



2018

PRINCIPAL'S HANDBOOK

A Guide for Principals to Successfully Operate a School



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DISTRICT**

ADMINISTRATIVE OFFICES

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AUSTIN BEUTNER

Superintendent

August 9, 2018

Dear Principals,

Welcome to the start of a new school year in Los Angeles Unified.

As the leader of your school, you have one of the most important roles in our District, ensuring that our students succeed academically, and do so in a safe and nurturing environment. The 2018 Principal's Handbook is a tool to support your efforts.

As we begin this year together, I look forward to hearing about your hard work with your teachers and students and ultimately your accomplishments. Your suggestions and questions are important and I encourage you to share them with me at superintendent@lausd.net.

Congratulations and thank you for your leadership.

Sincerely,

Austin Beutner
Superintendent

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I. DISTRICT OVERVIEW

“GREAT LEADERS MAKE GREAT SCHOOLS”

Mission

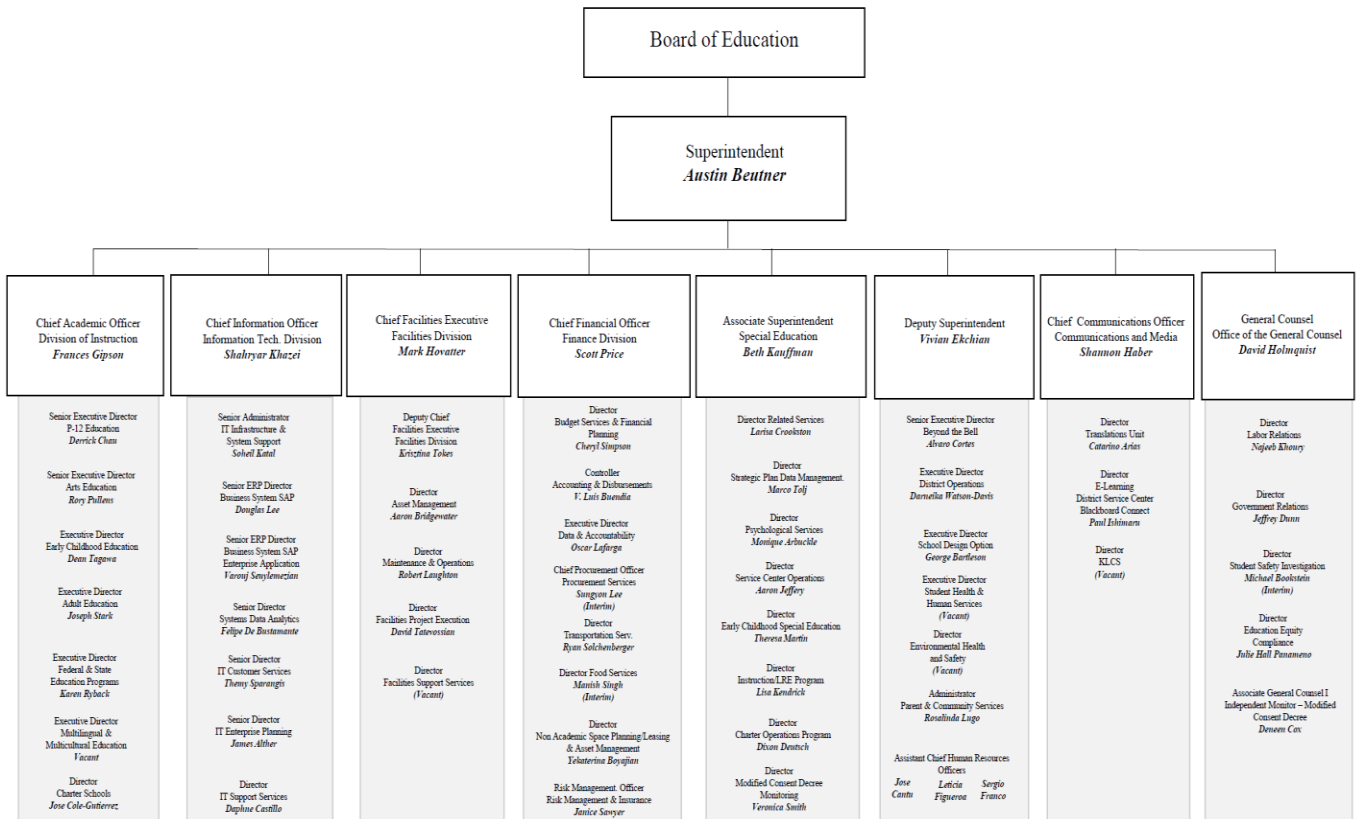
Embracing our diversity to educate L.A.'s youth, ensure academic achievement and empower tomorrow's leaders. We are L.A. Unified.

Vision

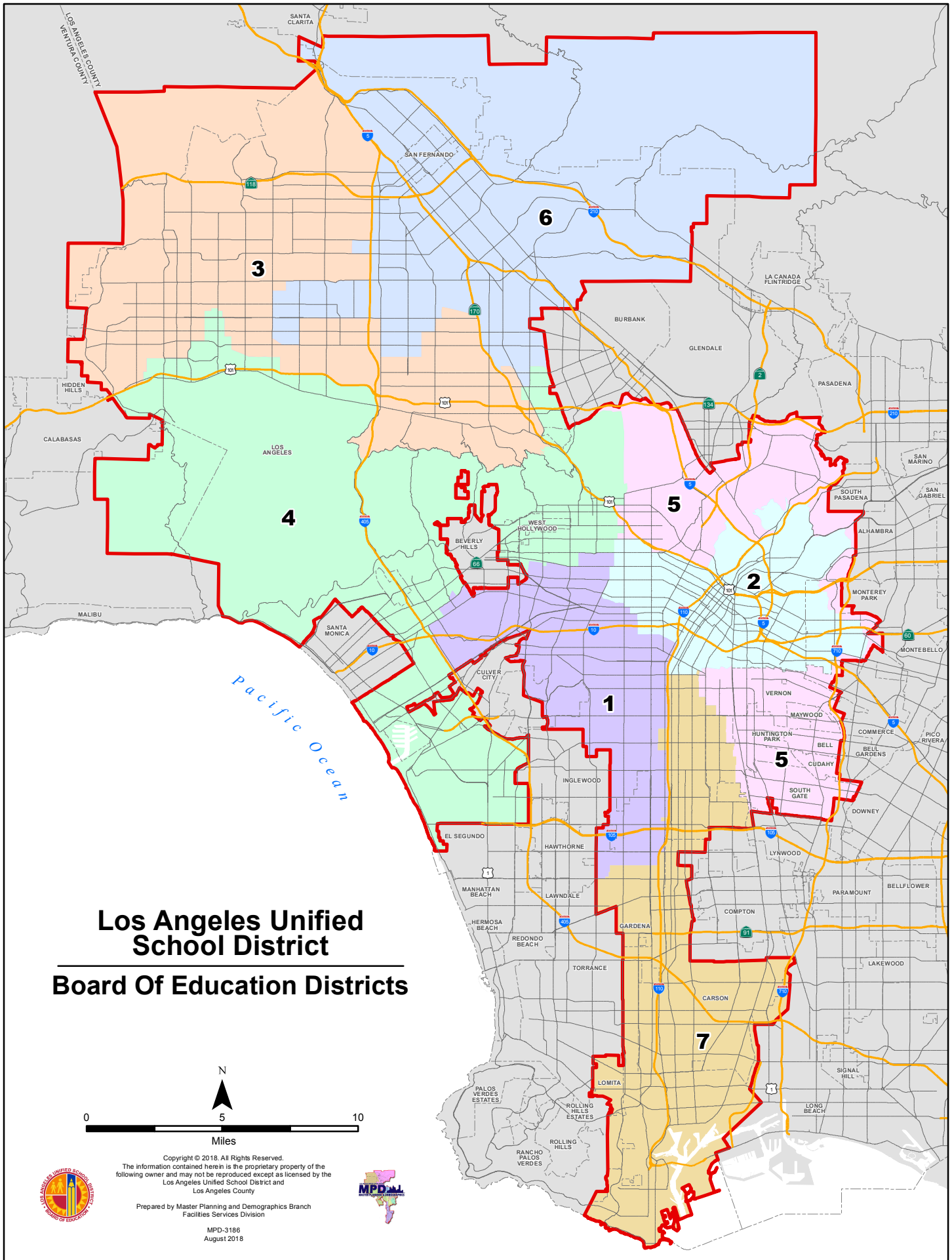
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.



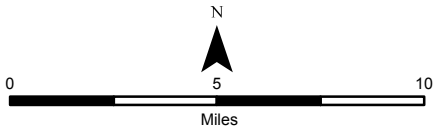
LOS ANGELES UNIFIED SCHOOL DISTRICT
Organization Chart
 2018-2019



LAUSD MAP BY BOARD DISTRICT



Los Angeles Unified School District Board Of Education Districts



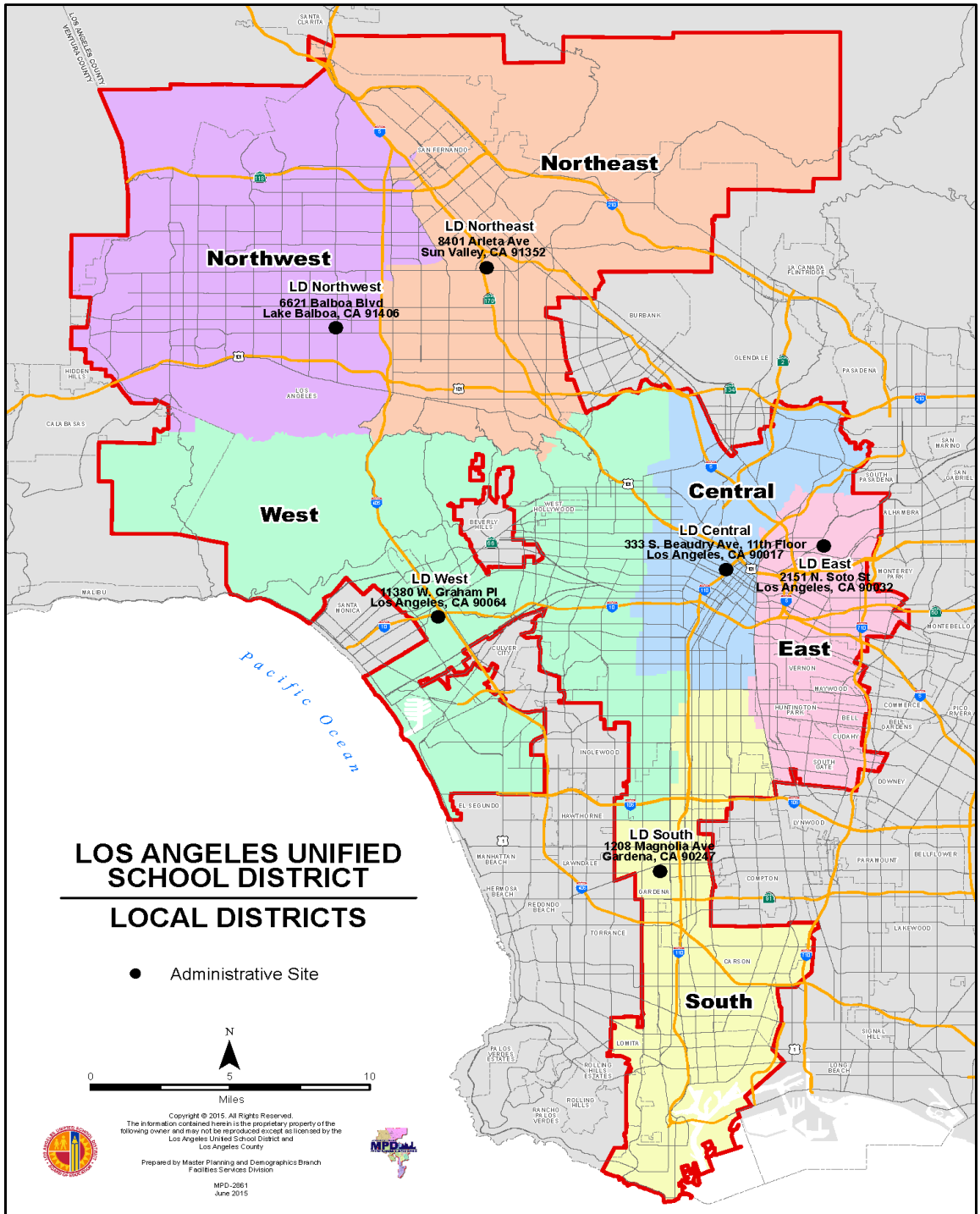
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Prepared by Master Planning and Demographics Branch
Facilities Services Division

MPD-3186
August 2018

LAUSD MAP BY LOCAL DISTRICT



II. BEYOND THE BELL

The Beyond the Bell Branch (BTB) is the District's umbrella organization responsible for all before and after school programs, extended learning opportunities and Student Auxiliary Services. Brief information is provided below and additional information can be obtained by calling (213) 241-7900, through the BTB website at www.btb.lausd.net, or via the BTB office at 333 South Beaudry Ave., 29th Floor, Los Angeles, CA 90017.

Before and After School Programs

BTB, in partnership with community-based organizations throughout Los Angeles, provides academic assistance, enrichment activities, and recreation under the supervision of trained staff in a safe, welcoming environment. BTB also sponsors a variety of initiatives with other partners that bring tutoring, mentoring, visual and performing arts, and many engaging experiences to students at selected school sites.

Extended Learning Opportunities

Each school site provides academic assistance during the day and/or beyond the school day for students at risk of not meeting grade level standards. BTB supports extended learning opportunities for at-risk students through the Migrant Education Program, the Senior High School Credit Recovery Summer School Program, the Extended Learning Opportunities Summer Program, and other special programs as funded and available.

Student Auxiliary Services

Student Auxiliary Services provide safe, wholesome, and supervised activities that extend the learning process beyond the classroom and the regular school day. Services include the development and implementation of critical educational support programs, as well as auxiliary services for students, schools, staff, and communities. Programs include Youth Services (YS), the Safety Net, after school enrichment and sports programs, offered from dismissal until 6:00 P.M. at elementary and middle schools; the Outdoor and Environmental Education Program, which supports California State Science Standards and incorporates human relations activities at Clear Creek and Point Fermin Outdoor Education Centers; and other programs such as the Ready-Set-Go!, Youth Development Program, Youth Services Plus, the Civic Center Permit Program, and the Employee Recreation Unit.



III. COMMUNICATIONS AND MEDIA RELATIONS

The Office of Communications offers many supportive services to schools, centers and departments. They include the following:



- Advice on news media access to campus and students
- Advice and help with news releases & media advisories
- Distribution of news releases & media advisories
- Advice on promoting events for media coverage
- Advice and/or help for sites with crisis communication issues
- Advice on posting student work or photos on school websites
- Advice on media relations and partnerships

News Media Access

In California, there are two laws that govern news media access to schools. The First Amendment to the U.S. Constitution grants reporters the right to gather news. However, California Education and Penal Codes require principals to control access to their campuses and ensure that the news media does not disrupt instructional activities.

The District encourages principals to make every effort to accommodate the reasonable requests of the news media for access to campuses. District policy also requires principals to limit, deny or withdraw access if instruction or other educational activities will be disrupted. Media access should not be denied merely on the assumption that the activity might threaten educational activities. Principals should have a reasonable and credible justification for denying access to the news media.

We have learned from experience that each situation concerning media access contains unique facts that should be carefully considered. Therefore, principals who are contacted by a media outlet requesting an interview or access are asked to call the Office of Communications, 213-241-6766, before they respond.

Student Interaction with the Media

California law states that members of the news media who are granted access by the principal must have the permission of a parent or guardian to interview, film or photograph their student. A school's admissions packet contains a media authorization form that parents and guardians may complete and return to the school granting permission for their child to be interviewed, filmed and/or photographed while on campus. The media waiver is also available on the District's website: <http://www.lausd.k12.ca.us/lausd/lausdnet/lausdnet.html>.

The completed authorization form should be maintained in the student's cumulative (cum) file.

If the completed form is not returned, or if the parent or guardian has expressed, either orally or in writing, that they do not want their child to be interviewed, filmed and/or photographed, principals must ensure that the media does not have access to the student.

Informing Parents of the Media Presence

Time permitting, a site administrator may wish to inform parents that the media will be on campus. The Office of Communications suggests sending a simple letter or Blackboard Connect (translated in the appropriate languages) prior to the media visit. An example would be:

Dear Parent or Guardian:

On (date), (name of news organizations) will be on our campus to do a story about (state business). Your child may be photographed, filmed or interviewed for the story. If you have any questions or concerns, please feel free to contact me.

Sincerely,

Principal

In deciding whether to grant media access, principals should consider the following:

1. Reporters have a right to gather news. They also have a right to access government property, including schools. This right is not absolute.
2. Principals, administrators and teachers have an affirmative duty to protect students and to maintain the peaceful conduct of activities in schools.
3. Principals should make every effort to accommodate the reasonable requests for media access, as long as it does not disrupt instruction.
4. Principals have the responsibility to limit, deny or withdraw permission for news media access if the peaceful conduct of educational activities is disrupted or clearly threatened.
5. Principals are strongly encouraged to call the Office of Communications and Media Relations prior to granting interviews or media access.

If the principals have any questions, they should contact Chief Communications Officer Shannon Haber at (213) 241-6766.

The Office of Communications' website contains news releases, key calendar dates, facts about L.A. Unified, important District announcements, and links to other relevant sites. Exploring this site will provide useful information to help you learn the many ways that LAUSD is unique.

<https://achieve.lausd.net/Page/345>.

The Los Angeles Unified School District uses a State-of-the-Art notification system allowing for the immediate communication with students, families and employees of the District. Schools can send customized messages for general, attendance and emergency notifications via phone, text message, email or social media. Automated attendance calls are made for all K-12 schools twice a day to alert the parents/guardians of unexcused tardies and absences.

It is important to keep the Blackboard Connect phone numbers up-to-date so that messages will be received by parents and staff. It is highly recommended that more than one person on campus has the training and authority to send Blackboard Connect messages.

Message Types

- Attendance Attendance messages alert parents/guardians to student absences on the day of the absence. These calls are automatically sent based on teacher attendance taken in the My Integrated Student Information System (MiSiS).
- Outreach Outreach messages notify parents/guardians and staff of important news or developments, upcoming events, meetings, fundraisers, report cards, and similar happenings within the District or school.
- Emergency Emergency messages can include weather-related disasters or any incidents and events that endanger the health and safety of students or employees. Emergency messages are made to all telephone numbers in the Blackboard Connect system for each student and employee.
- Interactive Survey Interactive survey messages allow recipients, using a telephone keypad, to RSVP for school events or to provide input on school issues. Responses are automatically captured, compiled, and are reported through the Blackboard Connect system.

Access

At the beginning of the school year, the LAUSD Blackboard Connect team will provide every principal access to the system. If there are principal changes during the year or if additional school personnel should be granted access, please complete the Request for Blackboard Connect User ID form available at <http://bbc.lausd.net>.

A Dial-In Messaging card is provided to every Blackboard Connect user allowing for messages to be sent using just a telephone. This is especially useful during emergencies or whenever the user does not have access to a computer or smartphone with internet connectivity.

Training

Online training is available at <http://bbc.lausd.net>. Access to the training requires Single Sign-On authentication.

Blackboard Connect For Teachers

All teachers have access to the Blackboard Connect for Teachers system. This system allows for preprogrammed messages to be sent by teachers to their students' home. These messages are fully translated into each of the District's languages. Reporting is available showing successful/unsuccessful calls. Teachers

are automatically granted access to this system unless the school administrator notifies the LAUSD Blackboard Connect team to deny teacher access. Short-term substitutes do not have access to the system. Long-term substitutes are granted access to the system.

