị truy tố ra toa án theo Tiêu Đề 6 (bắt đầu từ Phần 48290) của Đoạn 2 hay Phầ 27.
• Rằng có sẵn trong học khu các chương trình giáo dục thay thế.
• Rằng phụ huynh hay giám hộ có quyền gặp nhân viên có trách nhiệm của nhà trường để thảo luận các giải pháp về sự trốn học của học sinh.
• Rằng học sinh có thể bị truy tố theo Bộ Luật Giáo Dục Phần 48264
• Rằng học sinh có thể bị tạm duôi học, cầm tước, hoặc hoãn đăng án lại xe của học sinh theo Phần 13202.7 Luật Xe Cộ.
• Rằng đề nghị phụ huynh hay giám hộ thảp từng học sinh tới trường và dự học các lớp với học sinh trong một ngày.

Xin đề ý rằng chúng tôi bị buộc phải theo dõi sự có mặt đi học và thông báo cho phụ huynh các nan đề tiềm tàng về tình trạng điểm danh của học sinh. Nếu quý vị tin rằng có sự lầm lẫn trong báo cáo này, xin liên lạc phòng điểm danh ngay lập tức. Xin liên lạc với ___________ ___________ ở số ___________ để thảo luận những bước kế tiếp trong kế hoạch hành động hỗ trợ của chúng ta để giải quyết vấn đề này.

Trân trọng,

Hiệu Trường

1st Initial Truancy Notification -Vietnamese
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(RE: ____________________________ Student ID # ________________________)

Urinary Infections.

The school provides the following to inform you about your child's absence from school.

According to California Education Code section 48260, if a student is absent from school for 3 days or more, or 30 days or less without a valid reason, the school district's superintendent shall report the student's absence to the state. The superintendent shall also report the student's absences to the state if the absences are due to illness or injury, or the absence is due to a court order.

Parent/Guardian Name: ____________________________ Student ID #: ________________________

(Continuation)

1st Initial Truancy Notification - Armenian
Уважаемые родители или опекуны:

Это письмо имеет своей задачей известить вас о том, что данные вашего ребенка (имя и фамилия школьника) передали заведующему вопросами посещаемости согласно предписаниям статьи 48260 в связи с отсутствием на занятиях в течение 3 дней или опозданием на урок на 30 минут или более или на основании сочетания данных фактов в указанные здесь дни без уважительной причины:

Статья 48260 нормативных актов, регулирующих учебные программы предусматривает следующее: „Каждый ученик, который обязан посещать общеобразовательную школу или заниматься в школе для взрослых в течение полного школьного дня, и который отсутствует на занятиях в течение 3 дней без уважительной причины или отсутствует на уроке более 30 минут в течение школьного дня или три раза в течение академического года считается прогульщиком. Данные школьника передадут заведующему вопросами посещаемости занятий или в офис заведующего школьным округом.”

Дополнительно в соответствии со статьей 48260 нормативных актов, регулирующих учебные программы Вас информируют о следующем:

- Родители или опекуны должны обеспечить регулярное посещение занятий
- Родителей или опекунов, которые не выполняют данные предписания, могут обвинить в нарушении законодательных норм, что повлечет судебное взыскание согласно пункту 6 (статья 48260) раздел 2 часть 27.
- Объединенный школьный округ предлагает альтернативные учебные программы
- Родители вправе встретиться с соответствующим школьным персоналом, чтобы обсудить возможные варианты решения проблемы прогулов.
- Школьники могут прилежать к ответственности согласно статье 48264 сборника нормативных актов штата Калифорния, регулирующих учебные программы.
- Согласно статье 1320.7 законов, регулирующих правила дорожного движения школьнику могут не выдать или временно отобрать водительские права или отсрочить право на вождение автомобиля.
- Родителям или опекунам рекомендуется сопровождать ученика в школу или присутствовать один день на уроках.

Мы просим обратить внимание родителей на то, что мы должны в обязательном порядке вести контроль за присутствием на занятиях согласно расписанию и информировать Вас о возможных проблемах. Если Вы считаете, что здесь произошла ошибка, пожалуйста, обратитесь в офис контроля за школьной посещаемостью. Пожалуйста, позвоните __________________ по телефону __________,________________________ чтобы совместно обсудить вариант решения этой проблемы.

С уважением

Principal

mev-02/07/05 Translated by LAUSD Translations Unit

1st Initial Truancy Notification - Russian
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

RE: __________________________ Student ID # __________________________

Dear Parent/Guardian:

Our attendance records show that for this school year your child has been marked absent without valid excuse four or more full days or tardy for more than any 30 minute period during the school day without valid excuse on five days or occasions (or any combination thereof) on the following days:

________________________________________________________________________
________________________________________________________________________

In accordance with the California Education Code (CEC) Section 48260 this is your notification that your child has been classified as a truant. We need to work together to improve your child’s attendance and discuss the educational options available to your child. I am requesting that you as the parent, guardian, or caregiver schedule a conference with me or someone at the school within the next five school days.

Present this letter to your employer as proof that you must attend this conference. (California Labor Code 230.8)

The CEC Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian, to see that their child attends school full time and on time every day. In addition, CEC Section 48260 states: “Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to the attendance supervisor or the superintendent of the school district."

Please contact __________________________ at __________________________ to schedule the conference. He/she can be reached during regular school hours.

Sincerely,

Principal
Estimado Padre/Tutor:

Nuestros expedientes escolares muestran que durante este año escolar su hijo/a ha faltado a la escuela, durante cuatro o más días completos sin una justificación válida o ha llegado tarde por un periodo de más de 30 minutos durante las horas escolares sin una justificación válida durante cinco días u ocasiones (o cualquier combinación de lo señalado) durante los siguientes días:

De conformidad con el Código Educativo del Estado de California (CEC, por sus siglas en inglés) Artículo 48260 esta es su notificación de que su hijo ha sido clasificado como un estudiante que falta a la escuela sin justificación o permiso. Tenemos que trabajar juntos para mejorar la asistencia escolar de su hijo y hablar acerca de las opciones educativas disponibles para su hijo. Le pido que usted como padre de familia, tutor o persona a cargo del cuidado del estudiante programe una conferencia conmigo o alguien en la escuela en los próximos cinco días escolares.

Preséntele esta carta a su empleador como prueba de que usted tiene que asistir a esta conferencia (Código Laboral del Estado de California 230.8).

El Artículo 48200 del CEC estipula que es la responsabilidad del padre de familia o tutor o persona adulta a cargo de la tutela cerciorarse de que el estudiante asista a la escuela tiempo completo, a tiempo todos los días. Además, el Artículo 48260 del CEC estipula: “Todo aquel estudiante sujeto a recibir educación obligatoria de tiempo completo o educación obligatoria para la recuperación que falte a la escuela sin una justificación válida en tres ocasiones o llegue tarde por más de 30 minutos en un día escolar en tres ocasiones durante un año escolar, es un estudiante que se ausenta de la escuela sin justificación o permiso, y se le informará de su caso al supervisor de asistencia escolar o al superintendente del distrito escolar.”

Por favor comuníquese con __________________ al __________________ para programar la conferencia. Él/ella pude ser localizado/a durante las horas hábiles de la escuela.

