

The L.A. Unified has developed policies and procedures that ensure the immediate enrollment of students, highlight the importance of attendance and advocates for the rights of specialized student populations. In addition, resources are available to assist families with understanding the meal application process, the pathway to learning English and where to find additional support services throughout the District.

Enrollment Procedures

1. Parent/guardian can visit the school's main office to obtain an enrollment packet.
2. Parent/guardian will need an enrollment packet for each child.
3. Parent/guardian will need to submit a copy of the student's birth certificate/passport, immunization record, proof of residency, and parent/guardian identification card/passport along with completed enrollment forms.
4. Children must have required immunization before they can attend school in California.
5. School staff will provide affidavits for any missing but required documents at the time of enrollment.
 - a. The following affidavits will be provided by school staff as an alternative documentation and placed in the students cumulative record once process had been completed:
 - i. Affidavit to Verify Residence
 - ii. Affidavit of Temporary Residence
 - iii. Affidavit for Proof of Age of Minor
 - iv. Affidavit of Parent/Legal Guardian Information
 - v. Caregiver Authorization Affidavit
6. Parent/guardian can seek assistance with completing enrollment forms from school staff or contact the School Enrollment Placement and Assessment (S.E.P.A.) Center at (213) 482-3954.
7. Once the Parent/guardian has completed the enrollment forms and the child has obtained all necessary vaccines, parent must immediately report back to the main office to submit paperwork to begin enrollment.



Parents/guardians or unaccompanied youth will **not** be turned away when seeking registration at any point during the school year.

School offices will not limit registration and/or enrollment services to certain hours or days of the week and must enroll students during all regular school office hours.

Quick Reference Guide - Graduation Exemption Laws: AB 167/216 & AB 1806

Overview of the Graduation Exemption Laws:

- AB 167/216 (California Education Code § 51225.1) applies to students who are in foster care or involved with the juvenile justice system and transfer to a new school after completing their 2nd year of high school.
- Assembly Bill 1806 became law on January 1, 2015 (California Education Code § 51225.1) and extended the same rights to homeless youth who transfer to a new school after completion of their 2nd year of high school.
- Such students are eligible to graduate under the California Department of Education (CDE) graduation requirements if the district determines they are not reasonably able to complete the Los Angeles Unified School District (LAUSD) graduation requirements within 4 years of high school.

Eligible Youth:

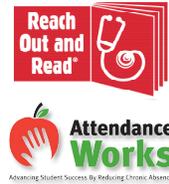
1. Student must be identified as a foster or homeless youth, as defined below, regardless of where they live:
 - A student is considered a foster youth if they are subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition.
 - To be considered a youth involved in the juvenile justice system for purposes of AB 167/216, the student must be subject to a petition under WIC Section 602. A student is considered a WIC 602 youth so long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.
 - The McKinney-Vento Homeless Assistance Act defines “homeless” as individuals who lack a fixed, regular, and adequate nighttime residence. The Student Residency Questionnaire (SRQ) provides more details on students who qualify as homeless and must be completed annually and faxed to the Homeless Education Program to establish eligibility and ensure protections under the McKinney-Vento Homeless Assistance Act.
2. Student must have completed 2 years (or the equivalent) of high school based on credits or length of enrollment; whichever makes the student eligible.
3. Student with an open foster care/juvenile court case or identified as homeless transfers within LAUSD schools or transfers between school districts
4. Student would not be reasonably able to complete the additional district graduation requirements within 4 total years of high school enrollment.

Please note that if a student meets the first 3 eligibility criteria, they should receive the Graduation Exemption.

Length of Eligibility:

- Once determined eligible, the student remains eligible regardless of any subsequent school transfers, changes of residential placement, and/or if their court case is terminated; or they are no longer homeless.
- If the student is not initially found eligible for the graduation exemption, they may request a re-evaluation at any time.
- Students and their education rights holders who decline the exemption should be advised they may later decide to accept the exemption.

Build the Habit of Good Attendance Early



**Help Your Child Succeed in School:
Build the Habit of Good Attendance Early**
School success goes hand in hand with good attendance!

K-12

DID YOU KNOW?