Blackboard Connect Tips

Maintaining accurate student contact information is crucial to the District's ability to communicate with parents and guardians. Follow these recommended steps to make sure all students receive your communications:

1. At the beginning of each school year transfer the notification telephone numbers and contact preferences from the Student Emergency Information Form into MiSiS (Parent/Guardian Edit Screen), the Early Education Student Information (EESIS), or Adust Student Information Systems.
2. If the number of students in Blackboard Connect differs from the enrolled students in the Student Information Systems, confirm that any missing students have proper contact information entered in the appropriate student information system. The LAUSD Blackboard Connect team (see contact information on <http://bbc.lausd.net>) can also provide a listing of students who are enrolled but not in the Blackboard Connect system.
3. Review the After Call Summary report after sending a school-wide message paying particular attention to the reasons why calls were unsuccessful. For example, review Bad Numbers and Undeliverable calls and request that the identified student provide updated contact information.
4. Correction of student contact information must be made at the school in MiSiS, EESIS or ASIS, as appropriate.
5. Correction of employee contact information must be made by the employee in the Employee Self Service system (<http://ess.lausd.net>). Each employee must provide a valid home, work and cell number.
6. If the school receives information that an errant call is being made to a non-LAUSD family or individual, search for the 10-digit phone number in the Blackboard Connect system to find which student or employee is associated with that phone number. Update appropriately. If the phone number cannot be found by the school, refer the caller to (213) 241-0875 for further research.

If you need immediate assistance in using the Blackboard Connect notification system, you may call the Blackboard Connect 24-hour Client Care at (866) 360-2155 or e-mail support@blackboard.com.

Additional information and resources can be found at <http://bbc.lausd.net>.

TRANSLATIONS UNIT

The Los Angeles Unified School District has made a commitment to increase parent and community participation. The Translations Unit's role in this commitment is to facilitate a means of communication for parents, staff, and the various diverse communities through professional written translation and oral interpretation services.



To request translation or interpretation services please visit website www.translationsunit.com or call (213) 241-0107.



KLCS is the LAUSD’s public television station, airing special LAUSD programs every weekday at 6:30 a.m and 6:30 p.m. KLCS - The Education Station airs programming that inspires learners of all ages to higher levels of achievement and personal and professional growth through the use of programs and services that educate, inform, and enlighten.

KLCS is a non-commercial educational television station licensed to Los Angeles Unified, and is a member of the Public Broadcasting Service (PBS). KLCS reaches over 16 million viewers throughout Southern California, and is also carried by DirecTV, Dish Network, and most cable systems. KLCS exists to serve the educational and informational needs of the District. Please contact the station directly to suggest content ideas or to request coverage of newsworthy events.

KLCS provides broadcasting and production services for the LAUSD, and covers school events featured in its “NewsBrief” programs. KLCS is working with District offices to create content to support classroom instruction and meet student needs such as credit recovery and supplemental instruction. Evenings and weekends serve the wide-ranging interests of all audiences with documentaries, performing arts, health and science, history, news, sports, travel, financial, and “how-to” programs.

KLCS-TV’s original productions include, but are not limited to: LAUSD Board and Committee meetings, Inside the LAUSD, Homework Hotline, Families Matter, La Familia Importa, College is Elementary, Safe Schools – Successful Students, College Buzz, Between the Lines, and the Annual Video in the Classroom Awards. Collaboration with other LAUSD offices and agencies to create timely instructional, professional development, public affairs, informational programs, and public service announcements, is also an important part of KLCS’ commitment to inform and educate the communities we serve. For more information, please visit www.klcs.org or call us at (213) 241-4000.

IV. COMMUNITY PARTNERHIPS

Los Angeles Unified Partnership Guidelines

In this handbook, we have provided a brief synopsis of guidelines, pitfalls and best practices when engaging in partnerships with public or private organizations. For additional information on this topic, please see the following LAUSD resources:

- Bulletin 6876.0 Sponsorship and Solicitations Guidelines
- Bulletin 5895.1 Donations
- Board Rule 1251 Sponsorships and Advertising on School Premises



Defining Donations

A donation is a charitable gift of funds, goods or services given by a donor. Donations are gifts given without return consideration or “quid pro quo.” A donation is a charitable act given to a cause or population and is fulfilling a need. It is appropriate for a donor to expect recognition and gratitude, but not appropriate to expect or ask for economic benefit or special consideration.

Gifts to LAUSD are tax-deductible, and schools should provide donors written thanks and include acknowledgment of gift acceptance for tax purposes. In the case of non-monetary gifts, it is difficult to determine the value of the gift and we are not authorized or qualified to provide appraisals. In these cases, you may suggest that a donor consult their legal counsel or tax advisor.

When accepting a donation make, sure that the gift:

- Is consistent with LAUSD’s mission, programs, purposes, and standards and does not reflect negatively on LAUSD.
- Does not conflict with any provision of the school code or public law.
- Does not add to staff load or place restrictions on the school program or result in unacceptable maintenance, installation or continuing costs.
- Is not inappropriate or harmful to the education of students.
- Is not an endorsement of any business or product.

Defining Sponsorships and Advertising

Sponsorship is the negotiated provision of funds, goods or services by an organization to schools and central office units in exchange for recognition, publicity or other benefits. The sponsoring organization may be a business, community-based organization, non-profit, a higher education institution, or even a trade group. Sponsorship may take the form of financial support and/or provision of material goods, training, or other resources, such as labor or facilities, in exchange for agreed acknowledgment (i.e., sponsor recognition), and may be between one or more schools and/or central office units and one or more organizations.

Solicitations should only be made if they would not create in the minds of reasonable, objective, fair-minded observers a perception that there would be improper influence or advantage provided to the sponsor.

For example, Bright Ones Elementary School wants to host a welcome back event for their school community. Principal Jones contacts the local businesses and asks if they would be interested in sponsoring the event by donating funds, food and drinks, or other needed resources. Principal Jones will then

express her appreciation and recognizes the sponsor thanking them for their investment.

Advertising is when a business approaches a school and offers to pay to post their sign or banner, or offers to share profits from the sale of a product in exchange for advertising on campus. Sponsor recognition can also be crafted in a way that is more like advertising and less like a show of appreciation.

Advertising on campus is prohibited by District and Board policy and interestingly, can undercut your ability to raise money. Businesses that approach schools for advertising opportunities have done their research; they know the value of being associated with our “brand,” the LAUSD institution, and our students with their product. To allow advertising on campus is to say to our students, parents and the community that “we endorse” a specific product or business.

When a company approaches you with this type of offer, it is appropriate to tell them we have a no advertising policy, but that you would really appreciate it if they could sponsor a literacy night or a back to school night. You are the expert on your school needs. You can tell them you would be happy to recognize their sponsorship at such an event. Take the opportunity to redirect that business’ interest in reaching out to our students and families by directing them to an activity that is more appropriate and meaningful than advertising for you and the business.

It is important to enter any sponsor relationship with a clear understanding of:

- The tremendous value to an organization of being associated with LAUSD and providing access to our students and parents.
- Your fundraising goal.
- The time and resources you are willing (or not willing) and able to commit to the relationship.
- Your list of appropriate activities to suggest to a potential sponsor.
- Clear appropriate sponsor recognition opportunities.

Donor and Sponsor Thank You Letter

Schools are the center of communities and are in a unique position to seek support from a variety of organizations, be it funding, volunteers or other resources. We do have tremendous need and we want those organizations that support our schools – our partners – to know that their contribution is important to us, makes a difference and is valued.

Creating lasting partnerships takes time and investment in developing relationships with individuals. Don’t forget to say “thank you.” Here is a sample letter you can use. It is also nice to include letters from students and photos of the event or project if appropriate.

Sample Thank You Letter

Date

Address

Salutation

On behalf of the [school name] community, I want to thank you for your support. Your [contribution/time you gave/resources you provided] for [insert activity/program] was a tremendous help and will go a long way to helping our students and creating the learning environment and community support need.

We want you to remain our partner. Please know that your investment and time is important to us. Thank you again for your generosity.

Sincerely,

[principal's name]

Redirecting Sponsors or Saying “No Thank You”

Schools should not feel obligated or compelled to accept every donation offered; there are donations that may not be beneficial even if the intent is well meaning. Donations are gifts given without return consideration and should be accepted as long as acceptance does not impair our independence to pursue our mission or endanger our integrity and reputation. The question to consider when accepting a donation is “How does this help me fulfill our instructional mission?” If the donation doesn’t fit that specific opportunity, guide the donor or sponsor to a more appropriate opportunity like a back to school night event, an athletic game or another afterschool activity. These situations lend themselves to appropriate sponsor recognition opportunities and not ongoing advertising situations.

Keep in mind we may not accept donations from, or promote organizations engaged in the sale, production or promotion of cigarettes, liquor, or any other product not permitted to children.

Sponsor Recognition Guidelines

The Los Angeles Unified is appreciative and proud of the civic-minded and socially responsible organizations who volunteer their resources to support and further public education. We have guidelines to ensure that there is clear communication about the integrity and independence of our programs and to ensure that all existing and potential partners understand the recognition provided for their support of LAUSD and our students.

While we are committed to thanking our partners through recognition, our role as a public agency dedicated to serving students, requires that we avoid recognition activities that could be perceived as advertising or commercializing the school environment or District property and resources.

General Guidelines:

- LAUSD will acknowledge in writing a Partner’s good citizenship in supporting the work of LAUSD, but will not endorse any Partner, product, service, campaign or slogan.
- Commercial and/or corporate logos will not be used in any LAUSD produced materials, including on district websites.
- LAUSD has sole control of our facilities, educational programs, name, logo and communications. Partners shall not utilize LAUSD in the advertising or promotion of any specific product or service.
- District schools and offices may desire to solicit sponsorships for appropriate purposes and activities for which District funds are not available. (For more information, please see Bulletin 6876.0 - Sponsorship and Solicitation Guide.)

While a sponsorship is a business transaction where financial consideration is given to an entity in *return for a measurable benefit*, a donation is a gift given to an organization with *no expectation of a measurable benefit* to the donor.

Permanent and Temporary Signage:

- Permanent signage shall be used for Partner recognition and not for the purposes of naming or serving another commercial or proprietary interest.
- Permanent signage size and placement shall be determined by the district not the Partner.
- Temporary signage for Partner recognition may contain corporate names and corporate logos, but will

be removed after 24 hours or once a recognition event is completed. All permanent signage shall be approved by the Superintendent or his designee.

Example of inappropriate signage which includes color and brand associated fonts, corporate logos, phone numbers and appear to be advertising.



Profit Sharing Opportunities, AKA Fundraisers

Many businesses contact schools and school districts offering to share in the revenues produced from the sale of a product or service. Schools can often benefit from these programs as a direct source of revenue, and businesses benefit from the promotion of their business, increased sales and recognition by LAUSD. It is important to remember these relationships should ultimately benefit the school. Make sure that the profit sharing arrangement reflects the value we bring to the relationship.

Here is an example: Toys Inc. is interested in reaching more young kids and the sales representative, Mr. Martinez knows there is an elementary school down the street. Mr. Martinez has been reading about the budget cuts to education and thinks there is a business opportunity for him at Bright Ones Elementary School. He approaches Principal Jones and says, “for every toy your parents buy at Toys Inc. on “Bright Ones Elementary School Night,” I will donate 7% of the profits to your school.”

It’s important to determine if the relationship is really worth \$70 or \$140 (which in this example would mean that parents would have to buy \$1000-\$2000 worth of toys). It would create a greater benefit for the school for you to ask for a 40% share (which would mean \$400-\$800). Ask what their average sales are per school. Also, consider the quality of the product you are introducing to your school families. Don’t underestimate the value of your participation to the business – or – underestimate the time and resources you may have to commit to such a relationship. If it isn’t worth \$100 and you think you’ll end up spending that in staff time or parent time, and you can’t negotiate a better arrangement, it’s ok to say “no thank you.”

Before agreeing to a profit sharing relationship, consider these questions first:

- Is this relationship centered on student success or is it centered on the business’ needs?
What is the percentage of the profit sharing margin your school will receive and can you negotiate a higher rate?
- What are the average sales per school?
Considering the average sales and the percent of profit, what is the actual amount your school will receive?
- What is the quality of the products? Are they priced appropriately?
- How much time and resources are needed to make this relationship work?
- Given the quality, cost to families, and actual profit, is this relationship worth it?

V. DIVISION OF DISTRICT OPERATIONS

INCIDENT SYSTEM TRACKING ACCOUNTABILITY REPORT (iSTAR)

School and office administrators have a responsibility to document and report incidents which occur on or near District facilities or involve District students, employees, and the school community so that they can be addressed in a timely and accurate manner.



The Incident System Tracking Accountability Report (iSTAR) is the Districtwide electronic reporting system designed to:

- Capture incident information and produce more accurate and meaningful data to find similarities in incidents or problems, so that divisions can develop solutions or strategies to address the issue/s.
- Improve incident response operations for a wide variety of events.
- Provide a common framework in which staff from various divisions can efficiently work together to provide assistance to schools and offices.
- Reduce the potential for miscommunication.
- Communicate quickly among schools and various divisions

To access the iSTAR system, please log into www.lausd.net and go to the District Operations website or from the link provided: <https://istar.lausd.net>.

REFERENCE:

BUL-5269.2 Incident System Tracking Accountability Report

INTEGRATED SAFE SCHOOL PLAN

The Integrated Safe School Plan is created and updated using a six step process recommended by the Federal government. Assessments, goals, emergency teams, and procedures are addressed comprehensively throughout the cycles of an emergency. Ensure that all campus employees know that they can log on and view the plan and find their emergency teams and duties.

If your school is co-located, you as the LAUSD administrator are required to collaborate with the co-located administrator and jointly develop an Integrated Safe School Plan that incorporates all students and staff present on the campus. Please refer to Bulletin BUL-5532.1 for guidance, “the charter school shall adopt the District’s safe school plan while co-located at the District school site, and participate in all required school safety events and activities as directed by the District school principal.”

Emergency Drills and Procedure

School principals should be familiar with Reference Guide REF-5803.2, Emergency Drills and Procedures. This Reference Guide covers the policies, procedures and documentation requirements for conducting emergency drills.

District Emergency Drill Procedures include the following:

- Fire Drill
- Earthquake “Drop/Cover/Hold On” Drill
- Drop/Take Cover Drill
- Lockdown Drill

- Shelter-in-Place Drill

The below chart outlines the various required emergency drills.

Conducting Emergency Drills Chart

DRILL TYPE	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	SR. HIGH SCHOOLS & ADULT SCHOOLS
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/ Hold On)</i>	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
<i>Take Cover or Drop</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
<i>Lockdown</i>	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
<i>Shelter in Place</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

*An oral review of purpose and procedure may be done in lieu of actual practice.

Check the Integrated Safe School Plan for details and emergency team information.

Visitors Guidelines

Los Angeles Unified is committed to providing a safe and secure learning environment for its students. The enhanced involvement and assistance of parents, community members, and organization representatives in school programs and activities have increased the number of school campus visitors. In some instances, campus visitors have created concerns for staff. Therefore, all school campus visitors must be informed of and must adhere to the laws and school policies for visitors to school campuses, as stated in the California Education Code 44810(a); 444811(a); 51101(a): (1), (2), (12) and Bulletin BUL-6492.2, Visitors to School Campuses and Locked Campuses During Class Hours at All Schools.

It is the responsibility of each school to develop and post a visitor’s policy, in appropriate languages. This visitor’s policy must be published and distributed to parents and staff annually thereafter. The law prohibits schools from setting arbitrary time limits regarding frequency and durations of visits.

Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted “Visitor’s Policy” or who defy the principal/designee’s authority may be reported to the appropriate police agency and may be subject to criminal charges.

Complete information regarding visitor’s guidelines is outlined in Bulletin BUL-6492.2, Visitors to School Campuses.

SAMPLE POSTED VISITOR'S POLICY

SCHOOL NAME

PRINCIPAL/DESIGNEE

PROCEDURES FOR CAMPUS VISITORS:

- Upon entering campus, all visitors shall sign in at the designated area and proceed to the main office.
- Complete a visitor's permit and obtain the principal/designee's approval before proceeding to the classroom.
Schools should describe how the visitor is to sign in the Visitors On Campus Log Book and where it is located.
- Request an appointment for a visitation date and time from the office staff after entering the school office.
Appointments may be scheduled for the same day and should be scheduled for the date and time requested, if possible. Include a copy of the school's bell schedule(s).
- Determine the classroom activity you are observing and keep the classroom observation time and frequency reasonable.
- Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
Schools should have a place for visitors to write a request for an appointment with a staff member and, if possible, give the date and time for the scheduled appointment.
- Before leaving campus, return the visitor's permit to the designated location.
Schools should identify where the visitor is to sign out before leaving the campus.

SOME IMPORTANT RULES FOR VISITORS:

- Enter and leave the classroom as quietly as possible.
- Do not converse with the students, teacher(s), and/or instructional assistants during the visitation.
- Do not interfere with any school activity during the visitation.

VI. ENVIRONMENTAL HEALTH AND SAFETY

Reducing Workplace Injuries

OEHS is available to assist site administrators in determining the cause of workplace accidents and developing an action plan to reduce the frequency of worker injuries. An Employee Injury Report is distributed to each Local District quarterly, and includes information on the number and cost of workplace injuries by location and the types and causes of those injuries. Accident prevention training can be arranged by contacting OEHS at (213) 241-3199. Additional information can be found at <https://achieve.lausd.net/risk>.



Workers' Compensation Procedures and Reporting

Work related injuries and illnesses must be reported to the District's workers' compensation claims administrator, Sedgwick Claims Management Services. You must also conduct an accident investigation and document the findings in the Incident System Tracking Accountability Report (ISTAR).

If emergency medical attention is required, immediately call 911 or the local emergency medical services provider. Serious employee injuries must also be reported to the California Occupational Safety and Health Administration (Cal-OSHA). Cal-OSHA notifications must be made within 8 hours of the incident to avoid regulatory citation and fines. For assistance for Cal-OSHA notifications, contact OEHS at 213-241-3199.

If non-emergency medical attention is required or is requested by the injured worker, refer to the list of approved doctors and facilities for the nearest medical provider. Employees must only be referred to an authorized workers' compensation medical provider. More information can be accessed at <https://achieve.lausd.net/site/Default.aspx?PageID=1001>.

Posting Requirements

The State has issued new regulations which require a new mandatory Workers' Compensation Poster. The new State regulations also mandate that a Medical Provider Network (MPN) notice be posted next to the workers' compensation poster if the employer has an MPN, which the District does. The poster summarizes employees' rights and employers' obligations should an employee suffer a work related injury or illness. The law also requires that this information be posted in both English and Spanish.

Complete information is available on the Risk Management website at <http://risk management.lausd.net> or by contacting the office at (213) 241-3139.

Hazardous Waste Disposal

Schools and other District facilities routinely generate chemical waste from science laboratories, shop classes, and maintenance activities. In addition, all District facilities routinely generate electronic wastes, including outdated computers, televisions, cathode ray tubes, and other electronic components.

All Hazardous Waste Pickup Requests are required to be submitted through Maximo work order management system. The Plant Managers can create work orders in Maximo and upload the Hazardous Waste Pickup request form by attaching it to the work orders. For assistance contact OEHS at (213) 241-3199.

REFERENCES:

REF-4149.1 Disposal Procedures for Hazardous Waste and Universal Waste Safety
Alert No. 05-11 Disposal Procedures for Hazardous Waste & Universal Waste

Lead in Drinking Water

In 1988, the District tested drinking water fountains and confirmed proper flushing of fixtures reduces lead levels to acceptable limits as established by the U.S. Environmental Protection Agency (EPA) in almost all instances. In those situations where flushing did not reduce the lead content below the EPA's Action Level of 15 parts per billion (ppb), the fountains were taken out of service. At that time, the District instituted a policy requiring the flushing of drinking water fountains for at least 30 seconds prior to the first use of the day to ensure the safety of students and staff. This policy is still in effect today. Please see Reference Guide 3930.6, [Daily Flushing Requirements For Drinking Fountains and Faucets](#). The policy requires all site administrators to certify monthly that daily flushing of drinking sources is completed in the Principal's Portal. Schools where all drinking water sources have been tested and are below the EPA's action level (15 ppb) without flushing are eligible for exemption from the daily flushing requirement. Only those schools that have been notified in writing by OEHS may cease daily flushing. A current list of schools that have been exempted from the flushing requirement is available at <https://achieve.lausd.net/Page/3956>.