Atentamente,

Director(a)
(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

RE: ____________________________  Student ID # ____________________

亲爱的家长/监护人：

我们的出席纪录显示您的孩子在本学年度超过四天或以上无正当理由整天缺席或迟到30分钟以上。这五天或次数（或任何合并计算）的日期如以下所列：

谨按加州教育法典(CEC) 第48260条规定给您发出通知您的孩子已经认定为逃学。我们需要共同合作来改进您孩子的出席并讨论您孩子现有的教育选择。本人谨要求您身为家长，监护人，或照顾人在五个上课日之内约定在学校举行一次会议。

请把这封信给您的雇主看，证明依法(加州劳工法第230.8条)您必须出席这个会议。

加州教育法典第48200条明文规定孩子每天全时间到学校上学是家长，监护人，或照顾的成人的责任。此外，加州教育法典第48260规定“任何学生皆应接受全时间义务教育或延续义务教育。学生在一学年内无正当理由缺席三次或迟到30分钟以上达三次者即视为逃学，应具报学区出席监督或学区监督。”

请联络 ____________________________  电话是 ____________________________ 来约定会议的日程，在正常的上课时间都可以找到他/她。

诚恳的，

校长

2nd Truancy Notification - Chinese
Thưa Quý Phụ Huynh/Giám Hộ:

Hồ sơ điểm danh của chúng tôi trong niên học này cho thấy rằng con quý vị đã bị ghi vắng mặt không lý do để bỏ lớp bốn ngày trong năm hoặc nhiều hơn hoặc 30 phút không có lý do để bỏ lớp trong năm học không có lý do để vắng mặt trong năm hoặc lần (hoặc sự kết hợp nào nòi trên) vào những ngày sau đây:


Tuần thứ theo Bộ Luật Giáo Dục California (CEC) Phần 48260, đây là thông báo cho quý vị rằng con quý vị đã bị xếp hạng là trốn học. Chúng ta cần phải hợp tác để cải thiện sự có mặt đi học của con quý vị và thảo luận các lựa chọn giáo dục có sẵn cho con quý vị. Tôi yêu cầu quý vị là phụ huynh, giám hộ, hay người chăm sóc, định một buổi họp với tôi hay ai khác ở trường trong vòng năm ngày học tới đây.

Trình thư này cho chủ nhân của quý vị làm bằng chứng rằng quý vị phải dự buổi họp ấy. (Luật Lao Động California 230.8)

Phần 48200 của CEC, nói rằng trách nhiệm của phụ huynh, người giám hộ, hay người lớn nuôi dưỡng, phải biết chắc con em đi học trọn ngày học và đúng giờ mỗi ngày. Thêm vào đó Phần 48260 của CEC ghi: “Bất cứ học sinh nào phải chịu giáo dục cưỡng bách trong thời gian hoặc cưỡng bách giáo dục tiếp liên nhưng vắng mặt ở lớp mà không có lý do để bỏ lớp trong ba lần hoặc trễ học hơn 30 phút trong một ngày học ba lần trong năm học là một người trốn học và sẽ bị báo cáo cho giám thị điểm danh hoặc vị tổng quản trị của khu học chánh.”

Xin liên lạc với _______________________ ở số ___________________ để định một thời biểu họp. Có thể tiếp xúc được người này trong giờ làm việc bình thường của trường.

Trân trọng,

Hiệu Trưởng
(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

RE: ___________________________________  Student ID # ______________________

Dear Parent/Guardian,

Our enrollment records indicate that your student, ___________________________________, has been absent from school more than 30 days during this school year, which may result in a referral to the Attendance Office. If your student will be absent for 4 or more days within this school year, we must be notified in writing.

According to the California Education Code (CEC) Section 48260.5, if a student's attendance falls below 85% of the total school days, the student will be referred to the Attendance Office. If your student's attendance falls below this threshold, we will send a 2nd Truancy Notification to the school district.

We encourage you to contact the school district or the Attendance Office to discuss the situation.

Sincerely,

______________________________
Principal

2nd Truancy Notification - Armenian
Уважаемые родители или опекуны:

Документация показывает, что Ваш ребенок пропустил в этом учебном году 4 или более дней занятий или опоздал 5 раз на уроки на более чем 30 минут без уважительной причины или отсутствовал на уроке (возможно, что имело место сочетание данных фактов). Это произошло в следующие дни:


В соответствии с указаниями статьи 48260.5 нормативных актов штата Калифорния, регулирующих учебные программы данное письмо служит извещением о том, что Ваш ребенок считается прогульщиком. Мы должны совместно приложить все усилия, чтобы ученик регулярно посещал школу согласно расписанию. Я готов встретиться с Вами, чтобы обсудить как обеспечить регулярное присутствие на занятиях, а также рассмотреть возможные альтернативные учебные программы для Вашего ребенка. В этой связи я прошу Вас как родителя, опекуна или попечителя в течение 5 школьных дней назначить встречу со мной или с другим членом школьного персонала.

Это письмо можно показать работодателю (статья 230.8 кодекса законов о труде штата Калифорния), как доказательство того, что Вас вызывают на собрание.

Статья 48260 нормативных актов штата Калифорния, регулирующих учебные программы предписывает, что родители и опекуны или взрослый попечитель должны в обязательном порядке проследить за тем, чтобы ребенок регулярно посещал школу согласно расписанию. Дополнительно статья 48260 нормативных актов, регулирующих учебные программы предусматривает следующее: „Каждый ученик, который обязан посещать общеобразовательную школу или заниматься в школе для взрослых в течение полного школьного дня, и который отсутствует на занятиях в течение 3 дней без уважительной причины или отсутствует на уроке более 30 минут в течение школьного дня или три раза в течение академического года считается прогульщиком. Данные школьника передадут заведующему вопросами посещаемости занятий или в офис заведующего школьным округом.”

Пожалуйста, свяжитесь с __________________________ по телефону ________, __________________________ чтобы решить этот вопрос.

С уважением,

(имя и фамилия директора школы)

Директо
Dear Parent/Guardian:

Our attendance records show that for this school year your child has been marked absent from school without valid excuse six days or more or tardy for more than any 30 minute period during the school day without valid excuse (or any combination thereof) on the following days:

The California Education Code (CEC), Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian, to see that their child attends school full time and on time every day. In addition, CEC Section 48260 states: “Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.”

Please contact __________________ at __________________ to schedule a conference immediately. You have previously been notified that your child is a truant, and home and/or school interventions have not proved successful. We have met or attempted to meet to discuss educational options and other programs and your child still continues to be absent or tardy without a valid excuse. Based on the attendance record, your child is being reclassified as a HABITUAL TRUANT as defined by Section 48262.

In accordance with Section 48262, any pupil is deemed an 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.

We are available to meet with you to discuss solutions to your child’s truancy.