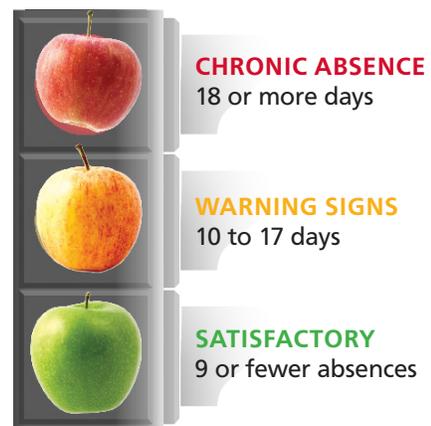
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

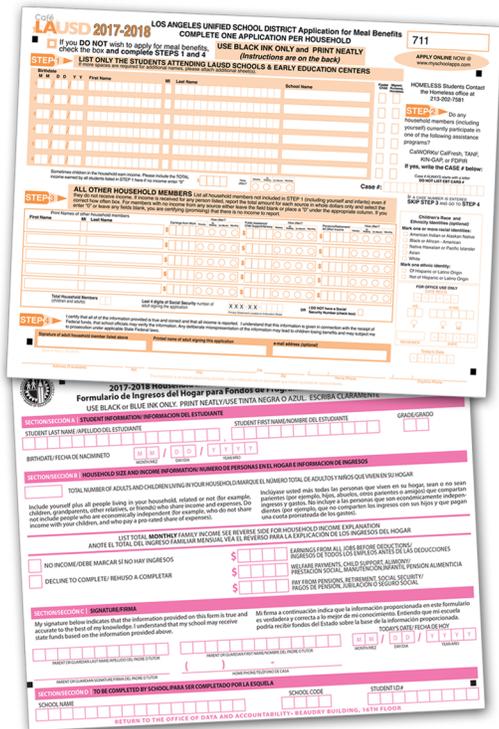
For more on school readiness, visit attendanceworks.org and reachoutandread.org

Completing a Meal Application & Income Eligibility Form



Fill Out and LAUSD Household Income or Meal Application Today!

All school-aged children in income-eligible households can receive school meal benefits regardless of a child's immigration status. Schools do not release information for immigration-related purposes. **These forms are 100% confidential.**



= **RESOURCES** for your **SCHOOL**

MORE of what our children Need!

Resources for the classroom, Teachers, and Children!

Meals healthy and Nutritious Meals!

Tools for Learning!

Fee Waivers for College Applications and Exams!

More Programs before and After School Programs!

Services health & Wellness Services!

More than a Meal

New to LA Unified?