You may view drinking water results for schools at <http://www.laschools.org/new-site/my-school/principal-search>. Once there, you may search and select the school of interest. The most recent test results may be found under the Resources heading on the left side of the page. Click on "Drinking Water Quality Data".

Peeling Lead Paint

The California Department of Health Services estimates that lead-containing paint is present in the majority of California public elementary schools. Lead paint surfaces represent little risk of exposure when maintained in good condition. However, deteriorated surfaces may pose a significant risk of exposure to young children. Evidence of deteriorated paint surfaces should be reported to the District's Maintenance and Operations Branch at (213) 745-1600 and OEHS at (213) 241-3199. General questions about lead exposure may also be directed to the County Department of Health Services at 1-800-LA-4-LEAD.

Integrated Pest Management

The Board of Education adopted an Integrated Pest Management (IPM) policy in March 1999. The goal of the policy is to avoid the use of pesticides and herbicides to the extent possible by employing non-chemical methods such as exclusion (e.g., installation of door sweeps, caulking cracks and crevices, plugging holes, installing window screens, installation of bird-deterrent devices, keeping exterior doors and trash dumpsters closed), improved sanitation, behavior modification (e.g., eliminating clutter and properly storing food products in class-rooms, requiring students to properly dispose of food and papers in trash receptacles), and water management (e.g., repair of plumbing leaks, avoiding puddling on campus).

When pesticide and herbicides are necessary, only low-risk chemicals approved by the District's IPM Committee team may be used, and may only be applied by the District's licensed pest management staff. School staff, students and visitors are prohibited from bringing in or using pesticide and herbicide products at District sites. Any pesticide or herbicide products discovered at a school will be confiscated. Additional information can be accessed at <http://www.laschools.org/new-site/operations-services/ipm/>.

Indoor Air Quality and other Air Emissions

Concerns or complaints associated with indoor air quality, excessive classroom noise or inadequate lighting should be directed to OEHS at (213) 241-3199. For further information, refer to [Safety Alert No. 05-02](#),

[Indoor Environmental Quality](#)

If odors or other air emissions from a nearby industrial facility are affecting school occupants, immediately notify the South Coast Air Quality Management District (AQMD) at (800) 288-7664 and OEHS at (213) 241-3199. For further information, refer to [Safety Alert No. 03-02, Procedures for Responding to a Nuisance or Toxic Air Release](#) and [Safety Alert No. 01-04, Procedures – Toxic Air Release](#). Additional resources are also available at <http://achieve.lausd.net/Page/2941>.

Construction Safety Concerns

Many existing schools are undergoing modernization or other construction activity. Construction projects are designed to minimize disruption of school operations and ensure the health and safety of students and staff. However, in the event that construction activity creates a condition that potentially places school occupants at risk, notify the Complex Project Manager and OEHS at (213) 241-3199.

Tree Trimming and Removal

District procedure requires that all tree trimming and removal conducted on District property adhere to the requirements of the [LAUSD OEHS Tree Trimming and Removal Procedure](#). Compliance with this Procedure will ensure that District activities will not conflict with any tree preservation policies while ensuring the protection of breeding and nesting habitat of protected birds. Written approval from the Director of OEHS, Director of Maintenance & Operations, Local District Superintendent, and School Principal is required before any protected tree is relocated or removed. For more information, please contact OEHS at (213) 241-3199 or the District Arborist at (213) 745-1422.

Recycling and Waste Management Program

LAUSD contracts with Republic Services for the collection and disposal of solid waste, organics and recyclables. These practices are designed to enhance recycling practices, while minimizing landfill waste on a District-wide basis. You may submit a work order through Maximo for the following services:

- Additional recycling containers: 3-yard metal recycle bins; 64 gallon residential recycle carts; and 3-gallon classroom recycle baskets,
- Removal of 3-yard metal bins as school's needs change,
- Additional pickup requests due to special events, unexpected waste/recycle overflow or missed pickups;
- Recycling services include student training, lunchtime recycling and teacher workshops by recycling trainers who will visit your school,
- Cleaning or exchange of faulty/damaged metal bins or residential carts,
- Site clean-up due to spills caused by the vendor.

For additional information or questions, you may contact us by calling the LAUSD Waste Management Hotline at (213) 241-3955, send an e-mail to wastemanagement@lausd-oehs.org or refer to the OEHS website at <https://achieve.lausd.net/waste-div>.

Traffic and Pedestrian Safety

Traffic hazards and conditions endangering the safety of pedestrians should be reported to School Police at (213) 625-6631, the local police department, and OEHS at (213) 241-3199. To request traffic surveys, speed limit signs, pavement markings, crossing guards or other assistance in resolving traffic and pedestrian risks, call OEHS or see Reference Guide REF- 4492.1, School Traffic Safety. This information can be found at <http://lausd-oehs.org/docs/ReferenceGuides/REF-4492.1.pdf>.

Inquiries on health and safety issues may be made to OEHS at www.lausd-oehs.org or by calling (213) 241-3199.

Planned Asbestos Abatement Work at School Sites

Asbestos is commonly found in buildings constructed prior to 1980. Asbestos-containing building materials (ACBM) in good condition do not pose a health concern. During renovations, the need to remove ACBM may be necessary. The Asbestos Hazard Emergency Response Act (AHERA) requires that school staff and parents or legal guardians of students be notified of asbestos abatement work prior to start of the work. The school's regular method of communication may be used to accomplish this. General information about asbestos related issues may be directed to the Facilities Environmental Technical Unit at (213) 745-1450 or OEHS at (213) 241-3199.

Environmental Emergency Incidents

Environmental emergency incidents that occur on campus, such as chemical spills, fires, sewage spills, mercury spills, floodings, serious injuries or death, and off-site incidents that impact school operations must be immediately reported to OEHS at (213) 241-3199. After-hours incidents must be immediately reported to School Police at (213) 625-6631. School Police is responsible for notifying OEHS emergency response personnel who are on call 24 hours a days, 7 days a week.

VII. FACILITIES

FACILITIES USE GUIDELINES

The California Education Code (Section 38130 through 38139) mandates that every public school facility within the State of California be made available for use as a civic center for use by the public. This is known as the “Civic Center Act.”



All facilities usage by outside third parties (including parent groups) must be approved by the school and authorized by a written agreement processed by the District’s Leasing & Space Utilization (LASU) or the Civic Center Permit Office within the Facilities Services Division. This ensures that the use of District facilities by outside third parties is appropriate and complies with all related State and local laws and regulations, Board of Education Rules and District policies.

Civic Center Permits

Qualifications/Authorized Uses

In order to qualify for a Civic Center Permit, the activity must be not-for-profit in nature and open to the general public for supervised recreation activities, meetings and public discussions. If the activity or request to use school property does not appear to meet these guidelines, contact Joyce Izumi at the Civic Center Permit Office at (213) 241-6900 or by e-mail at joyce.izumi@lausd.net for clarification.

Applications

An application may be downloaded from the District website below or obtained from the Civic Center Permit Office. The applicant may mail, fax or deliver the completed application to the Civic Center Permit Office for processing.

Civic Center Application can be found at:

<http://btb.lausd.net/Portals/0/Users/005/05/5/Application%20Packet%209-30-14.pdf>

CIVIC CENTER PERMIT OFFICE
333 South Beaudry Ave., 1st Floor
Los Angeles, CA 90017
Phone (213) 241-6900 | Fax (213) 241-4546

Permit Charges

All groups are charged a direct cost rate for use of outdoor facilities and gymnasiums for recreational or athletic activities.

In accordance with Board Rules, fees may be charged at direct costs for all groups which charge admission to the meeting or activity or collect a contribution, or charge fees for membership. As is the current practice, all groups will continue to be charged full direct costs during District holidays and vacation periods. All use charges are based upon the hours of use and the number of days requested. Please call the appropriate Civic Center Permit Office above for pricing.

Permit Issuance

Civic Center Permits are issued in four-month periods. Any number of daily uses may be included in a single permit for use of the same facility and activity during the four month permit period.

Insurance Requirements

A certificate of Insurance is required for the use of all LAUSD owned facilities. At the LAUSD's sole discretion, certain events may require additional insurance or waiver. The Certificate of Insurance must be approved by the LAUSD Division of Risk Management and Insurance Services, prior to the execution of a Civic Center Permit. The Permittee, at its sole cost and expense shall acquire and keep in full force during the term of the Permit, any and all insurance coverage that may be required by the District. District requirements may vary depending on the type of activity, event, or program. Please have the requester contact the Division of Risk Management and Insurance Services for assistance at (213) 241-3139.

LEASING & SPACE UTILIZATION

Qualifications/Authorized Uses

For uses that do not fall under the Civic Center qualifications, a license agreement or permit for use of or access onto school district facilities may be issued through Leasing & Space Utilization (LASU).

License Agreements for Use of District Properties

License Agreements are issued for the use of District property by third parties either on a short term or long term basis.

- Short Term – Under 30 days of use
(recitals, theatrical performances, parking, booster club or PTA fundraisers, etc.)
- Long Term – Over 30 days of use
(childcare, church use, sports training, etc.)

Applications

Applicants should obtain school approval for the date and time of their use prior to submittal of the application to LASU. Applicants should contact the Leasing office directly at (213) 241-6785 for an application. Applicant may fax, scan then email, mail or deliver the completed application to the LASU office for processing. A minimum of two weeks for processing of the application is requested.

LAUSD - Leasing and Space Utilization
333 South Beaudry Avenue, 1st Floor
Los Angeles, CA 90017
Phone: (213) 241-6785 | Fax: (213) 241-6784

Fees & Costs

Applicants should submit an application to LASU for an estimate of fees. Fees include processing fee, rental fee, utilities, custodial overtime and restroom/cleaning supplies based on hours of use, number of days and number of attendees. Fees must be paid prior to issuance of a license agreement.

There are two cost categories:

- Regular Rental Rates – Rates are charged pursuant to a rental rate schedule approved by the Board of

Education.

- Cost-Incurred Requests – Waiver of regular rental fees associated with an event if it is of “benefit” to the school. Direct costs (i.e., custodial time, utilities and supplies costs) are not waived.

Additional Types of Uses

LASU also issues licenses and permits for a variety of third party uses. Listed below are a few examples of uses. Should you have any questions or require clarification, please contact the LASU office at (213) 241-6785.

- Access or Permit Agreements
 - Requests from third parties or District offices to gain access onto District facilities for the purpose of construction access, monitoring, repair services, etc.
- Beautification , Community Service or Community Initiated Projects
 - A license agreement is required for beautification, community service or Community Initiated Projects on District facilities.
 - All projects require review and approval by the principal and M&O (CPM) and may require additional inspection and approval by other departments [i.e. Office of Environmental Health & Safety (OEHS), Gardening, etc.].
 - For additional information, contact the LASU office:
Leasing & Space Utilization
Phone: (213) 241-6785 | Fax: (213) 241-6784
Contact: David Estrada | Email david.j.estrada@lausd.net
- Filming or filming related uses
 - In instances where a third party is requesting use of a District site for filming related activities (including parking, catering services, still photography, etc., and excluding news related activities which are coordinated by the Office of Communications), the District utilizes FilmLA, a nonprofit organization contracted by the District to provide filming coordination and permit processing services.
 - FilmLA works directly with the District’s LASU staff to review proposed filming activities to determine whether the use of a District school is appropriate and whether additional safety precautions, such as monitors and fire/life safety personnel are necessary.
 - FilmLA will contact the school for availability and is responsible for the negotiation and the administration of the contract for the use.
 - Principals should carefully review and coordinate any filming requests to help ensure there will be no disruptions to instructional programs and that impacts to daily school operations will be minimized.
 - Once a filming activity is scheduled at your school, it is the Principal’s (or his/her designee’s) responsibility to inform your staff and parents of the upcoming activity.
 - FilmLA will assess and collect the appropriate fees for the use (including custodial fees) and prepare the follow-up documentation after the activity.
 - The school will receive 75% of net revenue. 25% is allocated to the pool of schools that do not receive filming requests.
 - Refer all filming or filming related requests to:
FilmLA, Inc.
6255 Sunset Boulevard, 12th floor
Hollywood, CA 90028
Phone: (213) 977-8600
Contact: Josh Elwell | Email: jelwell@filmla.com

- Joint Use
 - Joint use is the shared use of specific facilities within a school after hours by a non-District partner in exchange for a capital or programmatic contribution.
 - Typical partners may include governmental agencies, sports organizations or a private entity.
 - The value of the contribution and the benefit to the school or the District are factors that will be considered in a Joint Use Proposal.
 - District contact:
 - Asset Management
 - Phone: (213) 241-6461
 - Contact: Isela Lopez | Email: isela.lopez@lausd.net
- Use of school facilities for out-of-season athletic activities must be arranged in the same manner as expected of any outside agency. Coaches need permits and insurance for use of school property when not in season. Out-of-season activities are not sanctioned by the school or the District. Coaches of any out-of-season teams are acting as private citizens.

Insurance Requirements

A Certificate of Insurance is required for the use of all LAUSD owned facilities. At the LAUSD's sole discretion, certain events may require additional insurance or waivers. The Certificate of Insurance must be approved by the LAUSD Division of Risk Management and Insurance Services, prior to the execution of a license agreement. The Licensee, at its sole cost and expense shall acquire and keep in full force during the term of the license, any and all insurance coverage that may be required by the District. District requirements may vary depending on the type of activity, event, or program. Please have the requester contact the Division of Risk Management and Insurance Services for assistance at (213) 241-3139.

Should you have any questions or require clarification, please contact the LASU office at (213) 241-6785.

Proposition 39

BUL-5532.1 The Charter school shall comply with all District policies regarding operations, school safety, and maintenance of the school facilities and furnishings and equipment.

For additional information, contact: Charter Schools Division
 Contact: Prop. 39 Program Coordinator
 Phone: (213) 241-5130 or (213) 241-0399
 Email: prop39@lausd.net

MAINTENANCE & OPERATIONS

Each Local District has an assigned Regional Facilities Director (RFD). The RFDs work closely with their respective Local District Administrators of Operations for all facilities-related matters in their Local District, including maintenance and operations of all sites and identification of facility project priorities. The RFD also oversees the local Maintenance and Operations Areas, headed by Area Facilities Services Directors (AFSDs) and Complex Project Managers (CPMs).

AFSDs manage the day-to-day Maintenance and Operations work force, which accomplishes school repairs, performs preventive maintenance, and provides support for custodial services. **CPMs are assigned to a group of schools and administrators** as the primary liaison to coordinate all facilities related activities at those schools and office sites (**typically high school complexes**), and serve as the primary liaison to coordinate all facilities related activities at those schools and offices.

VIII. FOOD SERVICES DIVISION



Food Services Division



The Los Angeles Unified School District (LAUSD) Food Services Division is responsible for the operation of the largest School Breakfast Program and the second largest National School Lunch Program in the United States. The Food Services Division is the official School Food Authority for the District and provides nutritious meals to all LAUSD students to achieve educational excellence.

The Division operates a federally regulated program and receives its' funding from the United States Department of Agriculture (USDA). With the partnership of school principals and teachers in supporting our Breakfast in the Classroom and the after-school supper programs, Food Services can operate a fiscally self-sufficient operation meeting federal compliance requirements. It is the responsibility of the Division to serve meals which appeal to students but also stay within the guidelines and regulations of the California Department of Education and the USDA.

The Division provides approximately 792,000 student meals a day! The vast majority of the students in the District receive free or reduced cost meals (84%) which is why we believe that providing access to nutritious meals is vital in our mission of “*Nourishing Students to Achieve Excellence.*”

The Division utilizes and operates school cafeterias and/or a Central Kitchen to provide meals at over 680 schools, 90 child and adult care centers. For those schools who do not have cooking facilities, meals are prepared at the Newman Nutrition Center (NNC). The NNC prepares 100,000 meals every day and distributes them to 157 school sites.

The lunch program is open to all enrolled children in the District. Free or reduced price meals are provided to those children who qualify for such benefits. The responsibilities of the Division are not just limited to the policies and procedures. Daily needs include:

- Support to the school sites and administration
- Providing facility equipment
- Support during emergency situations
- Maintaining updates on Pricing and Community Eligibility Provision schools
- Information updates on the meal application benefits
- Maintain optimal staffing to manage, operate, and serve food at these facilities
- Communications to staff regarding updates to the menu or operational needs
- Communications to external customers including but not limited to students, parents, LAUSD staff, and the community

Community Eligibility Provision (CEP)

Community Eligibility Provision (CEP) is the newest option provided by the USDA. Schools with high percentages of low-income children are qualified to serve meals at no charge to all students. There is no requirement to fill out meal applications. All schools that were Provision II in the 2017-18 school year have been qualified for CEP in the 2018-19 school year.

Meal Application

Because the Food Services Division operates solely from reimbursable Federal and State Funding, the Division must comply with all USDA regulations in order to claim reimbursement for meals served. As part of the USDA's program, most students are required to fill out a current meal application at the beginning of each new school year. Students can qualify for free or reduced price meals based upon their household's income determined by the Federal Income Eligibility Guidelines scale.

Who has to fill out an application?

Students attending a "Pricing" or non-CEP school who wish to qualify for free or reduced price meals must fill out a current meal application. It is preferred that parent/guardian fill out the meal application as soon as possible, preferably, within the first month of a new school year. However, meal applications are accepted all year.

There is an exception to this rule:

Direct Certification – Some students are automatically eligible for free meals based on information provided by the Department of Public Social Services & the State of California. These usually include students whose family receives CalFresh, KinGAP, FDPIR or CalWorks benefits. Students considered Foster Children, Homeless/Runaways or Migrant are also eligible for free meals. These families are not sent applications but receive an eligibility letter notifying them of their approved benefits.

What is the Process?

All households are encouraged to apply. The process is simple and households have two options:

1. Households can complete the meal application online at <http://achieve.lausd.net/Page/852>.
2. Families are mailed an application to their home or may take one from the school. Only one application per household is required. It can be submitted to the Food Services Manager at the school or mailed in the enclosed pre-paid, self-addressed envelope provided by the District.

Once the application is received, it will be electronically scanned and processed within three to four business days. If the application is incomplete, it cannot be approved and parents/guardians will be sent back their application to submit for completion.

Breakfast in the Classroom

In May 2013, the LAUSD Board of Education voted unanimously to support Breakfast in the Classroom (BIC). At the beginning of the 2016-17 school year, the Food Services Division completed the BIC rollout process for the District. At BIC schools, students are offered breakfast at no charge at the start of each school day. The Breakfast in the Classroom program is a proven strategy to increase breakfast participation, which helps students focus and do better in class. BIC is being served in over 630 schools, increasing breakfast participation to over 80%. For more information on our breakfast program, please visit:

<https://achieve.lausd.net/Page/855>

Additional Assistance

The Food Services Division website has a dedicated Principal's Resource Page. There are many resources available on the website including information about meal applications, competitive foods, use of the cafeteria etc. There are also various letters for principals to send to parents regarding current Food Services policies. The **Principal's Resource Page** can be found at <http://achieve.lausd.net/Page/1072>.

Food Services Division is happy to attend principal meetings and/or parent association meetings throughout the school year to provide additional support and answer any questions. Additionally, Café La Ray, our Division's own mascot, is available for assemblies and meetings at your school site. Please contact Dawn Soto at dawn.soto@lausd.net to reserve Café LA Ray today!

You can also contact your Area Food Services Supervisor regarding any questions or support. Contact information is provided in the chart below and is also available from your Cafeteria Manager.