Sincerely,

Principal

3<sup>rd</sup> Truancy Notification
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Address)
(City, State, Zip Code)

Referente a: ____________________________  № de ID del estudiante: ______________

Estimado Padre/Tutor:

Nuestros expedientes escolares muestran que durante este año escolar su hijo/a ha faltado a la escuela durante seis días o más sin una justificación válida o ha llegado tarde por más de 30 minutos durante las horas escolares sin una justificación válida (o cualquier combinación de lo señalado) durante los siguientes días:

________________________________________
________________________________________
________________________________________
________________________________________

El Código Educativo del Estado de California (CEC, por sus siglas en inglés) Artículo 48200 estipula que es responsabilidad del padre de familia, tutor o adulto a cargo de la tutela cerciorarse de que su hijo/a asista a la escuela durante todo el día y a tiempo todos los días. Además, el Artículo 48260 del CEC estipula que: “Todo aquel estudiante sujeto a recibir educación obligatoria de tiempo completo o educación obligatoria para la recuperación que falte a la escuela sin una justificación válida en tres ocasiones o llegue tarde por más de 30 minutos en un día escolar en tres ocasiones durante un año escolar, (o cualquier combinación de lo señalado) es un estudiante que se ausenta de la escuela sin justificación o permiso, y se le informará de su caso al supervisor de asistencia escolar o al superintendente del distrito escolar.”

Por favor comuníquese con ____________________________ al ____________________________ para fijar una conferencia inmediatamente. A usted se le ha notificado con anterioridad que su hijo/a es un estudiante que falta a la escuela sin justificación o permiso y que las intervenciones tanto en el hogar como en la escuela no han sido exitosas. Nos hemos reunido o intentado reunir para hablar acerca de las opciones educativas y otros programas, sin embargo, su hijo continúa faltando a la escuela o llega tarde sin una justificación válida. Con base en el expediente de asistencia escolar, a su hijo se le ha clasificado como estudiante que falta a la escuela sin justificación o permiso de manera habitual, de conformidad con el Artículo 48262.

De conformidad con el Artículo 48262, todo estudiante puede ser clasificado como un estudiante con faltas injustificables excesivas cuando se reporta que dicho estudiante ha faltado sin justificación válida más de tres veces durante el año escolar.

Estamos disponibles para reunirnos con usted para hablar acerca de soluciones a la falta de asistencia escolar injustificada de su hijo/a.

Atentamente,

Directora
RE: [Student ID]#

Student ID #

亲爱的家长/监护人:

我们的出席纪录显示您的孩子在本学年度超过六天以上无正当理由整天缺席或迟到30分钟以上（或任何合并计算）这些日期是:

加州教育法典(CEC)第48200条明文规定孩子每天全时间到学校上学是家长，监护人，或照顾的成人的责任。此外，加州教育法典第48260规定:“任何学生皆应接受全时间义务教育或延续义务教育。学生在一学年内无正当理由缺席三整日或迟到30分钟以上达三次者，或任何合并计算，即视为逃学，应具报学区出席监督或学区监督。”

请立刻联络  来订定开会的日程。您在以往曾经收到您孩子逃学的通知，家庭和/或学校的干预都未收到效果。我们曾举行或试图举行会议来讨论教育上的选择和其他的计划，而您的孩子仍然继续地无故缺席或迟到。根据出席的纪录，按照法典第48262条您的孩子已被分类为《习惯性逃学》的学生。

按照法典第48263条规定向您发出此项通知，校方已将此事转告《学生服务及出席办公室》要求开始以社会和法律上的干预来处理这项习惯性的出席问题，包括但不仅限于转告《学校出席审查委员会》(SARB)。

我们随时可以和您会面讨论您孩子的逃学问题。

诚恳的，

Principal

3rd Truancy Notification - Chinese
Hồ sơ điểm danh của chúng tôi trong niên học nầy cho thấy rằng con quý vị đã bị ghi vắng mặt không lý do hợp lệ sáu ngày trọn hay nhiều hơn hoặc trẻ học hơn 30 phút trong ngày học không có lý do hợp lệ (hoặc sự kết hợp nào nói trên) vào những ngày sau đây:

________________________________________________________

Bộ Luật Giáo Dục California (CEC), Phần 48200, ghi rằng trách nhiệm của phụ huynh, người giám hộ, hay người lớn nuôi dưỡng, phải biết chắc con em mình đi học trọn ngày học và đúng giờ mỗi ngày. Thêm vào đó Phần 48260 của CEC ghi: “Bất cứ học sinh nào phải chịu giáo dục cưỡng bách trọn thời gian hoặc giáo dục tiếp liên nhưng vắng mặt ở lớp không có lý do hợp lệ ba ngày trọn trong một niên học hoặc trễ học hơn 30 phút trong ngày học không có lý do hợp lệ ba lần trong niên học, hoặc sự kết hợp nào nói trên, là người trốn học và sẽ bị báo cáo cho giám thị điểm danh hoặc báo lên vị tổng quản trị của khu học chánh.”

Xin liên lạc với ở số __________________ Student ID # __________________ ngay lập tức để định một thời biểu họp. Quý vị đã được thông báo trước đây rằng con quý vị là một học sinh trốn học, và các biện pháp can thiệp giúp đỡ ở nhà và/hay ở trường đã chứng tỏ không thành công. Chúng ta đã hợp hoặc có định ý hợp để thảo luận về các lựa chọn giáo dục và những chương trình khác, nhưng con quý vị vẫn tiếp tục vắng mặt hay trẻ học mà không có lý do hợp lệ. Căn cứ trên hồ sơ điểm danh, con quý vị đã bị xếp vào loại QUEN THÓI TRÓN HỌC như được định nghĩa bởi Phần 48262.

Tuân theo Phần 48263, đây là thông báo cho quý vị rằng một giấy chuyển đã được đưa đến Phòng Dịch Vụ Học Sinh và Điểm Danh, yêu cầu khởi sự những biện pháp can thiệp giúp đỡ về xã hội và pháp lý tuỳ theo quyền hạn của văn phòng ấy để giải quyết nan đề vắng mặt kinh niên này, kể cả, nhưng không phải chỉ có một đơn chuyển tới Hội Đồng Xét Duyệt Điểm Danh Học Đường (SARB).

Chúng tôi sẵn sàng gặp quý vị để thảo luận những giải pháp về việc trốn học của con quý vị.

Trân trọng,

Hiệu Trường
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

RE: ____________________________ Student ID # ____________________________

Dear [Parent/Guardian Name],

Our attendance records indicate that your child [Student Name] has been absent from school for 30 consecutive days. According to California Educational Code (CEC) section 48260.5, such a student may no longer be enrolled in school without a valid reason.

California Department of Education.

We are writing to formally notify you of [Student Name]'s absence from school. It is our policy to maintain accurate records of student attendance. If your child is absent for 30 consecutive days, they will no longer be enrolled in school.

California Educational Code (CEC) section 48260.5 requires that we notify you in writing if your child is absent for 30 consecutive days. If your child is absent without a valid reason, they will no longer be enrolled in school.

We urge you to contact the school and provide a valid reason for your child's absence.

Sincerely,

3rd Truancy Notification - Armenian
Уважаемые родители или опекуны:

Документация показывает, что Ваш ребенок пропустил в этом учебном году 4 или более дней занятий или опоздал 5 раз на уроки на более чем 30 минут без уважительной причины или отсутствовал на уроке (возможно, что имело место сочетание данных фактов). Это произошло в следующие дни:

Статья 48260 нормативных актов штата Калифорния, регулирующих учебные программы предписывает, что родители и опекуны или взрослый попечитель должны в обязательном порядке проследить за тем, чтобы ребенок регулярно посещал школу согласно расписанию. Дополнительно статья 48260 нормативных актов, регулирующих учебные программы предусматривает следующее: „Каждый ученик, который обязан посещать общеобразовательную школу или заниматься в школе для взрослых в течение полного школьного дня, и который отсутствует на занятиях в течение 3 дней без уважительной причины или отсутствует на уроке более 30 минут в течение школьного дня или три раза в течение академического года считается прогульщиком. Данные школьника передадут заведующему вопросами посещаемости занятий или в офис заведующего школьным округом.”