Complete a **HOUSEHOLD INCOME FORM Today!**

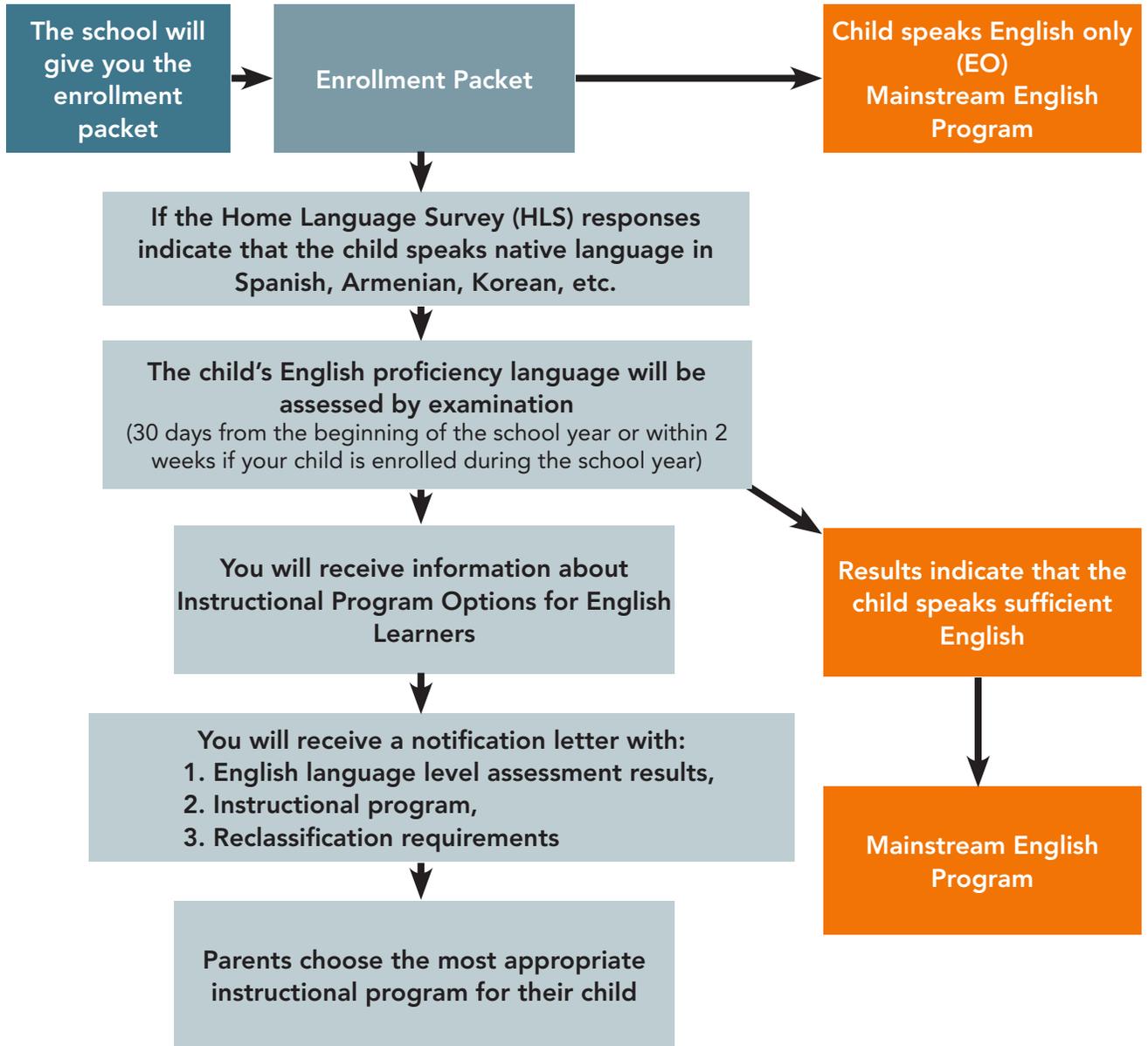
Pick-up an application at your School's Main Office.

Don't Delay!

Complete a **MEAL APPLICATION Form Today!**

Apply online at www.myschoolapps.com or pick-up an application at your School's Main Office.

English Learner Pathway for Student Enrollment



LAUSD Instructional Program Options for English Learners in Elementary Schools

Dual Language Two-Way Immersion Program	Maintenance Bilingual Education Program	Transitional Bilingual Education Program	Structured English Immersion Program	Mainstream English Immersion Program
Who can participate: English learners English proficient students	Who can participate: English learners	Who can participate: English learners	Who can participate: English learners	Who can participate: English proficient students English learners with reasonable fluency
What is the instructional program design? Students learn CA content standards in two languages.	What is the instructional program design? Students learn CA content standards in two languages.	What is the instructional program design? Students learn CA content standards in two languages. By 3rd grade, almost all instruction is in English.	What is the instructional program design? Students learn CA content standards in English.	What is the instructional program design? Students learn CA content standards in English.
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Request Resources for Special Education Services

What are Special Education Services?

Special education services are specially designed instruction to meet the unique educational needs of children with disabilities who meet the eligibility criteria under the law. Special education services can begin at age three (3) and may continue until your child graduates or reaches the age of twenty-two (22).

When is a Child Eligible for Special Education Services?

A parent, guardian, teacher, other school personnel, and community members who believe that a child may need special education services may request a special education assessment of the child. The request should be made in writing and provided to the school principal. A child is eligible for special education services if an Individualized Education Program (IEP) team determines that the child has a disability and requires special education services to progress in his/her education.

The Disabilities Include:		
Autism	Deafness	Deaf-Blindness
Established Medical Disability (Only for children ages 3-5)	Emotional Disturbance	Hearing Impairment
Intellectual Disability	Multiple Disabilities	Orthopedic Impairment
Other Health Impairment	Speech or Language Impairment	Specific Learning Disability
Traumatic Brain Injury	Visual Impairment	

The Special Education Process

The special education process determines whether or not your child is eligible for special education and related services and if so, what special education and related services are appropriate for your child.