FOOD SERVICES DIVISION CONTACT INFORMATION

General Number: (213) 241-6419 or (213) 241-6422

Director’s Line: (213) 241-2993

Area Food Services Supervisors (AFSS)				
LD	NAME	Office #	Email Address	Cell #
NE	Lynn Abrera	213-241-2973	lynn.abrera@lausd.net	213- 503-5855
	June Gaumont	213-241-3013	june.gaumont@lausd.net	213- 923-9626
	Jeanette Valdez	213-241-0818	jeanette.valdez@lausd.net	213- 503-8137
NW	Nicole Anthony	213-241-1246	nanthony@lausd.net	213- 503-2517
	Sheilah Hernandez	213-241-1053	sheilah.hernandez@lausd.net	213- 923-9615
	Angela Nicholas	Available via cell	angela.nicholas@lausd.net	213- 503-5864
	Theo Okuribido	213-241-2956	theophilos.okuribido@lausd.net	213- 923-9654
S	Carolyn Flemister	213-241-3033	carolyn.flemister@lausd.net	213- 703-6431
	Jay Ma	213-241-2975	cxm6644@lausd.net	213- 923-9630
	Warren Shelman	213-241-1056	warren.shelman@lausd.net	213- 503-4881
	Alfredo Campos	213-241-3086	alfredo.campos@lausd.net	213- 923-9977
E	Margie De Glorie	213-241-3030	margie.deglorie@lausd.net	213- 923-9621
	Roxanne Daguro	213-241-1787	rmd2053@lausd.net	213- 222-7892
	Andrea Hess-Finger	Available via cell	andi.ramcke@lausd.net	213- 923-9979
	Camille Saikaly	213-241-2984	camille.saikaly@lausd.net	213- 503-4863
W	Jonathan Butts	213-241-2978	jdb4694@lausd.net	213- 503-6795
	Steven Byan	213-241-3047	steven.byan@lausd.net	213- 703-6446
	Saul Del Castillo	213-241-1598	saul.delcastillo@lausd.net	213- 923-9652
	Brian Glick	213-241-2647	brian.glick@lausd.net	213- 923-9973
	Sheri Ramos	213-241-3043	sbr3693@lausd.net	213- 703-6361
C	Tumara Grijalva	213-241-3032	txs1472@lausd.net	213- 503-2499
	Maribel Maloles	213-241-1547	mpv7941@lausd.net	213- 503-6764
	Yvetta Moore	Available via cell	ymm4599@lausd.net	213- 703-6419
	Stephanie Ou	213-241-2976	stephanie.ou@lausd.net	213- 923-9655
	Christina Suaverdez	213-241-1539	christina.suaverdez@lausd.net	213- 503-7477

If you cannot contact your Area Food Services Supervisor, please feel free to call:

Regional Food Services Managers				
LD	Name	Office	Email Address	Cell
NE	Kent Li	213-241-3051	chienhsin.li@lausd.net	213- 923-9646
NW	Jason Horowitz	213-241-1246	jason.horowitz@lausd.net	213- 503-2517
S	Monica Dudley-Kimble	213-241-5320	monica.dudley@lausd.net	213- 703-6451
E	Florence Simpson	213-241-3871	florence.simpson@lausd.net	213- 923-9634
W	Julie Lee	213-241-1208	julie.lee@lausd.net	213- 503-2516
C	Dr. Mohammad Shaheen	213-2411729	mohammad.shaheen@lausd.net	213- 923-9632

We are on call 24 hours a day, 7 days a week.

IX. INFORMATION TECHNOLOGY DIVISION (ITD)

INFORMATION TECHNOLOGY (IT) HELPDESK

The IT HelpDesk provides a single point of contact for all technology-related services and support: including support for computing devices (desktops, laptops, tablets, etc.), printers, IT Systems (telephone, PA/Intercom, alarm, and video surveillance) and District software applications. The website address is <http://helpdesk.lausd.net>, and the phone number is (213) 241-5200. We are pleased to offer multiple channels for requesting service, including live chat, telephone and an online service request form. We are also pleased to provide modernized support services such as remote-service capability (allowing technicians to access computers without having to come to your location), which provide faster and more efficient service to schools and offices. Each request for service is assigned an “incident number.” When inquiring about the status of a call, please refer to this number.



As schools increase their use of technology in the instructional program and move in to a 1:1 computer to student ratio, it is highly recommended that a local support technician be staffed at the school site. Information about this and other support details can be found in the Technology Maintenance and Support Reference Guide.

REFERENCE:

REF-1657.4 Technology Maintenance and Support

Purchasing Technology

Information regarding technology approved by the District for purchase and available under master contracts can be found at <http://achieve.lausd.net/page/4635>.

UDIPP - Unified Digital Instructional Procurement Plan

The Los Angeles Unified School District (LAUSD) has established a Unified Digital Instructional Procurement Plan (UDIPP). This Plan ensures companies offering various digital instructional software, licenses, or online subscriptions meet District requirements. For more information on UDIPP, please visit <https://udipp.lausd.net>.

Obtaining a District E-Mail Address (Employees)

Most District Software Systems can only be accessed with a District Single Sign-On (SSO) account. New employees are automatically entered into the HR System and may then activate their accounts within 24 hours of their start date at <https://sso.lausd.net>. Password changes are handled here as well. LAUSD’s SSO service has been updated to provide additional security layers. Users will be asked a short set of security questions and will select a security image as part of the process of creating, changing, or resetting a password. The new process will allow users to reset their passwords even if they are not using the District network (i.e. from home, a coffee shop, etc.). For more information on password management, please visit: <https://password.lausd.net>.

Obtaining a District E-Mail Address (Students)

Students are automatically provided with e-mail SSO accounts, including MyMail accounts, eliminating the need for school site e-mail sub-administrators to create them manually. Students can manage their accounts and passwords at <https://mylogin.lausd.net>. They must know their student ID, birthday, and 4 digit PIN. The PIN must be distributed to students by the school. Classroom teachers and principals can access this information at <https://getdata.lausd.net>. E-mail subadministrators can get this information via <https://mylogin.lausd.net> for the entire school. E-mail subadministrators will still have the ability to reset passwords for students on an as-needed basis via <https://mylogin.lausd.net>.

Some schools may already have an e-mail sub-administrator. If your school does not have an e-mail sub-administrator, a designated employee may request to become one by logging into EZ Access at <https://ezaccess.lausd.net>. The EZ Access system will notify the school principal to authorize the request. Larger schools may request to have more than one e-mail sub-administrator.

Internet Safety & Digital Citizenship

Federal Law requires that all students who are provided access to the Internet receive Internet Safety Education. Digital Citizenship is a concept which helps faculty, staff and parents to understand what students and all other technology users should know to use technology appropriately. Digital citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. Digital Citizenship includes the norms of appropriate, responsible technology use.

Student and staff resources for learning about Internet Safety and Digital Citizenship can be found at <http://achieve.lausd.net/Page/8620>.

REFERENCE:

BUL-5181.2 Policy Regarding Internet Safety for Students

Responsible Use Policy (RUP)

Teachers, administrators and other school personnel should ensure District systems are used in a responsible, efficient, ethical, and legal manner and must be in support of the District's business and education objectives. On January 8, 2002, the LAUSD Board of Education established Board Rule 1254 as the Acceptable Use Policy (AUP) as required by the Children's Internet Protection Act. The District has since made revisions to the 2002 version of the AUP. Bulletin 999.11 (August 20, 2015) updates this policy as the Responsible Use Policy (RUP). All student and employee users of the LAUSD computer and network systems are subject to the LAUSD RUP. Download the most current version of the policy at <http://achieve.lausd.net/rup>.

The new RUP provides guidelines to students, teachers, staff and all other District network users on how to be a responsible user of the District's technological resources. Internet access and other technologies available to students and staff offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students and staff while ensuring their safety. All users are responsible for practicing positive Digital Citizenship. Positive Digital Citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications. The RUP still addresses the legal requirements of the Children's Internet Protection Act (CIPA) and the Family Educational Rights and Privacy Act (FERPA).

REFERENCE:

BUL-999.11 Responsible Use Policy for District Computer and Network Systems

Principal's Portal

The Principal's Portal that has been developed to access a variety of District systems to certify required activities and complete mandated reports. The Principal's Portal can be accessed at <https://principalportal.lausd.net> or through the following LAUSD website page: <https://schooloperations.lausd.net>. When principals are newly assigned to a school and once their assignment has been processed, they are automapped to their school and should be able to access automatically the Administrator Online Certification System. Please note that principals are responsible for assigning access to selected staff to the various systems such as EL Accountability, William Textbook Certification and Testing. For assistance, please contact your Local District School Operations Coordinator.

REFERENCE:

REF-6749.1 Principal's Portal Certification For Local Control and Accountability Plan and Title 1 Parent Involvement Requirements

ISTAR System

ISTAR can be accessed at <https://principalportal.lausd.net> or through the following LAUSD website page: <https://schooloperations.lausd.net> or <https://sopsincidents.lausd.net>. When principals are newly assigned to a school and once their assignment has been processed, they are automapped to their school and should be able to access automatically the iSTAR. At the beginning of July, access to the system is cleared so that any personnel changes can be updated in the system. At this time all principals are automapped again. Please note that principals are responsible for assigning access levels for selected staff members. For assistance, please contact your Local District School Operations Coordinator.

REFERENCE:

BUL-5269.2 Incident System Tracking Accountability Report (iSTAR)

MyData

MyData is a web-based reporting tool that provides student-level data to teachers and administrators to improve instruction, identify, and provide interventions for at-risk students, monitor the performance of students, and inform other decisions. MyData contains reports such as state test scores (Smarter Balanced, CST, CELDT, CAHSEE), student grades, attendance, A-G course work, periodic assessments, English Learner data, special education status and more. Greater availability and usability of student data allow LAUSD educators to differentiate their instruction to meet the individual learning needs of each student. Teachers have access to classroom-level data, school-site administrators to school-level data, and local district and central office staff to District-Level data. To access MyData, go to <http://getdata.lausd.net> and log in using your Single Sign-on (SSO) account.

Focus Reporting & Dashboards

Focus Reporting & Dashboards (Focus) is a web-based reporting application that strengthens LAUSD's reporting capability by integrating major systems used in the District. Focus consists of data from systems used by LAUSD employees, like MiSiS, Welligent, Cafeteria Management System (CMS), and Early Education. Focus consists of subject-specific dashboards, canned reports, and a comprehensive ad hoc reporting module which allows for self-service reporting. Benefits include flexibility, self-service approach, dashboards, historical data, and up-to-date data.

Authorized users can access Focus Reporting & Dashboards at <http://focus.lausd.net>.

Updates, training information, job aids, and more can be found at <https://achieve.lausd.net/Page/11829>.

IEP and STS System (Welligent)

Welligent is a system used for online Individual Education Plans (IEPs) and tracking related services (such as speech and language, physical therapy, vision and hearing screenings, nursing services, etc.) and electronic Health and Human Service records provided to students during the course of their education. Welligent allows administrators to monitor IEP timelines and service delivery, and generate reports to ensure compliance with special education laws and regulations. Authorized users can access Welligent at <https://welligent.lausd.net>.

My Integrated Student Information System (MiSiS)

My Integrated Student Information System (MiSiS) is a suite of fully-integrated tools designed to provide up-to-date information for any K-12 student in LAUSD. It is used for entering, managing, analyzing, and reporting all data connected to any student. When fully complete, MiSiS will work with other District applications such as Student Transportation, Student Testing, Magnet Application Process System (MAPS), and the Decision Support System (DSS) Student Data Warehouse to bring critical information together under one roof.

Authorized users can access MiSiS at <https://misis.lausd.net/start>. Updates, training information, job aids, and more can be found at <http://misis.lausd.net>.

Early Education Student Information System (EESIS)

The Early Education Student Information System (EESIS) is used in all LAUSD Early Education Centers (EEC), California State Preschool (CSPP) Part Day Programs, infant centers, and Los Angeles Universal Preschool (LAUP) sites. EESIS is both a student information system and a fiscal system tracking data related to over 15,000 students in early childhood education. Authorized users can access EESIS at <https://eesis.lausd.net>.

Annual School Program Survey (Fall Survey)

The Annual School Program Survey and the Master Plan Program Survey are conducted to provide required information about student enrollment, programs and personnel to state and federal agencies. The California Department of Education (CDE) uses the information collected to allocate funds for educational programs. The CDE also uses the information for Adequate Yearly Progress (AYP) and Academic Performance Index (API) Reports. It is essential that schools check and verify that the information in their Student Information System (SIS) is as complete and accurate as possible. The School Information Branch publishes reference guides with detailed instructions each August.

SAP Security Access

The SAP Security Access Form is used to request new access to LAUSD's Business Applications Supporting Education (BASE) application. The form must be completed to obtain or change access to the BASE applications including time reporting, time approval, school front end (SFE), procurement (school purchases), budget availability report, school seniority roster and other reports. Once the appropriate approval signature(s) is(are) obtained, the completed form should be faxed to the BASE Security Team at (213) 241-8020. The BASE Security Team will notify the requestor via email once the request has been received. A second email will be sent once the process is completed. The turnaround time for completing the request is three business days.

EZ Access

The EZ Access System (<https://ezaccess.lausd.net>) enables LAUSD employees to request additional access to LAUSD web-based applications such as MiSiS, Moodle Shell Requests, MyData, Focus Reporting & Dashboards, Comprehensive Assessment Program, the LAUSD iTunes U Course Manager Application, GATE Portal, E-mail sub-administrator access, Testing Apple ID, Testing Chromebook Inventory, Inventory Control Forms, Instructional Device Manager, Magnet Portal (e-CHOICES), and Zone of Choice (ZOC) Portal.

Similarly, EZ Access enables Non-LAUSD/Charter school employees to apply for a District Single Sign-On (SSO) account and reactivate expired/inactivate SSO account electronically via the web. An SSO account provides non-LAUSD/Charter school employees with a single login and password to access additional LAUSD, web-based, applications (Welligent, ISIS, My Data, etc.). EZ Access allows for faster and easier access, for both the users submitting requests and the administrators authorizing these requests.

All District network users, LAUSD and non-LAUSD, must abide by all District policies when accessing and using District services.

X. LOS ANGELES SCHOOL POLICE DEPARTMENT



Roles and Responsibilities for:

ENFORCEMENT, CITATION, AND ARREST PROTOCOLS ON SCHOOL CAMPUS AND SAFE PASSAGES



A Guiding Principles Document in Support of a Successful School Climate and Best Practices for Law Enforcement Interaction on School Campuses

STEVEN K. ZIPPERMAN
Chief of Police

Los Angeles School Police Department

Roles and Responsibilities for:
ENFORCEMENT, CITATION AND ARREST PROTOCOLS ON SCHOOL CAMPUS AND SAFE PASSAGES

Vision Statement

The Los Angeles School Police Department (LASPD) is a progressive law enforcement agency committed at every level to show respect for all individuals and their rights; to uphold the law; to strive for excellence in service provision, always acting with the upmost integrity. We will be accountable to the standards set forth by our Department.

Purpose

The purpose of this document is to delineate and align police officer roles and responsibilities when enforcing minor law violations on campus and safe passages with the LAUSD School Climate Bill of Rights (SCBOR). In furtherance of the SCBOR, this document contains clear guidelines regarding the roles and responsibilities of LASPD campus police officers when confronted with certain law violations by students, and establishes criteria to assist officers in properly distinguishing school discipline responses to student conduct from criminal responses. This document provides a matrix for officers to follow when a student has committed a minor offense on campus.

It is this Department's intent to seek a balance of intervention practices, especially as it relates to minor offenses (infractions or misdemeanors) of the law and to further support a non-criminal enforcement model that supports strategic problem-solving. This practice remains consistent with the Superintendent's 2017-2018 Strategic Plan for the LAUSD that espouses campus policing practices of "non-punitive" enforcement methods that support strategic problem-solving rather than citation and arrest-driven enforcement methods. This practice is also remains consistent with the District's Discipline Foundation Policy and the recommend-

ations of the 2014 U.S. Department of Education’s publication of *Guiding Principles-Resource Guide for Improving School Climate and Discipline*.¹

Expectation

While working for the LASPD, it is the expectation of all members of this Department to enforce the law using reasonable judgment and spirit of the law, while having the unique responsibility of working in an educational setting with youth and in partnership with educators, counselors and the various academic and social service providers on a campus setting. As a general guideline, police officers do not respond to routine school discipline matters unless there is an immediate nexus to student and or staff safety. Where possible, LASPD officers should strive to support opportunities for students to receive effective mentorship, learn from their mistakes, and to promote fair and proportionate responses to student behavior that maximize the student’s continued engagement in the educational setting.

The LASPD is committed to work in partnership with the District, student and parent groups, community organizations, and additional stakeholders to continue to meet the goals and objectives of the SCBOR by identifying best practices for positive student outcomes related to school-based interactions with campus law enforcement officers. To that end, we will continue to review data on campus-based enforcement practices to further enhance positive student outcomes.

Enforcement

These guidelines apply to incidents involving LAUSD students at LAUSD locations during the hours in which school is in session including “safe passages” to and from school.

Guidelines

Mutual Cooperation between LASPD and LAUSD Administrators - Every effort should be made to establish and maintain a relationship of mutual respect and cooperation between LASPD officers and school-site administrators. The goal of officers assigned to LAUSD campuses is to respond to matters pertaining to school safety, not to enforce school discipline or punish students.

These guidelines are intended to prevent the use of citations and arrests where possible, for minor offenses of the law that would more appropriately handled by school administration. These offenses of the law will be referred to school-site interventions to promote a reasonable and graduated response to positive student outcomes.

Procedures

School Police Officers should follow the steps and guiding questions identified in this document before making an arrest, issuing a Citation or Diversion Referral for minor school-based violations. For other violations that are not listed in the LASPD Administrative Referral and Diversion Matrix, officers are highly encouraged to continue to utilize spirit of the law and the aforementioned steps, unless extenuating or other exceptional circumstances are present. If the situation is resolved at any point through the following steps and guidance, officers should follow the non-arrest, non-citation model.

¹ For additional guidance on the role of law enforcement at schools see the U.S. Department of Education and U.S. Department of Justice Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline and Appendix Recommendations for School Districts, Administrators, Teachers, and Staff, Section C, ‘Appropriate use of law enforcement’.

Step 1 – Evaluate the situation:

- Can the incident be handled through practices identified within the District’s Discipline Foundation Policy?
- Are there restorative justice or other intervention practices on campus that could resolve the incident? If so, refer the incident to school administration for school-site intervention.
- Does the incident require mandatory law enforcement notification under state law (Ed Code section 48902)?
- Considering all the surrounding circumstances, does this incident pose a serious and immediate threat to school safety?

If the criminal offense requires mandatory notification to law enforcement, but does not rise to the level of a serious and immediate threat to school safety, it may, at the discretion of the officer, and based on the totality of the offense, be referred back to school administration or designated school official for resolution.

Step 2 – Communicate with the student:

- Can the incident be resolved with an approach that may include the officer utilizing positive dialogue to talk to the student about the incident and surrounding circumstances, issuing a verbal warning, or providing an opportunity for the student to self-reflect and deescalate the behavior?

Step 3 – Identify a graduated response to the incident that prioritizes a school-site administrative intervention when possible:

- Are there any underlying circumstances present that are better addressed through administrative responses?
- Can the incident be resolved by the officer, school-site administration or involving the student’s parents or guardians?
- Can the incident be resolved by a school-site intervention or restorative practice model?
- Is it a first time incident?

If any of the above steps reveal that a school-site intervention or school discipline approach under the District’s Discipline Foundation Policy can resolve the situation, the student shall be referred to the school administrator or designated school official.

Step 4 – Issuance of a Diversion Referral:

If Steps 1-3 are not a viable option due to circumstances surrounding the offense, a Diversion Referral may be issued for identified offenses listed on the LASPD Administrative Referral and Diversion Matrix.

A Diversion Referral is outlined in current LASPD protocols and procedures, and refers to a Family Source Pupil Services and Attendance (PSA) Counselor, located in thirteen Family Source Centers throughout the City of Los Angeles, or any other intervention agency with which the LASPD may partner.

Arrest on School Campuses

In an effort to minimize disruption to the learning environment, LASPD officers should consider the reasonableness of making an arrest or summoning a student for questioning when students are actively participating in classroom instruction. When considering whether it is reasonable to arrest or summon a student on campus, the officer should consider the following:

- The seriousness of the offense
- Whether the arrest is able to be effected by other means
- Whether there is an imminent threat to public safety

Parental Notification

Officers are reminded to abide by Education Code Section 48906 when a student is turned over to the custody of a law enforcement officer.