Пожалуйста, свяжитесь с ___________________ по телефону ________, ____________ чтобы решить этот вопрос. Вас ранее извещали о том, что ребенок прогуливает занятия. Попытки решить этот вопрос не имели успеха. Мы встречались или пытались встретиться с Вами, чтобы обсудить варианты учебных программ. Ваш ребенок продолжает прогуливать занятия и опаздывать на уроки без уважительной причины. На основании нашей документации Вашего ребенка классифицировали как постоянного прогульщика.

В соответствии со статьей 48260.5 это письмо имеет своей задачей известить Вас о том, что данные Вашего ребенка передали заведующему вопросами посещаемости занятий Pupil Services and Attendance Counselor. Мы обратились с просьбой принять необходимые меры, чтобы решить проблему прогулов. Данный офис по собственному усмотрению вправе передать дело в отдел контроля за школьной посещаемостью SARB.

С уважением,

директор

3rd Truancy Notification - Russian
NOTIFICATION OF TRUANCY

Los Angeles Unified School District L.D. # _________ Site ______________________________
Fiscal Year ______ Name/Title ___________________________________ Employee # _________
Signature ___________________________________________________ Date _____________

Education Code section 48260.5 requires school districts and county offices of education, upon a pupil’s initial classification as a truant, to notify the pupil’s parent or guardian by first-class mail or other reasonable means, that the pupil is truant.

The initial truancy occurs when a pupil is absent from school without valid excuse three full days in one school year or tardy for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code section 48260).

Please provide the following statistics:

GRAND TOTAL of students that received an initial truancy notification for the school year:

School Certificated Designee to Complete:

<table>
<thead>
<tr>
<th>Month</th>
<th># initial truancy notifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td></td>
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<tr>
<td>August</td>
<td></td>
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<tr>
<td>September</td>
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<td>October</td>
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<tr>
<td>May</td>
<td></td>
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<tr>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>
Truancy Conferencing
Education Code Sections 48262 & 48264.5

<table>
<thead>
<tr>
<th>Student Name or ID#</th>
<th>Time spent contacting the parent/guardian to set up a truancy conference (HB2)</th>
<th>Time spent conducting a truancy conference (Limited to one conference per student per year) (SARB meetings are not claimable) (HB3)</th>
<th>Time spent reviewing attendance records to verify that the student can be classified as a habitually truant student (HB1)</th>
<th>Time spent updating student records to classify the student as a habitual truant (HB4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date (mm/dd/yy)</td>
<td>Time (Min)</td>
<td>Date (mm/dd/yy)</td>
<td>Time (Min)</td>
<td>Date (mm/dd/yy)</td>
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<td></td>
<td>Date (mm/dd/yy)</td>
<td>Time (Min)</td>
<td>Date (mm/dd/yy)</td>
</tr>
</tbody>
</table>

Note: The Habitual Truancy designation can occur after a student has received three truancy notices (3 unexcused absences/tardies in excess of 30 minutes).
Dear Parent/Guardian:

Our attendance records show that for this school year, your child has been marked absent from school or tardy for more than 30 minutes (or any combination thereof), without valid excuse for nine or more days. The dates of absences or tardy are:

The California State of Education Code, Section 48200, states that it is the responsibility of the parent or guardian, or adult custodian to see that their child attends school full time and on time every day. In addition, Section 48260 of the Education Code states: “Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to the attendance supervisor or the superintendent of the school district”.

Previous school and home interventions have not proved successful.

Your child is a habitual truant in accordance with Section 48262 and this is your notification that a referral has been made to the Office of Pupil Services and Attendance (PSA), requesting the initiation of the legal interventions at the disposal of their office to resolve this chronic attendance problem.

A PSA Counselor will be contacting you to solve this problem before legal action is taken. However, you may be referred to the School Attendance Review Board (SARB) where all school, community, legal and other resources will be reviewed to assist in the resolution of your child's chronic attendance problem.

Sincerely,

Principal
(SCHOOL LETTERHEAD)

(Date)

(Parent/Guardian Name)
(Mailing Address)
(City, State, Zip Code)

Referente a: ___________________________  Nº de ID del estudiante: ____________

Estimado Padre/Tutor:

Nuestro registros de asistencia revelan que durante este año escolar su hijo(a) ____________ ha estado ausente de la escuela sin justificación válida por ____________ días completos o ha llegado tarde por más de 30 minutos durante la jornada escolar (o cualquier combinación de lo anterior) durante los siguientes días. Las fechas de las ausencias o llegadas tarde son: ____________________________________________________________________________

En el Artículo 48200 del Código de Educación de California declara que el padre, la madre, el tutor u otra persona que tenga la tutela del menor tiene la responsabilidad de asegurarse de que su hijo(a) asista a la escuela durante toda la jornada escolar y llegue puntualmente todos los días. Además, en el Artículo 48260 del Código de Educación se estipula lo siguiente: “Todo alumno sujeto a una educación obligatoria de tiempo completo o a una educación de continuación obligatoria que esté ausente de la escuela sin justificación válida en tres ocasiones o llegue con más de treinta minutos de atraso en tres ocasiones en un solo año escolar está ausente sin justificación y se le informará al respecto al supervisor de asistencia o al superintendente del distrito escolar.”

Las intervenciones previas realizadas en la escuela y en el hogar no han tenido éxito.

Su hijo(a) está ausente frecuentemente sin justificación según el Artículo 48262, y esta carta tiene como fin notificarle que se le ha remitido su caso a la Oficina de Asistencia y Servicios Estudiantiles (PSA, por sus siglas en inglés), mediante lo cual se solicita la iniciación de las intervenciones legales que están a la disposición de su oficina para resolver este problema de ausencias crónicas.

Un consejero de PSA se pondrá en contacto con usted para resolver este problema antes de tomar medidas legales. Sin embargo, su caso puede ser remitido a la Junta de Revisión de Asistencia Escolar (SARB, por sus siglas en inglés), donde se revisarán todos los recursos escolares, comunitarios, legales, etc., para ayudar a resolver el problema crónico de la inasistencia de su hijo(a).