There are four basic steps in the special education process:	
Step 1: Referral for Assessment	A parent, guardian, teacher, and other school personnel may request a special education assessment of the child in writing.
Step 2: Assessment	An assessment involves gathering information about your child to determine whether your child has a disability and the nature and extent of special education services that your child may need.
Step 3: Development and Implementation of an IEP	After your child has been assessed, an IEP meeting will be held. The IEP team will discuss the assessment results and determine whether your child is eligible for special education services. An IEP will be developed during the meeting.
Step 4: IEP Review	If your child is receiving special education services, his or her IEP will be reviewed at an IEP team meeting at least once a year to determine how well it is meeting his or her needs. In addition, every three years, your child will be reassessed as needed.

For more Information

Contact the CALL CENTER, at (213) 241-6701. Staff members are available to provide you with immediate assistance Monday - Friday, between the hours of 7 am - 5 pm. To contact the Complaint Response Unit (CRU), please dial (800) 933-8133. Staff members are available to assist you Monday - Friday, between the hours of 8 am - 5 pm.



LOS ANGELES UNIFIED SCHOOL DISTRICT

LAUSD PASSport

Parent Access Support System Portal (Also known as PASSport)

PARENTS . **ACTIVATE!**

Created especially
for L.A. Unified
Parents!

A one-stop online
system that securely
connects parents
and guardians to
their student's
essential data.

24/7 access.

LAUSD
PASSport allows parents/guardians to:

- ✓ Monitor student's attendance and final grades
- ✓ Update emergency telephone numbers
- ✓ Track student's progress towards completion of graduation requirements
- ✓ Connect with the classroom teacher
- ✓ Track progress of English Learners

...and much more!



passport.lausd.net

Parent and Family Center



Parent and family centers are critical and essential resources in schools to engage parents as partners in their children's education. Parent and family centers serve as a parent classroom. Parents can learn about the importance of the social and emotional well-being of their children as well as strategies and resources to support their development. The knowledge and skills that parents acquire prepare them to be successful in their roles as their children's first and life-long teachers and advocates.

Serves as an information hub to connect parents and families to community resources. Gain knowledge and expertise, use the information and share it with others. Prepares parent to assume leadership roles at home, school, and in the larger community.

1

Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

2

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.

3

Engage parents in the school's volunteer program so they can participate in the supporting school-wide, classroom, and parent involvement activities.

4

Respond to parent concern and/or complaints to ensure child's educational needs are met.

5

Comply with all L.A. Unified, State and Federal requirements regarding parent involvement.

Personnel to Know: School Site & Local District Offices

Principal: As an administrative leader, principals develop and implement an effective instructional program appropriate to the pupils in his/her school as prepared by the superintendent, as well as observing and paying attention to the supervision of teachers and faculty within the school, and establish and maintain a proper relationship between the school, home, and the community.

Assistant Principal: Providing support to the instructional process with specific responsibility for directing assigned programs and services; providing information, supervising assigned staff, coordinating school activities, and addressing issues, situations, and/or problems that arise on campus or with enrolled students.

Attendance Counselor: Determines absences or trancies, and investigates or identifies students that are excessively absent including habitual or chronic truants, which in turn may communicate attendance issues/problems/concerns to the principal or assistant principal.

EL Designee/TSP Coordinator: Identifies and assesses students' needs to help them excel within the program, develops, coordinates, and implements the instructional program for school subjects, as well as communicating with teachers, aides, etc. To increase their skill and knowledge in meeting the needs for bilingual students.

Board Member: School board members are locally elected public officials entrusted with governing a community's public schools. Providing community leadership as advocates for children, the school district and public schools.

College Counselor: Participates in the planning, development, implementation, and evaluation of counseling and student development that will result in furthering their education and career goals
Guidance Counselor: Provides developmental, preventative, and remedial services for students in order to help students identify and achieve educational, career, personal, and social goals.
Nurse: Performs medical procedures and nursing care to students suffering from physical ailments in school environments.

Teachers: Responsible for leading students towards the fulfilling potential of his/her intellectual, emotional, psychological, and social growth by providing a stimulating environment and curriculum.

Personnel to Know: School Site & Local District Offices

Parent and Family Center Staff:

Parent Resource Liaison: Parent Resource Liaison assists in providing support to a program or a parent or community center of a school or office by providing information to parents and the public and coordinating, organizing, and participating in various parent workshops, orientations, and training programs.