LASPD ADMINISTRATIVE REFERRAL AND DIVERSION MATRIX

Minor violations of the law listed below should be handled through school-site administrative interventions or Diversion Referrals as specified in the Guideline. A Diversion Referral should be used as a graduated response. In most cases, students should be directed for “Administrative Referral” on campus for a first-time incident. Officers shall refer to current LASPD protocols and procedures. For students 12 years and younger, officers are reminded to refrain from issuing citations, Diversion Referrals, or making an arrest for minor law violations pursuant to the LASPD Chief of Police directive *Incidents Involving Subjects 12 Years and Younger*.

For students aged 13-17 who commit certain offences, the following applies:

- School-site Administrative Referral
- School-site Administrative Referral or Diversion Referral for repeat offender per LASPD Guidelines
- Diversion Referral or School-site Administrative Referral at officer’s discretion (exceptions outlined below):

Violation	Code Section	Action Taken (Ages 13-17)	Education Code Section	MiSiS Reason Code
Theft of property loss less than \$50 (District property)	490.1(a) P.C.	Administrative Referral unless directed otherwise by supervisor	Stole or attempted to steal school or private property. E.C. 48900(g); 48915 (e)	3.5
**Trespassing	602.8 P.C. and related municipal/county code violations	Administrative Referral unless directed otherwise by supervisor	Truancy during school hours. E.C. 48260 (a)	
***Possession of marijuana less than 1 ounce (only if not found smoking)	11357(a)(1) H&S	Administrative Referral OR Diversion Referral	Possession of any controlled substance or repeated offense of marijuana possession E.C. 48900 (b); 48915(a)(1)(c)	2.3
Possession of Concentrated Cannabis on School Grounds (less than 8 grams)	11357(b)(1) H&S 11357(c) H&S		1 st offense of Marijuana possession of < 1oz. or under the influence of any controlled substance E.C. 48900(c); 48915(b)	3.2
Possession of Marijuana for Sale (1 st Offense Only)	11359(a) H&S			
Under the Influence (unable to exercise care for his or her own safety or the safety of others)	647(f) P.C.	Administrative Referral OR Diversion Referral	Under the influence of any controlled substance E.C. 48900(c); 48915(b)	3.2
Fighting	415(1) P.C. 415.5 (a) P.C.	Administrative Referral OR Diversion Referral	Caused physical injury to another person.	3.1a
			Attempted to cause physical injury to another person.	3.1b
			Threatened to cause physical injury to another person. E.C. 48900(a)(1); 48915(b)	3.1c

Minor in possession of alcohol	25662(a) B&P	Administrative Referral OR Diversion Referral	Marijuana possession for 1 st offense of <1 oz., or alcohol E.C. 48900(c); 48915 (b)	3.2
Vandalism less than \$400 damage (District property)	594(a) (1) P.C. 594(a) (2) P.C. 594(a) (3) P.C. 594.1(e)(1) P.C.	Administrative Referral OR Diversion Referral	Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)	3.4
**Battery (see exceptions applicable to Battery diversion only)	242 & 243.2(a) P.C.	Diversion Referral or per discretion of officer, Administrative Referral	Willful use of force/violence not in self-defense. E.C. 48900(a)(2); 48915(b)	3.16

*** Exceptions under which a Diversion Referral for Penal Code sections §§ 242, 243.2 offenses would not meet criteria:

1. One of the combatants or victims has an injury requiring medical treatment by paramedics or emergency medical personnel.
2. Officer(s) step in and break up the fight using reportable force.
3. One or more of the combatants have a documented history of disturbing the peace or battery citation; and /or arrest, or has failed to complete a prior diversion for the same offense.
4. The subject has a warrant.
5. The victim demands an arrest.

Note: A battery upon a police officer, safety officer, or other school employee or official are described in other penal code sections and are not included as part of the diversion process. This does not preclude the ability for the diversion process to take place when the totality of circumstances dictates that a diversion referral would be beneficial. These incidents will be evaluated on a case-by-case basis.

In the event that a student is on active, formal probation, officers should notify the probation officer of the incident and offer the option of a Diversion Referral in lieu of an arrest, when appropriate.

- ** All marijuana violations SHALL include the assistance of LASPD for purposes of contraband recovery.
- * Trespassing violations shall be referred to the Administration of the school at which the student is registered.

XI. PARENT & COMMUNITY SERVICES

OFFICE OF PARENT AND COMMUNITY SERVICES

The Office of Parent and Community Services (PCS) supports schools in their effort to implement effective and strong family engagement which allows parents to support their children's learning and academic achievement. Research indicates benefits regarding parent engagement for teachers who experience high levels of job satisfaction and students who also experience higher levels of academic achievement when their parents are involved in their education.



An important element of the District's parent engagement effort is the establishment of the Parent Portal, which empowers parents with personalized information about their child's grades, Individualized Education Program (IEP), attendance, standardized test scores, English Learner (EL) Reclassification status, bus transportation and other features. With the Parent Portal, parents and guardians can build stronger relationships with their child's teachers via email. Parents can apply for District programs such as Unified Enrollment, the Free and Reduced Meal Program and the Volunteer Program. By providing parents real-time information about their child's progress, parents are better prepared to be engaged partners in their child's educational journey. Parents need to enroll in the Parent Portal through the link below:

<https://achieve.lausd.net/Page/10470>.

The District's strategic focus on strengthening the schools' capacity to implement effective parent engagement and partnerships with parents is supported through the following District's **Five Goals for Parent Engagement**:

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 supporting school-wide, classroom and parent engagement activities.
4. Respond to parents concerns and/or complaints to ensure child's educational needs are met.
5. Comply with all LAUSD, State and Federal requirements regarding parent engagement.

To support the schools with parent engagement, each Local District has a Parent and Community Engagement (PACE) team consisting of a PACE Administrator and four parent educator coaches. The PACE teams are knowledgeable about the research and promising practices in the field of parent and family engagement and have expertise in working with families. The following are a few examples of the direct support provided by each Local District PACE team in order to support the engagement of parents at the school site:

- Establishing an effective Parent and Family Center where parents can volunteer, learn new skills to support their children's achievement in school and engage with other

- parents on advocacy, leadership and governance.
- Providing opportunities for the Parent and Family Center staff to attend trainings regarding District initiatives, parent engagement strategies and mandated activities.
- Training parents on core instructional initiatives and specialized District services for students.
- Establishing and strengthening a school’s volunteer program.
- Providing support for the development of effective parent and family engagement plans.
- Assisting with the formation and functioning of a School Site Council and English Learner Advisory Committee.
- Supporting the enrollment and usage of the Parent Portal.

The Office of Parent and Community Services has numerous training materials and brochures for parents focused on a variety of relevant topics. Schools can customize and use these materials and brochures to strengthen their family engagement programs. These resources can be accessed through the Tools for Schools link in the PCS website: <https://achieve.lausd.net/pcss>.

Contact Information

Parent and Community Services	(213) 481-3350		
Local District South	(310) 354-3400	Local District East	(323) 224-3100
Local District Northeast	(818) 252-5400	Local District West	(310) 914-2100
Local District Northwest	(818) 654-3600	Local District Central	(213) 241-0126

REFERENCES:

BUL-6745.1 Guidelines for the Required English Learner Advisory Committee and School Site Council

BUL-6746.1 Establishing and Administering School/Office Volunteer Programs

BUL-6747.1 Purchase of Refreshments/Meals for School and District Advisory Committees and Parent Workshops

BUL-6748.1 Parent Conference Attendance

REF-6749.2 Principal’s Portal Certification for Local Control and Accountability Plan and Title I Parent and Family Engagement Requirements

MEM-6750.2 Notification of Federal Title I Parent and Family Engagement Mandates

XII. PERSONNEL

CERTIFICATED PERSONNEL

Staffing

It is critical that principals review the number of positions allocated to the school based on estimated enrollment. Refer to the appropriate Norm Chart bulletin to verify that staff allotment is accurate. It may be necessary to refer to two bulletins should the site be a span school or include a magnet school(s).



- Monitor closely that all positions allowable have been allocated to the school.
- Review Special Education staff assigned to the school. Identify all Special Education programs available to students.
- Hire conservatively when staffing the school. It is easier and less disruptive to add teachers to a schedule rather than to drop them. Conversely, when a position is clearly identified, it is recommended that principals interview quickly, so the strongest candidate can be selected early during the hiring process.

For K-12 schools, please contact the school's Personnel Specialist as needed for assistance. To find the direct telephone number of the school's Personnel Specialist, call (213) 241-5100 or go to <http://achieve.lausd.net/cass>. For Early Education Centers, please contact the Early Childhood Education Human Resources Unit via phone at (213) 241-2404. Information for the ECE HR Unit can also be found online at <https://achieve.lausd.net/ece-hr>.

Reporting a Vacancy

Call the school's Personnel Specialist as soon as you are aware that a vacancy will occur. Posting your vacancies quickly may help attract quality candidates to your school.

HR K-12 Self-Service/Electronic Intent to Hire

Electronic Intent to Hire streamlines the hiring of teachers and other certificated staff. This system provides the following benefits:

- Real-time eligibility lists for all approved contract subjects
- Ability to export the eligibility lists to Microsoft Excel
- Automated email confirmation is sent to principal and candidate when a hire is approved
- Automatic removal from active eligibility listings with submission of an Intent to Hire
- Ability for principal to track the status of the submitted Intent to Hire

The Electronic Intent to Hire form can be accessed from the BTS Home Page by clicking the

HR Self-Service Tab. Principals, School Administrative Assistants, School Time Reporters and Time Approvers can search for teacher candidates and electronically submit Intent to Hire directly to the Personnel Specialist. A video tutorial is available to walk you through the process at <http://achieve.lausd.net/Page/12879>.

Making a Selection

The Teacher Selection Guide, <http://achieve.lausd.net/Page/9518>, will guide you and your selection committee through the process of selecting a new teacher.

Once a candidate has been interviewed and selected, contact the school's Personnel Specialist to complete the employment process. After processing is complete, and the teacher has been cleared to begin the assignment, he/she will receive an employee number and a copy of his/her employment contract.

To hire K-12 candidate who has not yet applied to the District, refer the candidate to the HR website at <http://www.teachinla.com> where he/she will complete and submit the application for employment. Notify your school's Personnel Specialist, who will work with Certificated Recruitment and Selection to guide the teacher through the pre-employment evaluation process.

CREDENTIALS: Ensuring Appropriate Certificated Assignments

California statutes, the Education Code, and the Commission on Teacher Credentialing (CTC) require school districts and county offices of education to monitor the curricular and language service assignments of certificated employees. Below is a list of resources to ensure appropriate assignment of teachers:

1. MiSiS Assignment Monitoring Report – found under Staff Information. A “NOT OK” designation for a teacher means a potential misassignment. Please check with the Credentials and Contract Specialist for your site to identify a solution that makes the assignment legal.
2. Administrator's Assignment Manual – available at www.ctc.ca.gov
3. LAUSD Credentials and Contract Specialists: <https://achieve.lausd.net/Page/7694>

Requesting K-12 Substitutes

All requests for substitute teachers must be submitted through the SmartFind Express system. Schools may prearrange substitutes through the SmartFind system as early as 30 days prior to a scheduled event. Professional development should be avoided on Mondays and Fridays when absenteeism and the need for substitute teachers are greater than normal. To request substitute coverage, prearrange your request by calling the SmartFind System at (877)528-7378 or logging onto Web-based SmartFind at <https://lausd.eschoolsolutions.com/logOnInitAction.do>. When making a request for multiple substitutes, contact the Substitute Unit at (213)241-6117 to process your request. Substitute Unit information may also be found online at <http://achieve.lausd.net/sub>.

Substitutes who will serve in the same classroom for longer than 20 days in special education or 30 days in general education must be appropriately credentialed to ensure continuity of

instruction and to avoid a misassignment that is reportable to the Commission on Teacher Credentialing.

Requesting Early Childhood Education (ECE) Substitute Teachers

All requests for Early Childhood Education (ECE) substitute teachers must be submitted through the ECE SmartFind Express substitute system. Schools may prearrange substitutes through the ECE SmartFind system via phone at (800) 633-6466 or online at <http://sfe.lausd.net>. Professional development should be avoided on Mondays and Fridays when absenteeism and the need for substitute teachers are greater than normal. For assistance with requesting or prearranging ECE substitute teachers, please contact the ECE Human Resources (HR) Unit at (213) 241-2404. Please visit the ECE HR Unit website at <https://achieve.lausd.net/ece-hr>

Teacher Assistant Staffing

Information, processes and forms regarding the hiring of Teacher Assistants are available online at <http://achieve.lausd.net/TeacherAssistant>.

Teacher Assistants must meet minimum qualifications for employment, and must maintain continuous enrollment in university coursework directly relating to the earning of a baccalaureate degree or a teaching credential.

Individuals interested in serving as teacher assistants may complete an application at <http://go.teachinla.com/ApplyTA>. Qualified applicants may be placed on an availability list, which is available by request by emailing teacherassistant@lausd.net.

Leave of Absence

A Request for Leave of Absence (Form 1065) accompanied by appropriate documentation is required when teachers are absent from school more than 20 consecutive days. A Request to Return from Leave (Form 1038) is needed upon return. Forms that are not received by Human Resources in a timely manner may result in payroll problems. These forms are available at <http://achieve.lausd.net/Page/1546>. For questions please contact your Personnel Specialist at (213) 241-5100.

The District has provided a FAQ page to assist employees with leaves. Please refer to <http://achieve.lausd.net/Page/4992> for assistance.

Performance Evaluations

Principals are responsible for evaluating certificated employees and teachers serving at school sites. The principal may delegate these functions to another school administrator, but shall retain ultimate responsibility. For administrative units at non-school sites, the immediate administrator is responsible for evaluating certificated employees serving at or assigned to that site.

To ensure all students have access to high quality and effective instruction, principals can focus on supporting the growth and development of their teachers and staff. The goal should be to evaluate no less than 25% of a school's staff in a given year, but the actual number will vary depending upon the number of faculty with fewer than ten years of experience in Los Angeles Unified and the number of those with ten or more years of experience who meet the criteria for deferral. To view evaluation recommendations for K-12 classroom teachers, visit [MyTeam](#).

Beginning in 2018-2019, all certificated evaluations will be completed in the district's online evaluation platform, the My Professional Growth System (MyPGS). This will include those certificated Stull evaluations previously completed in the Certificated Performance Evaluation System (CPES). To access MyPGS, please visit: <https://lausd.truenorthlogic.com>.

REFERENCE:

- BUL-5335.7 Performance Evaluation for UTLA Bargaining Unit Personnel for detailed information regarding evaluations.
- BUL-043381.1 Performance Evaluation for Certificated Management, Supervisory, and Confidential Personnel

Teacher Credentialing and Support

Many teachers are still in the process of earning their credential. It is important for principals to be aware of the credential and support guidelines as in some cases teachers will no longer be able to continue as a teacher of record if they do not complete their requirements. For questions regarding teacher support programs use the specific program contact or the Teacher Development and Support Director at peggy.presley@lausd.net or (213) 241-5495.

Teacher Quality Program

The Teacher Quality Unit comprehensively organizes the retention of new and non-permanent K-12 LAUSD teachers through implementing diverse strategies, in multiple mediums to address the professional needs of teachers and impact their teaching practice. For questions and additional information please contact shelley.williams@lausd.net or (213) 241-5721.

- Provides initial advisement and support for all new hires/teachers to Los Angeles Unified first year teachers until they have reached permanent status.
- Supports principals with new teacher retention strategies to promote successful retention of their new hires.
- Provides monthly professional development for new teachers in each local district.
- Provides a local district administrator who delivers coaching strategies and classroom support for new teachers not in an preliminary credential or induction program.
- Coordinates the Teacher of the Year and Rookie of the year recognition programs.

Provisional Teacher Support (V1)

Teachers working on a provisional intern permit or short term staff permit while working to meet subject matter competence requirements or with special circumstances. For questions and additional information please contact peggy.presley@lausd.net or (213) 241-5495. Website: <http://achieve.lausd.net/Page/10841>.

- One year program with possibility of up to one additional year if eligible; will be unable

to serve as the teacher of record if requirements are not met prior to expiration of eligibility for a provisional permit.

- Advisement, support, professional development and mentor teacher support.
- Meets state mandates for District provided support to provisional permit teachers hired in the District.

Tailored Special Education Training

Thirty-hour training for new hires teaching in a special education setting as mandated by the Modified Consent Decree. For questions and additional information please contact janet.peaks@lausd.net or (213) 241-4252; website: <http://achieve.lausd.net/page/354>.

Subject Matter Prep (SMP)

Purpose: Teachers working to meet subject matter competence requirements

For questions and additional information please contact janet.peaks@lausd.net or (213) 241-4252; website: <http://achieve.lausd.net/page/354>.

- Sixteen to twenty hour test preparation for CSET in Math and/or Multiple Subject matter exams.

District Interns (G1, G2)

Completing the LAUSD Commission on Teacher Credentialing authorized Intern Program

For questions and additional information please contact patricia.pernin@lausd.net or (213) 241-5466; website: <http://achieve.lausd.net/Page/356>.

- All District Interns are matched with a Mentor Teacher.
- Preliminary Intern Program (2 year programs).
 - Upon completion: Recommendation for a California Preliminary Teaching Credential
 - Three Options: Education Specialist (MMD, MSD); Single Subject; Multiple Subject
- Clear Education Specialist Induction Program (2 year programs).
 - Upon Completion: Recommendation of a California Clear Teaching Credential
 - Education Specialists (MMD, MSD, ECSE, DHH, VI)
- Early Childhood Added Authorization (1 year program).
 - Authorize teaching in Early Childhood Special Ed to add on to an existing Education Specialist Credential
- Autism Spectrum Disorders Added Authorization (6 month program).
 - Authorize teachers who require an Autism Spectrum Disorder Added Authorization

University Intern Support (F1, F2)

Completing their intern program at a University; LAUSD Support Program required

For questions and additional information please contact peggy.presley@lausd.net or (213) 241-5495; website: <http://achieve.lausd.net/Page/11682>

- Preliminary Intern Program (2 year programs) - completed at a university.
 - Upon completion: Recommendation of a California Preliminary Teaching Credential

- LAUSD University Intern Support Program.
 - Advisement, Support, Professional Development and Mentor Teacher Support
 - Meets State mandates for District provided support to University Interns hired in the District

Beginning Teacher Growth and Development Induction Program – BTGDI (Formerly BTSA) (B1, B2, S1, L, K1, Q1, Q2, R1)

Completing the LAUSD Commission on Teacher Credentialing authorized Induction Program
 For questions and additional information please contact janet.peaks@lausd.net or (213) 241-4252; website: <http://achieve.lausd.net/page/354>.

- Two year program.
- Upon Completion: Recommendation of a California Clear Teaching Credential.
 - Supports general education teachers with preliminary Multiple Subject or Single Subject credentials
 - Individualized, ongoing support through a full release mentor model to accelerate teacher practice

Peer Assistance and Review (PAR)

The Peer Assistance and Review (PAR) Program is defined in Article X section 9 of the UTLA/ District Collective Bargaining Agreement, and is designed to provide one to one, confidential support to teachers, as well as a full program of professional development classes open to all teachers, and eligible for salary point credit. Individualized support services include lesson planning, observation, and reflection conferences, with specific focus elements defined.

Individual services are provided in 3 Components:

- Component 1: Any permanent teacher who receives a below standard evaluation is mandated to fully participate in the PAR program, which includes up to 80 hours of face-to-face, one-to-one, confidential support from a PAR Consulting Teacher. This is the first priority of the PAR Program.
- Component 2: Any non-permanent teacher who requests assistance can receive the same level of support from a PAR Consulting Teacher as defined above.
- Component 3: Any permanent teacher who requests assistance can receive the same level of support from a PAR Consulting Teacher as defined above.

Administrators are encouraged to share the information with teachers, but the request for services must come from the teacher. The request for services form can be found on the website, above.

For questions and additional information please contact susan.masero@lausd.net or (213) 241-5501; website: <http://achieve.lausd.net/par>.