Atentamente,

Director(a)

Pre-Resource Notification - Spanish
**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 Leave Codes

<table>
<thead>
<tr>
<th>Leave Code</th>
<th>Description</th>
<th>Applicable Reason Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Preschool students</td>
<td>Reason Codes 1-51</td>
</tr>
<tr>
<td>L2</td>
<td>Student transfers to another LAUSD school (includes LAUSD charter schools).</td>
<td>Reason Codes 1-51 (If OT use Reason Code 18 with letter A-U from the OT/Expulsion Table)</td>
</tr>
<tr>
<td>L3</td>
<td>Student transfers to another public school within the state of California but outside LAUSD.</td>
<td>Reason Codes 1-51</td>
</tr>
<tr>
<td>L4</td>
<td>Student transfers to a non-public school including home schooling.</td>
<td>Reason Codes 1-51</td>
</tr>
<tr>
<td>L5</td>
<td>Student leaves the state of California.</td>
<td>Reason Code 1</td>
</tr>
<tr>
<td>L7</td>
<td>Student matriculates to the middle school</td>
<td>Matriculating 5th/6th graders need no reason code</td>
</tr>
<tr>
<td>L8</td>
<td>Deceased or unknown</td>
<td></td>
</tr>
</tbody>
</table>

### Withdrawal Reason Codes (L to L5)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Residence Change – the student moves from one residence to another.</td>
</tr>
<tr>
<td>2</td>
<td>Inaccurate Residence – the school determines that the student has been enrolled based upon a false address or inaccurate residence information.</td>
</tr>
<tr>
<td>3</td>
<td>Special Education Assignment – the student attends another school that has the special education facilities or appropriate instructional program.</td>
</tr>
<tr>
<td>4</td>
<td>Permits With Transportation Assignment – court-ordered voluntary permit program to allow students to attend schools outside of their attendance area if space is available.</td>
</tr>
<tr>
<td>5</td>
<td>Magnet/Alt Assignment – court-ordered voluntary permit program granted to students who meet the eligibility requirements.</td>
</tr>
<tr>
<td>6</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>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.</td>
</tr>
</tbody>
</table>

242
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>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.</td>
</tr>
<tr>
<td>9</td>
<td>Inter-District Permit – an approved application to attend a district other than LAUSD.</td>
</tr>
<tr>
<td>10</td>
<td>Bilingual / ESL Assignment – the student attends another school that has the appropriate bilingual/ESL program.</td>
</tr>
<tr>
<td>11</td>
<td>Direction of the Superintendent – used in special circumstances for the welfare of the student.</td>
</tr>
<tr>
<td>14</td>
<td>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.</td>
</tr>
<tr>
<td>15</td>
<td>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.</td>
</tr>
<tr>
<td>16</td>
<td>Prospective Residence Change – student is planning to move to another school due to residence change (valid for 60 days only).</td>
</tr>
<tr>
<td>17</td>
<td>Any Permit Termination – a permit is terminated and no longer valid.</td>
</tr>
<tr>
<td>18</td>
<td>Opportunity Transfer – the student is provided an opportunity transfer permit at another school.</td>
</tr>
<tr>
<td>19</td>
<td>Expulsion – the student is expelled from school.</td>
</tr>
<tr>
<td>20</td>
<td>Opportunity Transfer Termination – the opportunity transfer permit is terminated.</td>
</tr>
<tr>
<td>21</td>
<td>Expulsion Reinstatement – student returns to the school upon reinstatement from an expulsion.</td>
</tr>
<tr>
<td>22</td>
<td>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).</td>
</tr>
<tr>
<td>23</td>
<td>Other – other reason not listed above.</td>
</tr>
<tr>
<td>32</td>
<td>Child Care Parent Supervision Permit - allows a student in the elementary grades to attend a school near the parent’s workplace.</td>
</tr>
<tr>
<td>40</td>
<td>Open Enrollment Permit – permit to attend a school outside of the student’s attendance area where space is available.</td>
</tr>
<tr>
<td>41</td>
<td>Advanced Studies Permit – permit for students to attend an Advanced Study Program outside of the student’s attendance area.</td>
</tr>
<tr>
<td>43</td>
<td>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.</td>
</tr>
<tr>
<td>44</td>
<td>Public School of Choice – NCLB required for PI schools.</td>
</tr>
<tr>
<td>45</td>
<td>Disaster – students displaced by natural disasters.</td>
</tr>
<tr>
<td>46</td>
<td>Charter School</td>
</tr>
<tr>
<td>50</td>
<td>District Employee 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.</td>
</tr>
<tr>
<td>51</td>
<td>Safety and Protection Permit – Necessary for the protection or personal welfare of the student.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Leave Code</th>
<th>Description</th>
<th>Applicable Reason Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>Student changes apportionment data within the same school (i.e., grade level change, track change, special education assignment change).</td>
<td>Reason 23 (Other) with comment</td>
</tr>
<tr>
<td>L2</td>
<td>Student transfers to another LAUSD school (includes LAUSD charter schools and community adult schools).</td>
<td>Reason Codes 1-49 (If OT use Reason Code 18 with letter A-U from the OT/Expulsion Table)</td>
</tr>
<tr>
<td>L3</td>
<td>Student transfers to another public school within the state of California but outside LAUSD (includes juvenile correction facilities).</td>
<td>Reason Codes 1-49.</td>
</tr>
<tr>
<td>L4</td>
<td>Student transfers to a non-public school including home schooling. Home schooling requires an affidavit.</td>
<td>Reason Codes 1-49.</td>
</tr>
<tr>
<td>L5</td>
<td>Student leaves the state of California.</td>
<td>Reason Codes 1-49 with appropriate state or country code.</td>
</tr>
<tr>
<td>L7</td>
<td>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</td>
<td>▪ Reason Codes 90-92 (posted by ID94 and AT08).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Reason Codes 93 (CHSPE) and 94 (GED).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Matriculating 8th graders need no reason code.</td>
</tr>
</tbody>
</table>