Community Representative: In accordance with Education Code Section 45258, serves in an unclassified position as an adviser or consultant to the District; participates in such capacities in experimental, developmental, implemental, or evaluative efforts to maximize local educational activities in relation to local community needs.

Parent Resource Assistant: The Parent Resource Assistant provides direct support to parents of a school by relaying information, maintaining parent-school communications, and assisting in programs and outreach activities for parents.
Local District: Six small districts that provide more personalized attention to schools, and closer access for parents.

Pupil Service and Attendance (PSA) Counselor: Directly assists students who have attendance, adjustment, and social/emotional issues by providing in-home and/or school-based counseling services and ongoing case management.

Psychiatric Social Worker (PSW): Provides mental health services including school wide prevention, early intervention and treatment by facilitating student development and the ability to successfully deal with problems, crises, or traumatic experiences.
School District Based: Based within the school districts jurisdiction.

School Based: Based within a school site.

School Administrative Assistant: Manages a school office, performs administrative assistance for a school administrator and is responsible for the supervision of the clerical activities of a school such as handling student grades, attendance, curriculum, enrollment, financial reports, and so forth.

Superintendent: The Superintendent is the leader of the District in every sense of the word. With the policy guidance of the elected 7-member Board, and working with a senior management team, the Superintendent has chief executive authority and accountability for all aspects of District operations, and for integrating them all in support of student achievement.

Targeted Student Population (TSP) Program Coordinator: Assists the principal to maintain a comprehensive, instructionally effective, and compliant program that accelerates the academic achievement of English learners, low income, and foster youth.

Local District Offices

If you have questions about your school and to identify your neighborhood school, please contact your Local District (LD) office. Each LD office provides direct support to all District schools in the areas of instruction, parent engagement, school-wide positive behavior support, attendance, school safety and many other areas.

LD North West
6621 Balboa Blvd.
Lake Balboa, CA 91406
(818) 654-3600

Instruction
Joseph Nacorda
Interim LD
Superintendent
(818) 654-360

Operations
Debra Bryant
Administrator of
Operations
(818) 654-3670

**Parent and
Community
Engagement (PACE)**
Gonsalo Garay
Administrator of PACE
(818) 654-3600

LD West
11380 W. Graham Pl.
Los Angeles, CA 90064
(310) 914-2100

Instruction
Cheryl P. Hildreth
LD Superintendent
(310) 914-2100

Operations
Ra'Daniel McCoy
Administrator of Operations
(310) 914-2102

**Parent and Community
Engagement (PACE)**
Traci Calhoun
Administrator of PACE
(310) 914-2100

LD Central
333 S. Beaudry Ave., 11th Floor
Los Angeles, CA 90017
(213) 241-0126

Instruction
Roberto Antonio Martinez
LD Superintendent
(213) 241-0126

Operations
Eugene L. Hernandez
Administrator of Operations
(213) 241-0167

**Parent and Community
Engagement (PACE)**
Ismael Berver
Administrator of PACE
(213) 241-0126

LD North East
8401 Arleta Ave.
Sun Valley, CA 91352
(818) 252-5400

Instruction
Linda del Cueto
LD Superintendent
(818) 252-5400

Operations
Andres Chait
Administrator of Operations
(818) 252-5400

**Parent and Community
Engagement (PACE)**
Antonio Reveles
Administrator of PACE
(818) 252-5400

LD East
2151 N. Soto St.
Los Angeles, CA 90032
(323) 224-3100

Instruction
Jose P. Huerta
LD Superintendent
(323) 224-3100

Operations
Alfonzo C. Webb, II, Ed.D.
Administrator of
Operations
(323) 224-3177

**Parent and Community
Engagement (PACE)**
Jose Avila
Administrator of PACE
(323) 224-3100

LD South
1208 Magnolia Ave.
Gardena, CA 90247
(310) 354-3400

Instruction
Christopher Downing
LD Superintendent
(310) 354-3400

Operations
Myrna N. Brutti
Administrator of Operations
(310) 354-3515

**Parent and Community
Engagement (PACE)**
Theresa Arreguin
Administrator of PACE
(310) 354-3400