EMPLOYEE HEALTH SERVICES UNIT

Principals may utilize these services for both Certificated and Classified personnel. Questions

regarding any of the following employee health issues should be directed to the District’s Employee Health Service Unit at (213) 241-6326:

- Medical and Tuberculosis (TB) clearance or consultation.
- Fitness for Duty Referral – mental or physical problems that interfere with the performance of duties and responsibilities.
- Suspected Substance Abuse Referrals with reasonable suspicion – actions or physical manifestations.

Human Resources Forms

A list of frequently requested forms may be found at <http://achieve.lausd.net/hrdocuments>. For additional forms please refer to the documents by office menu on the left side of the page.

Human Resources Directory of Services

Please refer to <http://achieve.lausd.net/hroffices> and submit “ALL” for a complete list of HR Offices, their major functions, websites, phone numbers and email addresses.

CLASSIFIED PERSONNEL

It is critical that principals review the number of positions allocated to the school based on estimated enrollment. Refer to the appropriate Norm Chart bulletin to verify that staff allotment is accurate. It may be necessary to refer to two bulletins should the site be a span school or include a magnet school(s). Monitor closely that all positions allowable have been allocated to the school.

Contact the school’s assignment technician.

Confirm a Valid Vacancy

To fill a classified position, confirm with the school’s Fiscal Specialist that there is a valid, budgeted vacancy with the appropriate assignment hours, basis, correct classification title and code, and a valid position control number. Note that, when hiring a bilingual employee, the cost for the bilingual differential must be included in the budget and the candidate must have bilingual certification.



The *Division of Special Education* must provide authorization in order to fill a special education trainee/ assistant position. Please contact the appropriate Special Education Service Centers:

SESC Northwest	6505 Zelzah Avenue Reseda, CA 91335 (818) 654-5001	SESC Central	333 S. Beaudry Avenue Los Angeles, CA 90017 (213) 241-8916
SESC	13395 E. Kagel Canyon Street	SESC West	2635 Colby Avenue

Northeast	Pacoima, CA 91331 (818) 686-4410		Los Angeles, CA 90064 (310) 473-8038
SESC East	2151 N. Soto Street Los Angeles, CA 90032 (323) 224-3310	SESC South	1208 Magnolia Avenue Gardena, CA 90247 (310) 769-4984

Food Services positions must be “released to fill” by the Food Services Branch; contact the area Food Services Supervisor to verify that the vacancy has been released to fill.

Once a school has confirmed that the position is budgeted and properly authorized, principals can begin the selection process for the new staff member.

Arrange for Interviews

When a vacancy is verified, contact the appropriate assignment technician in Classified Employment Services Branch (CESB) at the telephone numbers listed below to obtain an eligibility and/or transfer list to begin interviewing:

UNIT	LD N EAST & LD N WEST	LD EAST & LD SOUTH	LD WEST & LD CENTRAL	SPECIAL ED DIV.	FOOD SERVICES DIV.
Customer Service Contact	Lupita Zapata (213) 241-6311	Elizabeth Martinez-Romero (213) 241-6321	Marbella Serrano (213) 241-6345	Stacie Foote (213) 241-6314	Alma Martinez (213) 241-6338
Supervising Assign. Tech.	Elva Pamintuan (213) 241-6320	Kim Lee (213) 241-6370	Judy Morrison (213) 241-6368	Stacie Foote (213) 241-6314	Alma Martinez (213) 241-6338
HR Officer/Coordinator	Loretta Cervantes (213) 241-5867	Loretta Cervantes (213) 241-5867	Loretta Cervantes (213) 241-5867	Maria Underwood (213) 241-6319	Matthew Frohwein (213) 241-6332

Schools independently recruit candidates for some entry-level positions such as instructional aide, education aide, student integration helper and three (3) hour campus aide. When a school has identified someone as a possible candidate to fill such a position, the candidate can be referred to the Talent Acquisition and Selection Branch at (213) 241-3455, option 2 if testing is necessary, and may be scheduled to be processed for employment. (For positions requiring testing, the candidate must successfully pass the test before scheduling a processing appointment.)

Principals may request a copy of the booklet “*Selecting the Right Person for the Job*” which contains helpful guidance on interviewing as well as important information about avoiding legal challenges of discrimination. The booklet may be downloaded from the Talent Acquisition and Selection Branch website at www.lausdjobs.org.

Selection and Processing of Personnel

When the school has made its final selection, principals must notify CES to make the job offer and arrange for new employee processing with the Talent Acquisition and Selection Branch. For employees new to the District, a required TB test and fingerprint clearance will extend the time until the employee can begin work. All Food Services employees must pass a health screening. A ServSafe certificate is also required for some food services positions. Paraeducators

must meet additional legal requirements, including those by the Every Student Succeeds Act (ESSA), before they can begin their assignments. The assignment technician can explain other specific pre-employment requirements.

Please visit the webpage for school and hiring departments which describes the new hire on-boarding process at <http://lausdemployment.org/on-boarding/pre-hire-processing>.

Training

When prospective school safety officers and campus aides are selected to work on school campuses for more than 20 hours per week, they will be required to participate in a legally mandated training program before beginning work. Please contact the Organizational Excellence Classified Training at (213) 241-5174 for information on how to register these employees for the required training.

For other job classifications, such as office technician, senior office technician and school administrative assistant, the school may encourage or require attendance at skill-enhancing training sessions. The Organizational Excellence Classified Training Branch provides a catalog of training opportunities both in the fall and spring of each school year. The program includes a variety of school office procedures training sessions, career preparation training sessions, supervisory programs, communication training, and customer service training. Training is offered in a variety of formats including instructor-led and web-based, as well as via computer, email and telephone, when assisting individual employees. Please visit www.oetraining.net to view the course catalog.

Performance Evaluation

The Personnel Commission is pleased to announce an online Performance Evaluation System for classified employees. All school-based classified employees should receive an evaluation from their supervisor annually. For many school-based classified positions, that supervisor is the Principal. Effective employees in all positions is important for the District and provides strong partners for our teachers and administrators.

To access the online system: <https://myapps.lausd.net/Eval/Login>

To access job aids and support documents: <https://achieve.lausd.net/Page/11130>

Have questions or need support: PC-Evaluation@lausd.net

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All forms relating to Classified Employment can be downloaded at <https://achieve.lausd.net/Page/2135>

Personnel Commission Departments and Contact Information

Appeals Unit (213) 241-7800

The Appeals Unit, which is mandated by the California Education Code, is responsible for the disciplinary and examination appeals for classified employees. The unit ensures impartiality, fair treatment and due process which support the principles of the merit system. The Personnel Commission is an impartial department and exists to ensure that other District offices comply with the California Education Code, Personnel Commission Rules, and Board Rules.

Classification and Compensation Branch (213) 241-7800

The Personnel Commission, Classification and Compensation Branch is responsible for the classification of District classified positions which include non-certificated positions. The Commission staff studies duties and responsibilities of classified positions established by the Board of Education and makes recommendations to the Commission regarding the proper classification and compensation.

Classified Employment Services (213) 241-6300 or at <https://achieve.lausd.net/Page/2135>

The Classified Employment Services Branch manages all personnel transactions for classified (non-teaching) positions and is responsible to ensure that all assignment transactions are in compliance with Education Code provisions, Personnel Commission rules, collective bargaining agreements, and District policies and procedures.

Organizational Excellence Classified Training Branch (213) 241-3440

The Organizational Excellence Classified Training Branch provides training that assists employees in their professional growth and development, including: certificate programs for supervisors and employees working towards becoming supervisors; school office procedures training for school-based clerical employees; career development training to support preparation for career advancement within the District; on-site degree programs (AA degree, Bachelor's degree in Public Sector Management, and Master's Degree in Public Administration); and, customer service training. Additionally, online training and resources are available on a variety of

topics. Please visit www.oetraining.net to view upcoming training opportunities and to review the **Employee Resources** and **Just-In-Time Training Support** section of the website.

The Organizational Excellence Classified Training Branch administers the Tuition Reimbursement program for classified employees. For information about Tuition Reimbursement procedures and forms visit www.oetraining.net and click on **Employee Resources** and then **Career Resources**.

The Organizational Excellence Classified Training Branch oversees the Everyday Heroes Classified Employee Recognition Program in which all employees, students, parents and community members can “thank” and recognize a classified employee for his or her contributions and service. For details, please visit the training website at www.oetraining.net and click on **Employee Recognition**.

Talent Acquisition And Selection Branch (213) 241-3455

The Talent Acquisition and Selection Branch (TASB) recruits qualified candidates to fill critical roles within the classified service of LAUSD, and develops and administers employment tests to ensure that schools and offices are staffed with a highly skilled and diverse workforce. Additionally, TASB operates three satellite employment offices that offer human resources services to school sites throughout the District and new employee processing services for newly hired classified employees.

TASB Satellite Classified Employment Offices

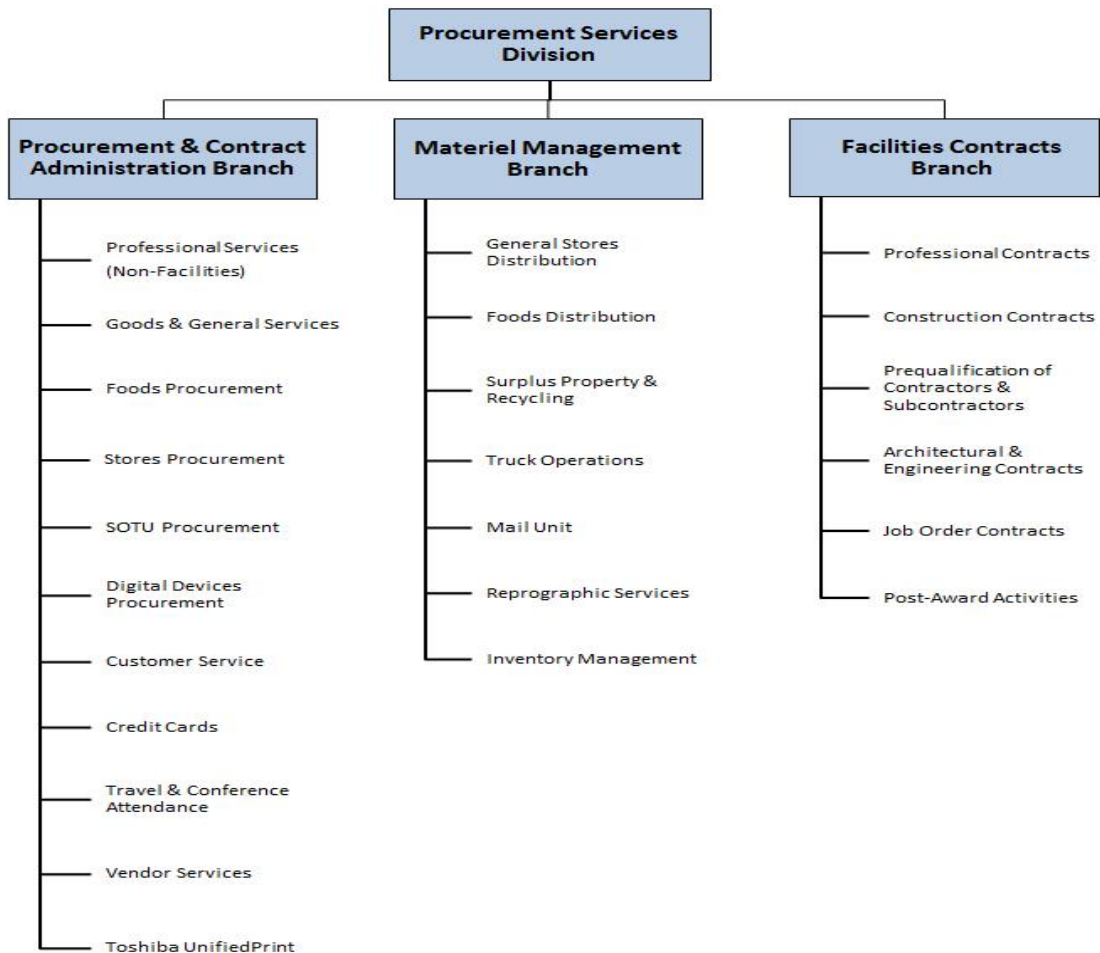
- Valley Classified Employment Office (818) 654-1600
6505 Zelzah Avenue, Bldg 6, Reseda, CA 91335
- Mid Cities Classified Employment Office (323) 753-3321
944 West 77th Street, Los Angeles, CA 9044
- East Classified Employment Office (213) 625-4147
2114 Marengo Street, Los Angeles, CA 90033

XIII. PROCUREMENT SERVICES

MISSION STATEMENT

To provide schools and administrative offices with facilities, goods and services they need - when they need them. In doing this, we must ensure procurement laws are followed and the District achieves the most cost-effective prices for goods and services.

Functional Organization Chart



The *Procurement and Contract Administration Branch* supports schools by managing the purchase of supplies, equipment, professional, and general services through best practices in the public procurement arena. Here is where clear requirements provided by our school principals are key to a cost-effective public procurement process. *Please note, as administrators, you have the fiduciary responsibility to protect the interest of the District, to place the District's interest above your own, and most importantly, to safeguard the District's resources.* At present, this Branch also oversees the District's Credit Card Programs, Vendor Services, the Toshiba Unified Print Program, and provides support to schools in the area of travel and conference attendance.

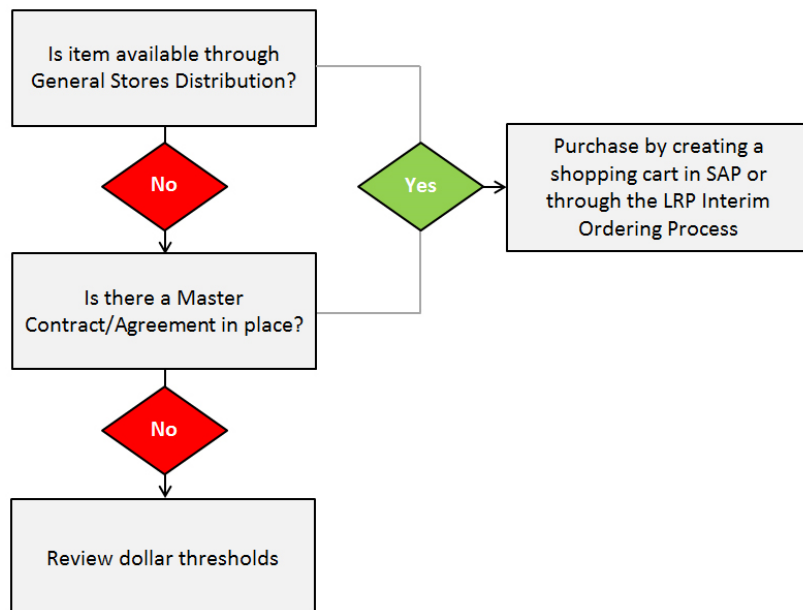
The ***Materiel Management Branch*** located at the Procurement Services Center in Pico Rivera, maintains three primary distribution centers: General Stores (supplies and equipment), Food (frozen, groceries and staples) and Surplus Property and Recycling Annex (used/surplus furniture and equipment). The Truck Operations Section provides delivery of product from the distribution centers to schools and offices. Materiel Management also oversees the Mail Unit (mail service) and the Reprographic Services Unit (reprographic activities) for the District.

The ***Facilities Contracts Branch*** is responsible for the acquisition of facilities-related professional services provided by consultants, contractors, and other private firms. Acquisitions are achieved through the use of requests for qualifications (RFQs) and requests for proposals (RFPs) which are developed, issued, evaluated, and awarded through this branch. Facilities Contracts also administers the advertising, bidding, and awarding of all formal, competitively bid school construction projects, including the prequalification of contractors and all post-award contract activities. Facilities Contracts is committed to providing a superior level of timely and efficient services to project managers and contractors doing business with the District.

Procurement Manual

Procurement Services Division publishes the Procurement Manual as a resource in assisting you in the procurement process. The purpose of this manual is to consolidate and eliminate numerous individual bulletins, reference guides, and memorandums regarding procurement. You may view and/or download the Procurement Manual at <http://achieve.lausd.net/Page/7468>.

How to Acquire Supplies, Equipment, or General/Professional Services:



The illustration above provides a high-level view of the District’s procurement process. Below are recommended shopping steps to get your items or services at the most ***cost effective*** price possible. To help you ***maximize*** your purchasing funds, we have ***emphasized*** the areas where ***savings*** can be achieved. These steps and additional information may also be viewed online at <http://achieve.lausd.net/Page/3858>.

Step 1: General Stores Distribution (AKA Stores Warehouse)

Check for your item(s) in the *General Stores Distribution Supplies & Equipment Catalog* or the General Stores Distribution Online Catalog. General Stores items may be purchased by creating a shopping cart in SAP.

General Stores Distribution stocks over 2,700 educational tools, office supplies, furniture, equipment, and specialty items that support a variety of instructional programs. Because of the District's ***volume purchasing power***, General Stores Distribution provides schools and offices with ***quality products*** at the ***most competitive prices*** available, routinely saving 20 to 40 percent over retail (non-stock) purchases.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3993>

General Stores Online Catalog: <https://storescatalog.lausd.net/>

General Stores Distribution Supplies and Equipment Catalog (extra copies free of charge by calling Customer Service)

Procurement Customer Service Unit

7:30 A.M. to 5:00 P.M.

Phone: (562) 654-9009

Fax: (562) 654-9019

Email: cs.stores@lausd.net

Step 2: LAUSD Master Contract Agreements

Save ***time*** and ***funds*** by ordering from LAUSD Master Agreements for Commodities and Professional Services.

All Master Contract Agreements provide you ***savings*** through: a) ***volume purchasing power***; and b) ***time savings*** by replacing the entire contracting process with a ***streamlined ordering*** process. In addition, Procurement provided further ***savings*** for Professional Services by aggressively negotiating ***lower rates*** for services.

REFERENCES:

Webpage: <https://achieve.lausd.net/Page/14462>

Step 2A: Toshiba UnifiedPrint Program

Purchasing a copier? The Toshiba - Unified Print Program is the District-wide imaging program, providing the ***most efficient*** and ***cost effective*** imaging services possible - no ownership of copiers. You don't pay for the copier itself. You only pay for each printed page, paper, and staples, so there are no additional charges for toner and maintenance.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3839>

Toshiba Customer Service

Phone: (800) 260-6320

District's Toshiba Ghost Card Accounts

Phone: (562) 654-9401 (District's Credit Card Main Line)

Step 3A: Purchases \$25,000 or Less

If you cannot find your item at General Stores Distribution or Master Agreement and the purchase is \$25,000 or less, review the usage guidelines below:

Dollar Threshold	Usage Guidelines	Timeline
\$1 - \$1,500/\$3000	You may use the P-Card for supplies, equipment, general services, and professional services. Schools may have two P-Cards at \$1,500 each or one P-Card at \$3,000. However, if the vendor does not accept P-Card, use the low value purchase order (SAP Shopping Cart).	Same day for P-Card transactions and 1-3 days if PO is required.
Over \$1,500/\$3,000 up to \$25,000	You are allowed to select the vendor in SAP and issue your own purchase order through the SAP Shopping Cart if the items are not under contract or available from General Stores Distribution. You are not authorized to sign any vendor contracts.	1-3 days

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3848>

Step 3B: Purchases Greater than \$25,000

If you cannot find your item at General Stores Distribution or Master Agreement and the purchase is over \$25,000, review the usage guidelines below:

Dollar Threshold	Supplies, Equipment & General Services	Timeline**
Over \$25,000 to below the State Competitive Bid Limit (Currently \$88,300)	You are no longer required to complete a <i>Request For Procurement Action (RFPA)*</i> , just submit a fully funded SAP Shopping Cart.	PSD will process within 20 business days of receipt of a complete request.
At or above the State Competitive Bid Limit up to \$250,000	You must complete RFPA with Principal and Local District Senior Staff Approval, submit fully funded SAP Shopping Cart along with product/technical specifications, any supporting	PSD will process within 60 to 80 business days of

	documentation and Informative for Board review.	receipt of a complete request.
Over \$250,000	You must complete RFPA with Principal and Local District Senior Staff Approval, submit fully funded SAP Shopping Cart along with product/technical specifications, any supporting documentation and Informative for Board review.	PSD will process within 120 business days of receipt of a complete request.