### Withdrawal Reason Codes (L1 to L7)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Residence Change – the student moves from one residence to another</td>
</tr>
<tr>
<td>02</td>
<td>Inaccurate Residence – the school determines that the student has been enrolled based upon a false address or inaccurate residence information.</td>
</tr>
<tr>
<td>03</td>
<td>Special Education Assignment – the student attends another school that has the special education facilities or appropriate instructional program.</td>
</tr>
<tr>
<td>04</td>
<td>Permits With Transportation Assignment – court-ordered voluntary permit program to allow students to attend schools outside of their attendance area if space is available.</td>
</tr>
<tr>
<td>05</td>
<td>Magnet Assignment – court-ordered voluntary permit program granted to students who meet the eligibility requirements.</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>06</td>
<td>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.</td>
</tr>
<tr>
<td>07</td>
<td>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.</td>
</tr>
<tr>
<td>08</td>
<td>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.</td>
</tr>
<tr>
<td>09</td>
<td>Inter-District Permit – an approved application to attend a district other than LAUSD.</td>
</tr>
<tr>
<td>10</td>
<td>Bilingual / ESL Assignment – the student attends another school that has the appropriate bilingual/ESL program.</td>
</tr>
<tr>
<td>11</td>
<td>Direction of the Superintendent – used in special circumstances for the welfare of the student. Safety and Protection Permit</td>
</tr>
<tr>
<td>14</td>
<td>Elementary Child Care Permit – allows a student in the elementary grades to attend a school near the parent’s workplace.</td>
</tr>
<tr>
<td>15</td>
<td>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</td>
</tr>
<tr>
<td>16</td>
<td>Prospective Residence Change – student is planning to move to another school due to residence change (valid for 60 days only).</td>
</tr>
<tr>
<td>17</td>
<td>Permit Termination – a permit is terminated and no longer valid.</td>
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<td>18</td>
<td>Opportunity Transfer – the student is provided an opportunity transfer permit at another school</td>
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<td>19</td>
<td>Expulsion – the student is expelled from school.</td>
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<td>20</td>
<td>Opportunity Transfer Termination – the opportunity transfer permit is terminated.</td>
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<td>21</td>
<td>Expulsion Reinstatement – student returns to the school upon reinstatement from an expulsion</td>
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<td>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).</td>
</tr>
<tr>
<td>23</td>
<td>Other – other reason not listed above</td>
</tr>
<tr>
<td>25</td>
<td>Permit Reinstatement – a permit was reinstated.</td>
</tr>
<tr>
<td>26</td>
<td>Tri-C – student transfers to Tri-C.</td>
</tr>
<tr>
<td>27</td>
<td>Continuation School – student transfers to a continuation school.</td>
</tr>
<tr>
<td>28</td>
<td>Adult School – student transfers to an adult school program.</td>
</tr>
<tr>
<td>29</td>
<td>Employment Preparation Center – student transfers to a regional occupational center.</td>
</tr>
<tr>
<td>30</td>
<td>Alternative Education Work Ctr. (AEWC) – student transfers to an AEWC.</td>
</tr>
<tr>
<td>40</td>
<td>Open Enrollment Permit – permit to attend a school outside of the student’s attendance area where space is available.</td>
</tr>
<tr>
<td>41</td>
<td>Advanced Studies Permit – permit for students to attend an Advanced Study Program outside of the student’s attendance area.</td>
</tr>
<tr>
<td>43</td>
<td>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.</td>
</tr>
<tr>
<td>44</td>
<td>Public School of Choice – NCLB required for PI schools</td>
</tr>
<tr>
<td>45</td>
<td>Juvenile Detention</td>
</tr>
<tr>
<td>46</td>
<td>Home Schooling – home study (not in a district program) with required affidavit</td>
</tr>
<tr>
<td>47</td>
<td>College – working towards an AA or BA</td>
</tr>
<tr>
<td>48</td>
<td>Safety and Protection Permit</td>
</tr>
</tbody>
</table>
### Withdrawal Reason Codes (for use with L7 Only)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Diploma – passed course requirements and passed CAHSEE</td>
</tr>
<tr>
<td>91</td>
<td>Diploma – special education only, passed course requirements, failed CAHSEE,</td>
</tr>
<tr>
<td></td>
<td>received Chapman Exemption (valid only for class of 2006 and 2007).</td>
</tr>
<tr>
<td>92</td>
<td>Certificate of Completion -- special education only</td>
</tr>
<tr>
<td>93</td>
<td>Passed California High School Proficiency Examination (CHSPE) – parent provides written</td>
</tr>
<tr>
<td></td>
<td>permission for the student to withdraw from school.</td>
</tr>
<tr>
<td>94</td>
<td>Passed Graduate Equivalent Examination (GED)</td>
</tr>
</tbody>
</table>

### Withdrawal Reason Codes (for use with L8 Only)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Marriage</td>
<td>64</td>
<td>Whereabouts Unknown</td>
</tr>
<tr>
<td>53</td>
<td>Pregnancy</td>
<td>65</td>
<td>Deceased</td>
</tr>
<tr>
<td>55</td>
<td>Overage</td>
<td>74</td>
<td>Undercover Police Officer</td>
</tr>
<tr>
<td>57</td>
<td>Work</td>
<td>76</td>
<td>Other</td>
</tr>
<tr>
<td>58</td>
<td>Armed Forces</td>
<td>77</td>
<td>Failed course requirements, passed CAHSEE</td>
</tr>
<tr>
<td>62</td>
<td>Serious Illness</td>
<td>78</td>
<td>Passed course requirements, failed CAHSEE</td>
</tr>
<tr>
<td>63</td>
<td>Adult Incarceration</td>
<td>79</td>
<td>Failed course requirements, failed CAHSEE</td>
</tr>
<tr>
<td>80</td>
<td>Not attending/Inactive (should be</td>
<td>81</td>
<td>No Show (should be changed to appropriate code after due</td>
</tr>
<tr>
<td></td>
<td>changed to appropriate code after</td>
<td></td>
<td>diligence follow-up)</td>
</tr>
<tr>
<td></td>
<td>due diligence follow-up)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. ID94 ENHANCEMENTS (AFFECTS 12TH GRADERS ONLY.)

ID94 sets the conditions for the processing of students during the YEAREND process. Year end flags for 12th graders will now be posted on a separate screen.

This program should be run prior to scheduling for the 2007-2008 school year. At the SIS Menu type ID94 and enter. The first time in the program you will be prompted to enter the lowest grade level at your school this year and the highest grade level next year. Then you will see the following screen:

<table>
<thead>
<tr>
<th>ID94</th>
<th>YEAR END FLAG UPDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please select</td>
</tr>
<tr>
<td></td>
<td>&lt;F1&gt; Grade 12 students only</td>
</tr>
<tr>
<td></td>
<td>&lt;F2&gt; Students in all other grades</td>
</tr>
</tbody>
</table>
To update year end flags for 12th graders select <F1>. Any student marked “D” indicates the student is currently withdrawn from your school. All 12th graders not marked “D” must be flagged with an appropriate code.

<table>
<thead>
<tr>
<th>ID94</th>
<th>YEAR END FLAG UPDATE</th>
<th>02/16/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record ------Student Name------</td>
<td>Sex</td>
<td>Birthdate</td>
</tr>
<tr>
<td>2705</td>
<td>xxxxx, JASMINE ANNALISA</td>
<td>F</td>
</tr>
<tr>
<td>0149</td>
<td>xxxxx, JAZZMIN G</td>
<td>F</td>
</tr>
<tr>
<td>9497</td>
<td>xxxxx, RODRIGO IRVIN</td>
<td>M</td>
</tr>
<tr>
<td>1753</td>
<td>xxxxxxx, ALBERTO</td>
<td>M</td>
</tr>
<tr>
<td>1754</td>
<td>xxxxxxx, ANTONIO</td>
<td>M</td>
</tr>
<tr>
<td>8393</td>
<td>xxxxxxx, CINDY STEPHANIE</td>
<td>F</td>
</tr>
</tbody>
</table>

A=Diploma  B=Diploma,Chapman,NoCAHSEE  C=CertCompletion  D=Prev Drop  U=Undeter  R=Will Return  E=Requirements  F=CAHSEE  G=Requirements,CAHSEE
Search Next Undetermined Future Track Year End Flg  <--Stu--->  Exit  
<F1>  <F3>  <F5>  <F6>  <F7>  <F8>  <Esc>

Enter one of the following year end flags for each active senior at your school.

**Codes for graduates and completers:**

- **A** – The student is receiving a diploma and has passed all course requirements and the CAHSEE
- **B** – The student is receiving a diploma, has passed all course requirement, has failed CAHSEE and has been granted a Chapman Exemption (Special Education Only)
- **C** – The student is receiving a Certificate of Completion (Special Education Only)

**Codes for Non-graduates:**

- **R** – The student will return next year.
- **E** – The student has not completed course requirements, has passed both sections of CAHSEE and will not return
- **F** – The student has passed all course requirements, has failed one or more sections of CAHSEE and will not return.
- **G** – The student has not completed course requirements, has failed one or more sections of CAHSEE and will not return.

Prior to running the Month 10 statistical report and closing out the school year, program AT08 will post leave codes based on entries in ID94.
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     Parent/Guardian/Caregiver’s Signature

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) ______________________
(estado) ______________________________________
☐ 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
Date: __________

Dear Parent/Guardian:

This is a wonderful time in your life. Your fifth/sixth grade student is culminating. Congratulations!

We are addressing this letter to you to explain an additional graduation requirement with you and ask your assistance in helping your student(s) comply with it so that they can participate in their Middle School Culmination Ceremony.

Attached is a form that we would like for you to complete, sign and have your student return to us as soon as possible. If this signed form is not returned to us by ______________ your student will culminate, but they will not be allowed to participate in the culmination ceremony which we know you are looking forward to attending.

Every year District and school personnel spend the first several weeks of the new school year looking for those students who were expected to attend their neighborhood middle school for 6th/7th grade, but decided to exercise one of the many matriculation options that are available to the students in our District. By completing this form and letting us know your student’s possible school options, we can verify enrollment, removing their name from a potential dropout list.

As you are aware, the District is very serious in its response to our “at-risk” students who may be potential dropouts and greatly appreciates your efforts to make sure your student is not erroneously counted as a “no show” or dropout.

Please contact the attendance administrator or the Assistant Principal, SSS at your student’s school if you have any questions regarding this matter.

Sincerely,

Principal
Fifth/Sixth Grade Matriculation Form

Student Name ___________________________ Date of Birth __________
Address ___________________________ Phone Number ___________________

City ___________________ Zip Code ___________________

Parent/Guardian Name ___________________________ Phone Number __________

Please provide the following information about your middle school attendance plans:

My middle school of residence is _______________________________________

I plan to attend: _____________________________________________________

Write in the name of the school(s) if you have applied to or will be attending any of the following:

Magnet School(s) _____________________________________________________

Charter School(s) _____________________________________________________

Private School(s) _____________________________________________________

Open Enrollment _____________________________________________________

Out of District School _________________________________________________

Parent Signature: ________________________ Date: ______________________

PLEASE RETURN TO _________________ AT SCHOOL OF ATTENDANCE.

THANK YOU.
Fecha: __________

Estimado Padre/Tutor:

Esta es una etapa maravillosa en su vida. Su estudiante del quinto grado se va a graduar. Felicidades!

Le hemos enviado esta carta para explicarle sobre un requisito adicional para la graduación y pedirle su ayuda para que su(s) hijo(s) cumpla con esto a fin de participar en su Ceremonia de graduación de la Secundaria.

Quisiéramos que llene el formulario anexo, lo firme y le pida a su hijo que lo entregue en la escuela lo antes posible. Si este formulario no se entrega con su firma para el plazo del __________________________ su hijo se graduará pero no se le permitirá participar en la ceremonia de graduación, a la cual sabemos que usted espera ansioso asistir.

Cada año, el Distrito y el personal escolar dedican varias semanas durante el inicio del año escolar a buscar a los alumnos cuya asistencia se había proyectado en las preparatorias de su comunidad para el sexto grado escolar, pero que optaron por una de las tantas opciones de matriculación disponibles a los alumnos de nuestro distrito. Al llenar este formulario nos informará sobre las posibles opciones académicas y podremos verificar la inscripción, y retirar el nombre del alumno de la lista de alumnos que han desertado.

Como ya sabrán, el Distrito toma muy en serio los procesos de respuesta ante alumnos que “están a riesgo” de desertar la escuela y realmente se aprecia el esfuerzo de los padres por garantizar que los alumnos no queden registrados de forma equívoca en carácter de “no se presentó” o desertó.

Favor de ponerse en contacto con el administrador de asistencia o el subdirector, y el SSS en la escuela de su hijo(a) si tiene cualquier pregunta en torno a este asunto.

Atentamente,

Director(a)
Matriculación al Quinto/Sexto Grado

Nombre del estudiante _______________________________ Fecha de nacimiento ___________

Domicilio _______________________________ Número de teléfono ______________

Ciudad __________________________ Cédigo Postal ______________________

Nombre del padre/tutor _______________________________ Número de teléfono ______________

Favor de proporcionar la siguiente información sobre sus planes de asistencia a la preparatoria:

La preparatoria correspondiente a mi domicilio es: _______________________________

Pienso asistir a: _______________________________

Apunte el nombre de la escuela(s) a las que ha solicitado ingreso o si asistirá a alguna de las siguientes.

Magnet (s) ______________________________________

Autónoma (charter) ________________________________

Particular (es) ______________________________________

Inscripción abierta ______________________________________

Fuera del Distrito ______________________________________

Firma de los padres: __________________________ Fecha: ______________________

FAVOR DE ENTREGAR A ______________________ EN SU ESCUELA DE ASISTENCIA.

GRACIAS.
Date: __________

Dear Parent/Guardian:

This is a wonderful time in your life. Your eighth grade student is culminating. Congratulations!

We are addressing this letter to you to explain an additional graduation requirement with you and ask your assistance in helping your student(s) comply with it so that they can participate in their Middle School Culmination Ceremony.

Attached is a form that we would like for you to complete, sign and have your student return to us as soon as possible. If this signed form is not returned to us by ________________ your student will culminate, but they will not be allowed to participate in the culmination ceremony which we know you are looking forward to attending.

Every year District and school personnel spend the first several weeks of the new school year looking for those students who were expected to attend their neighborhood high school for 9th grade, but decided to exercise one of the many matriculation options that are available to the students in our District. By completing this form and letting us know your student’s possible school options, we can verify enrollment, removing their name from a potential dropout list.

As you are aware, the District is very serious in its response to our “at-risk” students who may be potential dropouts and greatly appreciates your efforts to make sure your student is not erroneously counted as a “no show” or dropout.

Please contact the attendance administrator or the Assistant Principal, SSS at your student’s school if you have any questions regarding this matter.

Sincerely,

Principal
Eight Grade Matriculation Form

Student Name __________________________________________ Date of Birth ____________

Address __________________________________________ Phone Number ______________

City __________________________________ Zip Code ________________

Parent/Guardian Name __________________________ Phone Number ______________

Please provide the following information about your middle school attendance plans:

My middle school of residence is: __________________________________________

I plan to attend: _________________________________________________________

Write in the name of the school(s) if you have applied to or will be attending any of the following:

Magnet School(s) _________________________________________________________

Charter School(s) _______________________________________________________ 

Private School(s) ____________________________________________________

Open Enrollment ______________________________________________________

Out of District School _________________________________________________

Parent Signature ___________________________ Date _________________________

PLEASE RETURN TO ______________________ AT SCHOOL OF ATTENDANCE.

THANK YOU.
Fecha:

Estimado Padre/Tutor:

Esta es una etapa maravillosa en su vida. Su estudiante del octavo grado se va a graduar. Felicidades. Le hemos enviado esta carta para explicarle sobre un requisito adicional para la graduación y pedirle su ayuda para que su(s) hijo(s) cumpla con esto a fin de participar en su Ceremonia de graduación de la Secundaria.

Quisiéramos que llene el formulario anexo, lo firme y le pida a su hijo que lo entregue en la escuela lo antes posible. Si este formulario no se entrega con su firma para el plazo del ______________ su hijo se graduará pero no se le permitirá participar en la ceremonia de graduación, a la cual sabemos que usted espera ansioso asistir.