These processes do not apply to Master Agreements (i.e., computers, printers, etc.), General Stores Distribution Orders or Book Purchases.

Dollar Threshold	PROFESSIONAL SERVICES Usage Guidelines	Timeline**
Over \$25,000 to below the Competitive Bid Limit (\$88,300)	Complete a <i>Request For Procurement Action</i> (RFPA)*, submit fully funded SAP Shopping Cart, attach Scope of Work, price comparison/proposals are recommended to obtain the best price, and other documents supporting selection and submit to Procurement.	PSD will process within 20 business days of receipt of a complete request.
At or above State Competitive Bid Limit (\$88,300 up to \$250,000)	Complete an RFPA, submit fully funded SAP Shopping Cart, attach Scope of Work, proposals/pricing and selection criteria. Procurement may conduct either an informal or formal competition and will select the vendor. Procurement allows you to conduct your own Informal Request for Proposal (IRFP). You may obtain the forms from the Procurement website, at https://achieve.lausd.net/Page/400 .	PSD will process within 60 to 80 business days of receipt of a complete request.
Over \$250,000	Complete an RFPA in its entirety, submit fully funded SAP shopping cart, attach scope of work, evaluation criteria, and minimum requirements for the vendor and a Board Informative. Procurement will conduct a formal Request for Proposal (RFP).	Prior Board approval is required and pre-award audits are required for contracts over \$5 million. PSD requires at least five months to process requests.

***Request for Procurement Action (RFPA)**

A *Request for Procurement Action* (RFPA) is required for all supplies, equipment, and general service procurements above the state competitive bid limit and professional services above \$25,000. This does not apply to purchases from Master Agreements, Distribution Center or Book purchases.

The RFPA will be utilized for professional services at or above \$25,000 and for supplies,

equipment, and general services above the state competitive bid limit (currently at \$88,300). A fillable .pdf of the RFPA is available on the PSD website at <http://achieve.lausd.net/Page/4073>. For assistance completing the RFPA, please contact your Local District Buyer (contact information is provided at the end of this section).

****Procurement Timelines**

It is imperative that you begin planning early to obtain the purchase in a timely manner. The amount of time necessary for the planning process is dependent upon the dollar value, risk, complexity, and criticality of the proposed purchase.

The above timelines are inclusive of all necessary internal approvals, and the submission of acceptable complete Procurement package, including all necessary supporting documentation. Processing time provides for the drafting of contract document, verification of vendor compliance of insurance requirements, legal review, and obtaining Contractor and District authorized signatures, if applicable.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3851>

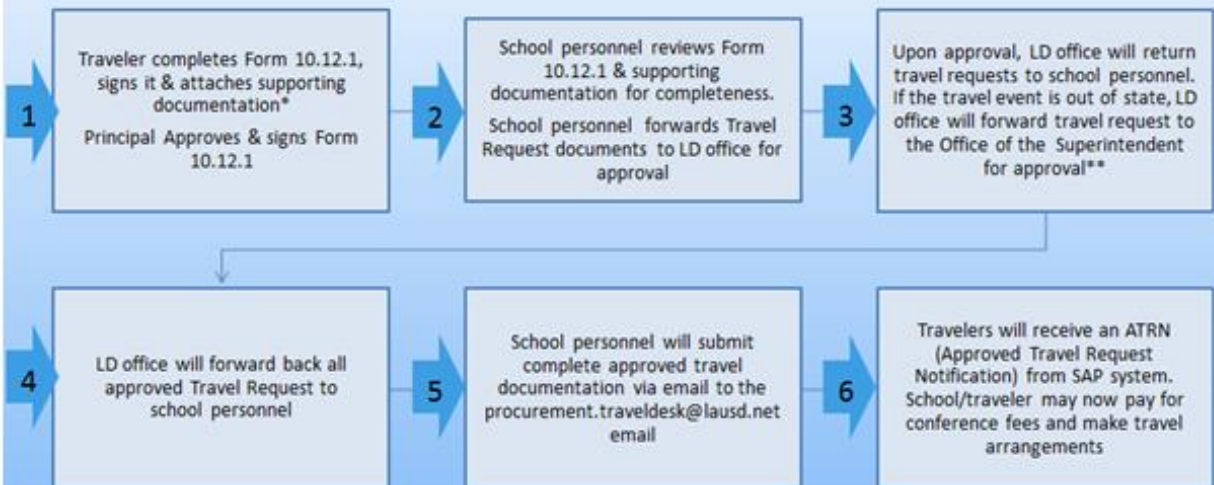
Travel and Conference Attendance

All employee conference attendance and travel requires pre-approval by submitting a signed 10.12.1 form, *Request for Conference, Convention or Meeting Attendance*, to the Procurement Travel Desk. A Fillable Form 10.12.1 is available on the Travel and Conference webpage at <http://achieve.lausd.net/Page/862>.

All school travel requires Local District approval. All out-of-state travel requires approval from the Local District and the Office of the Superintendent. It is highly recommended that principals designate one point of contact to gather travel related forms and signatures on behalf of traveling employees.

For reimbursement, the last page of form 10.12.1, *Travel Expense Claim Form*, must be signed by the principal and submitted to Accounts Payable within 45 days of returning from the trip. For no cost trips, even if there is no cost/no reimbursement, the school must notify Accounts Payable that the trip has been completed and no reimbursement is required.

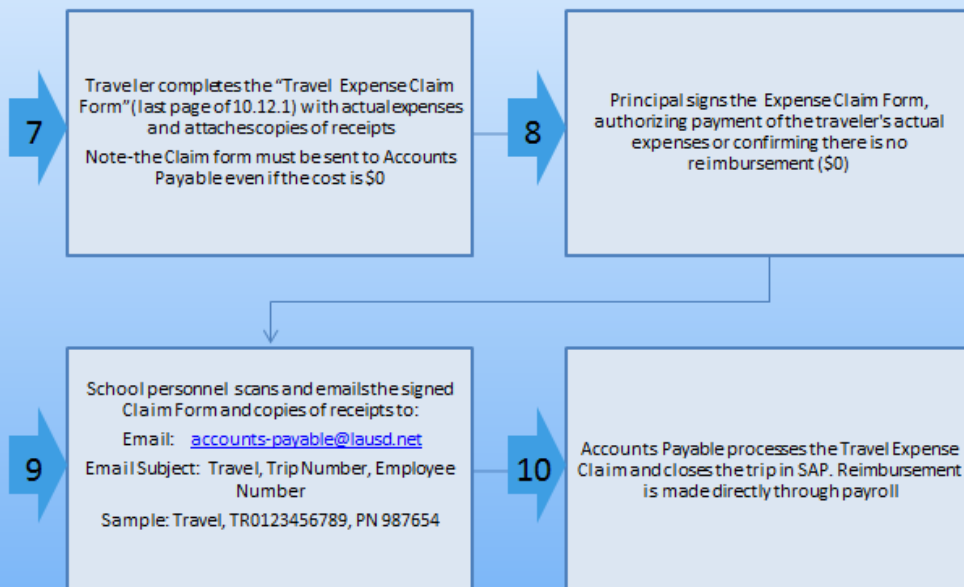
Steps 1-6 Before the Trip



**Attach conference Registration form (with date & price), Event Flyer, and "MapQuest" printout (if claiming mileage).
** Office of the Superintendent approval is only required for out of state/International travel.*

Steps 7-10 After the Trip

Travelers must submit claim form for reimbursement to Accounts Payable within 45 days of returning from the event.



REFERENCES:

Webpage: <http://achieve.lausd.net/Page/862>

BUL-5525.2, *District Policy for Travel and Attendance at Conferences or Conventions*

Form 10.12.1, *Request for Conference, Convention or Meeting Attendance*

(Fillable form is available at <http://achieve.lausd.net/Page/862>)

Travel Desk, Procurement Services Center

8525 Rex Road, Pico Rivera

7:30 A.M. to 5:00 P.M.

Phone: (562) 654-9058 | Fax: (562) 654-9048

E-mail: procurement.traveldes@lausd.net

Rental of Non-District Facilities

To process a request for the rental of a non-District facility or catering, the following must be provided:

- The *Request of Use of Non-District Facility/Catering* form.
- The *Request for Approval Form*, which must be signed by the Chief of Staff.
- A quote from the vendor.
- An approved Shopping Cart using Product Category 91852 (Rental of Facilities) or 64020 (Catering) and General Ledger 560001.
- When creating the Shopping Cart the requestor should omit the SAP Vendor Number/Name to prevent the Purchase Order from auto-generating without proper approval.
- For processing, scan and email the completed forms, quote and Shopping Cart/LRP number to Procurement Services Division at procurement.rof@lausd.net or fax to (562) 654-9048.

Fax the completed forms, quote, and Shopping Cart/LRP number to Procurement Services Division at (562) 654-9048 for processing.

If the vendor requires advanced payment, please refer to BUL-4589.0 for policy and procedures.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3868>

Request for Use of Non-District Facility/Catering (available on webpage)

Request for Approval Form (available on webpage)

BUL-4589.1, Advance Payments Made to Vendors

Phone: (562) 654-9404 | Fax: (562) 654-9048

Email: procurement.rof@lausd.net

Surplus (Salvage) Property (Used Furniture and Equipment)

The Surplus Property and Recycling Annex receives used/salvage furniture and equipment from schools and offices and determines the appropriate disposition, including reissuance to schools and offices. Items which are not reused are subject to sale and are auctioned through [Public Surplus](#). Schools may obtain recycled furniture and equipment free of charge if pick-up and transportation of the material is arranged by the school. Transportation of selected items is also available by Truck Operations Section (TOPS) for a normal delivery charge. Call the Surplus Property and Recycling Annex for the current items that are available.

Surplus Property and Recycling Annex
545 E. 15th Street, Los Angeles
Phone: (213) 745-5910

Surplus Property (Salvage) Pick-Up

Truck Operations Section provides services for the pick-up and transfer of surplus/salvage material and equipment from schools and offices to the Surplus Property and Recycling Annex. Each school and office is allocated one large surplus/salvage pick-up (approximately ten pallets of material). Additional large quantity/volume pick-up requests must be funded by the requesting school or office.

Each school or office may have ten small item requests for surplus property pick-up annually. Items must be small, able to be loaded by one person, and limited to less than one pallet-sized load. Items should be placed at a ground level location that is accessible by truck. Transportation order requests may be scheduled and accommodated through District trucks that are also delivering supplies and other items to schools and offices. On average, a surplus property pick-up request will be completed by Truck Operations within 28 days of original date submitted (received by TOPS).

Truck Operations cannot pick-up pianos (contact the Musical Instrument Repair Shop for process of disposition). Likewise TOPS cannot accommodate the pick-up of fluorescent light bulbs, paint, tires, toner cartridges (used), and other hazardous materials. Please contact the Office of Environmental Health and Services at (213) 241-3955 regarding hazardous materials, including rubbish and construction materials.

To request a surplus/salvage pick-up, fax a completed Transportation Order Form to Truck Operations Section at (562) 654-9011 or e-mail to truckop@lausd.net.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/4019>

How to Arrange for Surplus Property (Salvage) Pick-up (available on webpage)

Transportation Order Form (available on webpage)

Truck Operations Dispatch Office
Phone: (562) 654-9000 | Fax: (562) 654-9011

Email: truckop@lausd.net

Mail Services

The Mail Unit administers the District's postage budget and sorts, processes and delivers interoffice and U.S. Mail to schools and offices. Truck Operations' drivers provide mail pick-up and delivery to schools and offices daily. Interoffice/school mail is placed in the mailbags for delivery the next workday. Outgoing U.S. Mail is metered and sent to the U.S. Postal Service for delivery.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/4022>

How to send Mail through LAUSD User Guide (available on webpage)

REF-1330.3 Non-Profit Permit Mail

REF-1331.2 Mail Procedures

REF-1081.1 Coding of School Mail

Mail Unit, Procurement Services Center

8525 Rex Road, Pico Rivera

7:30 A.M. to 5:00 P.M.

Phone: (562) 654-9002 | Fax: (562) 654-9012

Mail Unit Annex

Beaudry Administrative Headquarters

333 South Beaudry Avenue, 2nd Floor

9:30 A.M. to 12:00 P.M.

Reprographic Services

The Reprographic Services Unit provides printing, graphic design, silkscreen, heat transfer, banners, signs, promotional products, fulfillment, printing project management services of instructional materials, forms, publications and business cards for schools and offices.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/4023>

To order from the Reprographics Services Unit: <http://repro.lausd.net>

Reprographics, Procurement Services Center

8525 Rex Road, Pico Rivera

Phone: (562) 654-9052 | Fax: (562) 654-9054

Email: repro@lausd.net

PROCUREMENT TOOLS

SAP Procurement System

The SAP Procurement System replaced the former finance and procurement system, IFS, in July 2013. Schools and offices staff place orders for goods and services by creating a shopping cart in SAP. The BASE (Business Applications Supporting Education) Training Center was developed to provide continued support and access to resources for finance, procurement and other processes performed in SAP. Training materials for creating a shopping cart and other procurement transactions can be found on the BASE Training Center website at <http://achieve.lausd.net/base>.



LRP Interim Ordering Process

The Procurement Customer Service Unit assists schools and offices that have not been trained to use the SAP Procurement System. An online “interim ordering system” has been established to facilitate these transactions that are currently processed by School Administrative Assistants or other office personnel.

Schools can log into the interim ordering system using their “single sign-on” and complete requests for supplies, equipment, professional, and general services. Schools can order from the District’s General Stores Distribution Center or from outside vendors. The Customer Service Unit will input requests into SAP. The interim ordering system may also be used to process goods receipts, and modify purchase orders.

Go to <http://achieve.lausd.net/Page/3257> to access the “Quick Reference Guide”.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3257>

Shopping Cart Support Center Ordering Processes User Guide (available on webpage)

For schools reporting to	Phone	Email
Local District Northeast	(562) 654-9476	SCSCnortheast@lausd.net
Local District Northwest	(562) 654-9449	SCSCnorthwest@lausd.net
Local District South	(562) 654-9472	SCSCsouth@lausd.net
Local District East	(562) 654-9467	SCSCeast@lausd.net
Local District West	(562) 654-9444	SCSCwest@lausd.net
Local District Central	(562) 654-9430	SCSCcentral@lausd.net
All other schools and offices	(562) 654-9009	cs.stores@lausd.net

District Credit Card Program

The P-Card is a specialized credit card (MasterCard) that allows authorized District employees to purchase authorized goods and services.

Locations may choose either: one card only with spending limits of \$3,000 per transaction/\$20,000 per month or two cards with spending limits of \$1,500 per transaction/\$10,000 per month each.

The P-Card is issued only to employees who have been authorized to make purchases on behalf of the LAUSD and must only be used by the cardholder.

Transactions may be declined if the item is from the prohibited list, if a Cardholder has exceeded their 30-day spending limit, if the bank suspects the card has been lost or stolen (fraud protection), or if the card has been suspended due to prior noncompliance of policies and procedures.

Reconciliation is processed in SAP and should be completed by the cardholder by the 18th and approved by the approving official by the 21st of each month.

Receipts for all P-Card purchases are required to be scanned and attached to the transaction in SAP.

Purchases totaling \$500 or more require a pre-authorization form signed by the principal or site administrator and should also be attached to the transaction in SAP (in addition to the receipt).

Any abuse of the program will result in revocation, termination of credit card privileges and in instances of malfeasance, may be subject to personal liability. It is of the utmost importance to exercise proper ethics, good judgment, and avoid conflicts of interest while utilizing any District-issued credit card or payment method.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/905>

Pre-authorization Form for purchases over \$500 (available on the P-Card webpage)

Credit Card Unit, Procurement Services Center

8525 Rex Road, Pico Rivera

7:30 A.M. to 5:00 P.M.

Phone: (562) 654-9401 | Fax: (562) 654-9048

Email: pcard@lausd.net

PROCUREMENT POLICIES AND GUIDELINES

Buy and Use LAUSD First Board Resolution

The *Buy and Use LAUSD First* Resolution, adopted by the Board of Education on November 13, 2012, recognizes that there are many products and services provided from within the District that can be obtained at significantly lower costs than through outside vendors. The Office of Inspector General audit of *Procurement of Common Goods at School Sites*, dated November 26, 2013, determined that schools and offices can save 20 to 40 percent by purchasing selected items from General Stores. As a result, schools and offices are **required** to purchase their daily

supplies and materials from General Stores rather than outside retail vendors.

REFERENCES:

Webpage: <http://achieve.lausd.net/Page/3256>

After-The-Fact and Unauthorized Commitments

Contracts executed or purchase orders issued after the start of vendor services or receipt of goods create significant payment and supplier relationship problems and violate Board policy and the Education Code.

The District will not process invoices that do not have a valid contract with purchase order or purchase order (low dollar professional service purchase orders) executed by authorized District personnel and ratified by the Board of Education. Therefore, all vendors are required to have a valid contract or purchase order prior to providing services or delivering goods to a school or office within the District. If the vendor provides services or delivers goods in advance of a valid executed contract or purchase order, the vendor does so at its own risk and invoices received will not be processed for payment. Therefore, you must ensure that prior to receipt of services or goods delivered by a vendor, that the appropriate procedures are followed to ensure payment to the vendor. Anyone who willfully and intentionally violates this requirement may be personally liable for the costs of services or goods incurred by the District. Any payment request for an after-the-fact contract or purchase order greater than \$25,000 requires Board approval.

Procurement Customer Service Unit

7:30 A.M to 5:00 P.M.

Phone: (562) 654-9009 | Fax: (562) 654-9019

Email: cs.stores@lausd.net

LD	Local District Buyer	Professional & General Services & Goods	General Stores	Credit Cards
NE	Lauren Pitpit (818) 252-5468	Elvira Plascencia (213) 241-0132	LRP SCSC Northeast (562) 654-9476	Main Line (562) 654-9401
NW	Jina Jung (818) 654-3719	Elvira Plascencia (213) 241-0132	LRP SCSC Northwest (562) 654-9449	Main Line (562) 654-9401
South	Oscar Montes (310) 354-3558	Iris Escamilla (562) 654-9478	LRP SCSC South (562) 654-9472	Main Line (562) 654-9401
East	Mario Fuller (323) 224-3179	Alma D. Gonzalez (213) 241-0333	LRP SCSC East (562) 654-9467	Main Line (562) 654-9401
West	Michelle Conerly (310) 914-2172	Elvira Plascencia (213) 241-0132	LRP SCSC West (562) 654-9444	Main Line (562) 654-9401
Central	Zachary Watson (213) 241-0188	Sybil Ward (213) 241-3594	LRP SCSC Central (562) 654-9430	Main Line (562) 654-9401

XIV. RISK MANAGEMENT

Stay at Work Program

The District's Stay at Work Program is designed to keep injured/ill employees in gainful, productive, and rewarding employment. The program enables employees, based on competent medical opinion, to work within their medical restrictions until they are able to return to their usual and customary occupation. Participation in the program is mandatory for both the District and its employees. For more information, or to obtain a copy of the procedural manual, visit <http://stayatwork.lausd.net>.



Reasonable Accommodation Program

A reasonable accommodation is any effective adjustment or modification made to accommodate the known physical or mental limitations of an employee/applicant with a disability. State and federal statutes mandate that the District engage the employee/applicant in an interactive process to determine the effective reasonable accommodation any time the employee/ applicant requests a reasonable accommodation or if the disability is known and the employer becomes aware of a potential need for accommodation. For more information, visit <http://reasonableaccommodation.lausd.net>.

REFERENCE:

BUL-4569.1 Reasonable Accommodation for Individuals with Disabilities

Workers' Compensation

Workers' Compensation is a state-mandated benefit for employees with work related injuries/ illnesses. Work related injuries/illnesses must be reported to the District's third party claims administrator, Sedgwick CMS. If emergency medical care is required, immediately call 911 or the local emergency service medical provider. For more information, visit <http://workerscompensation.lausd.net>.