Cada año, el Distrito y el personal escolar dedican varias semanas durante el inicio del año escolar a buscar a los alumnos cuya asistencia se había proyectado en las preparatorias de su comunidad para el noveno grado escolar, pero que optaron por una de las tantas opciones de matriculación disponibles a los alumnos de nuestro distrito. Al llenar este formulario nos informará sobre las posibles opciones académicas y podremos verificar la inscripción, y retirar el nombre del alumno de la lista de alumnos que han desertado.

Como ya sabrán, el Distrito toma muy en serio los procesos de respuesta ante alumnos que “están a riesgo” de desertar la escuela y realmente se aprecia el esfuerzo de los padres por garantizar que los alumnos no queden registrados de forma equívoca en carácter de “no se presentó” o desertó.

Favor de ponerse en contacto con el administrador de asistencia o el subdirector, y el SSS en la escuela de su hijo(a) si tiene cualquier pregunta en torno a este asunto.

Atentamente,

Directora(o)
Matriculación al Octavo Grado

Nombre del estudiante __________________________ Fecha de nacimiento ___________

Domicilio __________________________ Número de teléfono ____________

Ciudad __________________________ Código Postal __________________

Nombre del padre/tutor __________________________ Número de teléfono ____________

Favor de proporcionar la siguiente información sobre sus planes de asistencia a la preparatoria:

La preparatoria correspondiente a mi domicilio es ____________________________

Pienso asistir a ____________________________

Apunte el nombre de la escuela(s) a las que ha solicitado ingreso o si asistirá a alguna de las siguientes.

Magnet (s) ____________________________

Autónoma (charter) ____________________________

Particular (es) ____________________________

Inscripción abierta ____________________________

Fuera del Distrito ____________________________

Firma de los padres ____________________________ Fecha ____________

FAVOR DE ENTREGAR A ____________________________ EN SU ESCUELA DE ASISTENCIA.

GRACIAS.

8th Grade Matriculation – Spanish
Authorization to Withdraw Students from Enrollment

<table>
<thead>
<tr>
<th>Name of Initiating School</th>
<th>Location #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>DOB</td>
</tr>
<tr>
<td>Student ID #</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>House</td>
</tr>
</tbody>
</table>

It is recommended that this student be withdrawn to the following:

**REASON**

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Parent Signature: 

| Phone #                |

Effective Date: 

Recommended by: 

| Office |

Authorized by: 

| Office |


Authorization to Re-Enroll Students

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>DOB</td>
</tr>
<tr>
<td>Student ID #</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>House</td>
</tr>
</tbody>
</table>

It is recommended that this student be RE-ENROLLED immediately.

PLEASE UPDATE STUDENT INFORMATION ON:

- No Show List
- Potential – Inactive
- Dropout List – Tan
- Dropout List – Green
- Dropout List – Salmon

<table>
<thead>
<tr>
<th>Parent Name</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
<tr>
<td>Recovered By</td>
<td>Title</td>
</tr>
<tr>
<td>Reported To</td>
<td>Title</td>
</tr>
</tbody>
</table>

Status changed and records updated by __________________________ Date ____________

Please file with dropout data for the ____________ school year.

Thank you.
Protocol to Reducing Potential Dropouts

With only two weeks left to recover students from our dropout lists, it is critical that principals be aware of the number of students on their dropout lists and how they can direct their staff to clear the lists. It is recommended that principals follow the protocol below:

1. **Review your schools’ dropout lists.** You receive 3 lists:
   - **Salmon:** Leavers, checked out in 05-06 and are not attending any other LAUSD school and do not have a “yes” entered in field 212 in SIS
   - **Tan:** No Shows, students who got final grades in 04-05, have not re-enrolled in 05-06, are not attending another LAUSD school and there is not a “yes” in filed 212 indicating students records were requested.
   - **Green:** Matriculating (high school only), includes students who completed middle school in 04-05 and were expected to enroll in your school in 05-06 and are not enrolled in another LAUSD school.

2. **Meet with your APSSS, 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?

3. **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:

<table>
<thead>
<tr>
<th>Reason For Student Leaving</th>
<th>L Code</th>
<th>SIS Requirements To Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in a school outside of LAUSD</td>
<td>L3</td>
<td>Update field 212, if out of state, enter state code in ID22</td>
</tr>
<tr>
<td>Moved out of the country</td>
<td>L5</td>
<td>Enter country code in ID22</td>
</tr>
<tr>
<td>Enrolled in LAUSD adult school working towards earning a diploma</td>
<td>L2</td>
<td>Update ID22</td>
</tr>
<tr>
<td>Graduated or passed the GED</td>
<td>L7</td>
<td>Update field 212 if graduated, filed 421 if GED</td>
</tr>
<tr>
<td>Enrolled in college</td>
<td>L3</td>
<td></td>
</tr>
<tr>
<td>Enrolled in juvenile hall, camp or hospital school</td>
<td>L3</td>
<td>Enter yes in field 212, enter date and name of school</td>
</tr>
<tr>
<td>Deceased</td>
<td>L8</td>
<td>Enter code 65 in ID22</td>
</tr>
</tbody>
</table>
4. **Follow Procedures for documenting late graduates:**
   - Counselors should verify any probable graduates during the spring semester, and school personnel should update year-end flags using ID94. A year-end flag of 7 is automatically posted for students in the year of their expected matriculation from a school. For students not graduating, the 7 code must be changed to R for Retain, or other code as appropriate.
   - Students who have completed all course work but have not passed the CAHSEE are assigned an L8 leave code with reason 75.

5. **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.
ELEMENRTARY 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 Designated attendance taking period (cards into office)
      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 record card
      o Complete student information
      o E and L documentation
      o Student absence documentation
      o Teacher storage of absence notes
   □ Temporary classroom attendance rosters
   □ Classified Report
   □ Statistical Report
   □ Active/Inactive status
   □ Parent communication and involvement
   □ Document retention

C. ACADEMIC SUPPORTS FOR ABSENT STUDENTS AT RISK OF FAILING
   □ At-Risk Decision Support System (DSS) report
   □ Student support through Response to Intervention (RtI) approach
   □ Beyond the Bell academic support programs

D. ATTENDANCE MOTIVATION and IMPROVEMENT
   □ Student attendance motivation program
   □ Staff attendance motivation program
SECONDARY SCHOOL ATTENDANCE AUDIT

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
     o Designated attendance taking using ISIS/SIS
     o Procedures for uncleared absences (no notes)
     o Procedures for tardiness
     o Procedures for truancy
     o Procedures for independent study
     o Procedures for excessive absences (10 or more)
     o Procedures for referral to school site PSA Counselor or school designee
   □ Attendance record card
     o Complete student information
     o E and L documentation
     o Student absence documentation
     o Teacher storage of absence notes
   □ Temporary classroom attendance rosters
   □ Classified Report
   □ Statistical Report
   □ Active/Inactive status
   □ Parent communication and involvement
   □ Document retention

C. ACADEMIC SUPPORTS FOR ABSENT STUDENTS AT RISK OF FAILING
   □ At-Risk Decision Support System (DSS) report
   □ Student support through Response to Intervention (RtI) approach
   □ Beyond the Bell academic support programs

D. ATTENDANCE MOTIVATION and IMPROVEMENT
   □ Student attendance motivation program
   □ Staff attendance motivation program