REFERENCE:

REF-1279.2 Workers' Compensation Claims Reporting

Absence Management

The Absence Management program assists administrators and supervisors to improve staff attendance. On June 22, 2004, the Board of Education approved the Employee Attendance Policy. Additional information regarding the Absence Management Program and the Employee

Attendance Policy may be found at the Integrated Disability Management website, <http://absencemanagement.lausd.net>, or by contacting Absence Management at (213) 241-3954.

Federal Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

FMLA and CFRA provide eligible employees with a maximum of 12 weeks of protected leave per year when the employee or a covered family member experiences a “serious health condition”; when an employee requests time to bond with a child after the child’s birth or placement through adoption or foster care; or for a military exigency leave for a covered service member. An eligible employee can be entitled to a protected leave of up to 26 work weeks to care for a covered military service member with a serious illness or injury sustained while on active military duty. For more information, visit <http://fmla.lausd.net>.

REFERENCE:

- BUL-1205.3 Family and Medical Leave Act/California Family Rights Act Policy
- BUL-6861.0 California Paid Parental Leave for Eligible District Employees
- BUL-050498.0 Military Disability Treatment Leave

Mandatory Employment Posters

The notices listed below must be posted at all times to maintain compliance with federal and state statutes and LAUSD policy. They must be posted in an area frequented by employees where they are highly visible and may be easily read during the workday.

1. “Mandatory Employment Notices 1-7” (Rev. 01/17).
2. “Notice to Employees-Injuries Caused by Work” (DWC 7, Rev. 02/16), required in English and Spanish.
3. Industrial Welfare Commission Order 4-2001: Professional, Technical, Clerical, Mechanical and Similar Occupations, State of California-Industrial Welfare Commission (Rev 12/16).
4. “Transgender Rights in the Workplace” (11/17)

For more information, visit <http://disabilitymanagement.lausd.net>.

REFERENCE:

- BUL-4991.9 Mandatory Posting of Regulatory Notices

Integrated Disability Management Contact Information

FMLA/CFRA	213) 241-3954	Reasonable Accommodation	(213) 241-7630
Pregnancy Disability Leave	213) 241-3954	Catastrophic Illness Donation	(213) 241-3954
Paid Parental Leave	213) 241-3954	Stay at Work/Return to Work	(213) 241-7630

DISABILITY RETIREMENT

STRS (800) 228-5453
PERS (888) 225-7377

WORKERS' COMPENSATION CLAIMS

To Report a Claim (Sedgwick) (800) 528-7392

Field Trips

The Division of Risk Management & Insurance Services works closely with principals, local districts, the Division of Instruction, the Office of Environmental Health & Safety, and Office of Outdoor & Environmental Education to ensure that field trips taken by LAUSD students are not only academically stimulating, but also take place in a safe environment. For more information, please call (213) 241-0329 or visit <http://fieldtrips.lausd.net>.

REFERENCE:

REF-2111.1 Field Trips Handbook and Revised Procedures

School Sponsored Special Events

To assist in organizing, planning and supporting events, community carnivals, cultural fairs, health fairs, etc., the Insurance and Risk Finance Unit evaluates and mitigates risk to increase safety for a successful event. Risk Management coordinates with the Office of Environmental Health and Safety to establish safeguards, security, and mitigate potential risks. For more information on school sponsored special events, please call (213) 241-0329 or visit <http://specialevents.lausd.net>.

All non-LAUSD groups must obtain *either* a civic center permit or license agreement in order to use District property by calling (213) 241-6785.

REFERENCE:

BUL-1633.2 Policies Governing School Fund-Raising Activities of PTAs, PTOs and
Booster Clubs
BUL-6894.1 Procedures for Third-Party Use of School Facilities

Employee Reimbursement Program

The Employee Reimbursement Program (ERP), established by the Board of Education Rule 1672, is designed to assist employees when personal property is damaged, stolen, or vandalized while the employee was in the line of duty for the District. Information may be found at the Division of Risk Management and Insurance Services website at <https://achieve.lausd.net/Page/587>.

Liability Claims

Tort claims (bodily injury and property damage) are managed by the Division of Risk Management and Insurance Services and current Third Party Administrator, Carl Warren & Company. Any claim against the District or a District representative concerning an action resulting in bodily injury or property damage to third parties is processed through the Division of Risk Management and Insurance Services. Information may be found at <https://achieve.lausd.net/Page/587>.

Restitution

The Restitution Unit was established to obtain restitution from parties responsible for fraud,

embezzlement, damage to District property from vandalism, burglary, theft, arson, and vehicles. Any questions concerning the restitution procedures for any occurrence at our school sites/Divisions should be directed to (213) 241-3127 or visit <https://achieve.lausd.net/Page/587>.

Owner Controlled Insurance Program (OCIP)

The District's Owner Controlled Insurance Program (OCIP) covers construction insurance costs for bond funded (BB, Q, R, K & Y) construction projects, for both new and existing projects.

The District purchases insurance that covers itself, contractors & sub-contractors involved in projects at no premium cost to contractors. The District obtains insurance at a lower cost than contractors. In addition, the District administers loss prevention and safety programs, and processes claims.

Typical OCIP Insurance Coverages include:

- Commercial General Liability (CGL)
- Workers' Compensation
- Excess Liability
- Contractor's Pollution Liability
- Builder's Risk

For more information, please visit <https://achieve.lausd.net/Page/1008>.

Benefits Administration

The Benefits Administration Branch is responsible for the administration of all health and welfare benefits programs, including medical, dental, vision, basic life insurance, 403(b) and 457(b) deferred compensation plans, COBRA/AB528 continuation coverage, and voluntary programs such as optional life insurance and flexible spending accounts. For more information about the benefits programs available to you, please visit <http://benefits.lausd.net>, call (213) 241-4262, or e-mail benefits@lausd.net.

XV. SCHOOL BUDGETING & FINANCE

The principal has two very important roles, as the instructional leader and as the effective manager of the school's business and financial affairs. To best fulfill these two roles, it is critical that principals understand the financial resources available to support the instructional program, as well as the specific management functions (such as scheduling and accounting) for which they are held responsible. The selections below provide information that may assist principals in their roles as fiscal managers.



The Budget Services & Financial Planning Division has dedicated resources that support the Local District; Fiscal Services Managers who support the Local Districts and Fiscal Specialists who support schools with fiscal management and monitoring of resources.

The fiscal services managers and fiscal specialists report to the School Fiscal Services Branch of the Budget Services & Financial Planning Division, but are housed at the local district offices. Each school is assigned a fiscal specialist who assists school administrators and staff with many activities, including school budget development.

The following websites offer resources available to assist administrators in understanding the basics of budgeting and the importance of budget management and control.

1. School Fiscal Services Branch website <https://achieve.lausd.net/sfs>
 - Fiscal Specialists' school assignments – shows the Fiscal Specialist assigned to each school
 - Staffing Ratios – norm tables by school type
 - Staffing/Position simulator – a budget tool that determines school staffing levels
 - Norm Day Enrollment Dashboard
 - General Fund School Programs Manual – guidelines for non-categorical programs
 - Program & Budget Handbook – guidelines for categorical programs
 - Forms and Other Materials – Budget Adjustment Form, Grant Worksheet Form, etc.
1. Budget Services & Financial Planning Division website <http://achieve.lausd.net/budget>
 - LAUSD Adopted Final Budget for Fiscal Year 2017-2018
 - LAUSD Fiscal Year 2016-2017 Budgeted Expenditures By Major Group with a brief explanation of each group.

Early Childhood Education is assigned a Fiscal Services Manager with staff to manage the fiscal needs of all the Early Education Centers, Los Angeles Universal Pre-school, and California State Pre-school Programs.

Each school is assigned a coordinating financial manager to assist with student body policies and procedures.

Listed below are the main Local District assignments for coordinating financial managers. Please be aware that some coordinating financial managers also handle some schools outside their main Local District assignments:

LD Northwest Juanita Contreras (818) 654-3709	LD Northeast Akinyemi Abiodun (818) 252-5479
LD South Rosario Kulander (310) 354 3445 Sheri Butler (310) 354-3496	LD East Letty Villaroman (323) 224-3319
LD West Yemi Abiodun (310) 914-2122 Connie Owens (310) 914-2116	LD Central Rosi Haftevani (213) 241-1918
Division of Adult & Career Education; Continuation Schools, Special Education Schools, Opportunity Schools Sally Ngov (213) 241-2163	

In addition, there is a variety of staff within Accounts Payable, General Accounting, Program and Capital Accounting, Treasury and Revenue Accounting, and Budget Services who also provide support with finance functions.

Major School Resources

Schools currently receive the following types of resources and services:

1. Funding to support the basic operational and instructional program at the school site. These funds support core positions such as administrators, teachers, clerical staff, and custodial staff. See the General Fund School Programs Manual available at the School Fiscal Services, Budget Management website <http://achieve.lausd.net/Page/1462>.
2. Resources specific to individual school site needs, such as campus aides, donations, and library fines.
3. Centrally-budgeted resources and services such as school police.
4. Schools receive allocations based on their unduplicated count of Free and Reduced-Price Meal (FRPM) eligible students, English Learners, and Foster Youth students. Schools may receive allocations based on the Student Equity Based Index. The equity based index is calculated by dividing the sum of English Learners, low income, foster youth, and homeless students by the total enrollment.
5. Categorical program allocations distributed by student characteristics, such as low-income or English Learner status. These resources are meant to supplement, not supplant, the school's core program. See the Program and Budget Handbook on the School Fiscal Services, Budget Management website.

School Reports

The reports shown below provide administrators with their school's budget and expenditure information.

At the School's Portal Page:

- **Spending Report** - Provides schools with an easy to use report that helps them monitor and manage their spending.
- **School Budget Summary Report** - Displays a budget overview of the school's total budget including number of Full Time Equivalent (FTE) positions and costs.
 - The Spending Report and School Budget Summary Report are available at each school's portal page.
 - You can search for school portal pages here:
<https://schooldirectory.lausd.net/schooldirectory/>

Access to the following reports require sign-on to the District's budget system through Business Tools for Schools (BTS):

Schools Front End Reports

- **Position With Incumbent Report** - displays details of all budgeted positions including related Human Resources data, such as position control number, employee name, and job title
- **School Discretionary Programs Report** - displays a summary by program grouping (Categorical or Regular programs) and includes budget item description, total cost, and full time equivalent of positions for School Front End program codes
- **School Resource Allocation** - displays details of a school's allocation amount by program
- **Staffing and Resources Report** - displays a summary of school resources by Job ID, Budget Item Description, or Commitment Item Description
- **School Budget Summary** - displays the budget overview of a school's total budget including number of Full Time Equivalent (FTE) positions and Costs
- **Budget Availability Report** - provides budgeted amounts, expenditures, and available balances. The link to the Budget Availability Report-Self Learning Guide. <http://www.lausd.net/ol/basetraining/reports>. Support is also available through your Fiscal Specialist.

Goods Receipt

The SAP system implements a "three-way match" check that requires all Purchase Orders to be matched with Goods Receipts and the Invoice prior to issuing payment to vendor. The purchasing site (school/office) needs to enter the Goods Receipt online for the vendor to get paid.

Contact information for Procurement Shopping Cart/Goods Receipt Support Center is available at <http://achieve.lausd.net/Page/1693>.

Accounts Payable Resources

To support schools in the payment of non-salary obligations for supplies and services, the Accounts Payable webpage contains relevant publications, links and forms. The Accounts Payable Customer Service Unit can be reached at accounts-payable@lausd.net.

Payroll Administration Resources

To better serve schools and to help ensure employees are paid timely and accurately, the following bulletins and reference guides should be accessed via Inside LAUSD. Additionally, the Payroll Customer Services can be reached at (213) 241-2570 (8:00 A.M. to 4:30 P.M.).

REFERENCES:

- BUL-6307.5 New Certification of Absence Forms
- BUL-6638.0 Time Reporting and Time Approval
- BUL-6053.1 Elimination of Anticipated Hours, Mileage and Differential Pay
- BUL-5996.1 Overtime Policy-Classified Employees
- BUL-6529.1 Legally-Mandated Paid Sick Leave for Eligible Employees
- BUL-6873.0 Business Mileage Reimbursement
- REF-6528.1 Reporting Paid Sick Leave for Substitute/Temp Eligible Employees
- REF-1802.14 Time Reporting Instructions for Lump Sum Payment of Differentials
- REF-6874.0 Reporting California Paid Parental Leave for Eligible District Employees
- REF-041184.0 Professional Development and Miscellaneous Time Reporting Codes

Bank Account and Fundraising

Schools should have one bank account for their Imprest Fund and another separate one for their Student Body account. These are the only two accounts a school should establish.

Please note that PTA/PTO's and Booster Clubs are separate legal entities from the District and must maintain their own banking accounts using their own tax identification numbers. For further information, please refer to Publications 464 and 465 listed below.

Information on establishing and maintaining Imprest Fund and Student Body Fund accounts, and fundraising guidelines can be found in the following:

REFERENCES:

- BUL-1980.1 Employer Identification Numbers (EIN) - Establishes policy regarding the appropriate Employer Identification Number (EIN) that should be used for student body banking accounts.
- REF-1706.4 Imprest Funds - Provides information and guidance on the appropriate use of Imprest Funds accounts by all school, local district, and central office administrators.
- Publication 464 Policies and Accounting Procedures for Elementary School Student Body Funds
- Publication 465 Student Body Policies and Accounting Procedures – Secondary Schools
- BUL-4591.0 Secondary Student Body Organizations– Permitted and Prohibited Expenditures
- BUL-4624.0 Elementary Student Body Organizations-Permitted and Prohibited Expenditures
- BUL-1633.2 Policies Governing School Fund-Raising Activities of PTAs, Approved Parent Group/PTOs, and Booster Clubs – Provides information regarding

	Board of Education policies for school fundraising activities.
BUL-5895.1	Donations – Provides information on processing and accepting donations
BUL-6310.0	Banking Policies

Timelines & Deadlines

REFERENCES:

Student Body Publications

Publication 464 Policies and Accounting Procedures for Elementary School Student Body Funds

Publication 465 Student Body Policies and Accounting Procedures for Secondary Schools

Student Body Activities

REF-1967.11 Calendar of Student Body Finance Reports – Provides due dates for Student Body Financial Reports.

REF-1656.13 Preliminary Student Body Budgets – Provides information related to the preliminary Student Body budgets.

REF-1316.13 Final Student Body Budgets – Provides information related to the final Student Body budgets.

Special Education

BUL-5616.2 Additional Time and Overtime Policy-Classified Staff Working with Students with Disabilities

Inter-District permits

All requests for Inter-District Permits for students with disabilities must be reviewed by the Division of Special Education designee to ensure the needs of the student can be met. Please contact Special Education Services Center, Operations at (213) 241-6701 and ask for the “Special Education Permit Liaison”.

Attendance and Enrollment

REF-1819.15 Norm Day and Classification Reports – Instructions and Schedules of Electronic Capture – Provides instructions and the schedules of electronic capture of classification report data, which includes enrollment counts for pre-norm, norm, and monthly reports for the 2017-18 school year, as well as instructions on the review of classification report data and other enrollment-related reports.

REF-683.17 Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools – School Year 2018-19 – Provides information on District and State law related to daily and annual instructional minutes for elementary schools, as well as on the completion and certification of bell schedules.

REF-684.17 Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools – School Year 2018-19 – Provides information on District and State law related to daily and annual instructional

- minutes for middle schools, as well as on the completion and certification of bell schedules.
- REF-685.17 Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools – School Year 2018-19 – Provides information on District and State law related to daily and annual instructional minutes for senior high schools, as well as on the completion and certification of bell schedules.
- REF-1467.16 Instructional Minutes Requirements and Certification of Bell Schedules for Options Schools (Continuation, Opportunity, and Community Day School) – School Year 2018-19 – Provides information on District and State law related to daily instructional minutes for Options schools, as well as on the completion and certification of bell schedules.

Accounting Requirements

REFERENCES:

Expenditures

- BUL-972.0 Payment of Miscellaneous Bills – Provides information regarding types of purchases that can be paid by using the miscellaneous bill procedure.

Equipment

- BUL-1158.2 Accounting for Supplies and Equipment Purchases – Provides information on the proper classification of supplies vs. equipment.
- BUL-953.1 Control of Site Equipment – Provides information to properly account for site equipment including instructions for required annual equipment inventory accounting.
- BUL-3508.7 Inventory Requirements for Equipment Purchased Through Categorical Programs – Provides Federal and State guidelines regarding the purchase and inventory of equipment purchased with categorical funds.
- BUL-DB-15 Written Authorization for Possession of District Equipment Off-Site – Provides information on the procedures related to taking District equipment off-site.

School Financial Records Retention

The following financial records are considered “permanent” and must not be destroyed:

- Attendance records
- Student Body Financial Statements
- Student Body Payroll Records

The following records can be destroyed after 5 years:

- Budget worksheets
- Bank Reconciliations & Canceled Checks
- Master receipts – student body
- Investment records
- Invoices
- Purchase Orders/Requisitions

- Payroll Time Sheets/Cards

Semi-Annual Certifications (January & June)

Staff that is budgeted in more than one funding source must complete a certification of their time.

BUL-2643.8 Documentation for Employees Paid from Federal and State Categorical Programs – Outlines federal and state regulations implemented by the California Department of Education for personnel who are compensated from more than one funding resource.

This bulletin also provides information on documentation requirements for personnel who are compensated from a single federal categorical program.

End of the School Year Closing Procedures

The following publications provide guidance on year-end closing activities (Accounting, Budgeting, and Student Body Activities), and are issued annually:

Accounting

REF-3640.12 Final Payment of Bills for Fiscal Year 2017-2018 – The guide provides information on the cut-off dates when requested goods and services must be delivered and posted in the books to be charged against 2017-2018 resources.

Budgeting

MEM-2464.14 Carryover Policies for School Discretionary Accounts as of June 30, 2018 – Provides information on carryovers into the next fiscal year.

Student Body Activities

REF-1754.13 2017-18 Year-End Accounting Procedures for Elementary School Student Body Funds – Provides information on the procedures for the closing of elementary student body financial activities for the year.

Publication 464 Policies and Accounting Procedures for Elementary School Student Body Funds

REF-1755.14 2017-18 Year-End Accounting Procedures for Secondary School Student Body Funds – Provides information on the procedures for the closing of secondary student body financial activities for the year.

Publication 465 Student Body Policies and Accounting Procedures-Secondary Schools

Equipment

BUL-953.1 Control of Site Equipment – Provides information on the requirements for inventory records for items purchased using non-categorical funds.

BUL-3508.7 Inventory for Equipment Purchased Through Categorical Programs – Provides information on the requirements for inventory records for items purchased using categorical funds.

Publication 465 Student Body Policies and Accounting Procedures – Secondary Schools

**Budget Services & Financial Planning Division
School Fiscal Services Branch**

Margaret Lam, Deputy Budget Director (LDs Northeast and Northwest)	(213) 241-2134
Nargis Merchant, Deputy Budget Director (LDs Central and West)	(213) 241-0146
Kathy Norris, Deputy Budget Director (LDs South and East)	(213) 241-2152
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Cecilia Bradshaw, Office Technician	(213) 241-7677

LD-CENTRAL		LD-NORTHWEST	
Jannette Low Fiscal Services Manager	(213) 241-0143	Robin Foster Fiscal Services Manager	(818) 654-3710
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Beatrice Lomeli	(213) 241-2104	Constancia Carandang	(818) 654-3722
Brent Denton	(213) 241-0149	Michael Devera	(818) 654-3704
Carlos Fernandez	(213) 241-1926	Rose Rosas	(818) 654-3706
Heng Lim	(213) 241-1912	Donna Vasquez	(818) 654-3708
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Sophia Chu	(213) 241-0168		
LD-NORTHEAST		LD-SOUTH	
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Fiscal Specialists			
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Maria Rubalcaba	(818) 252-5477	Jean Villagonzalo	(310) 354-3474
Susan Kabling	(818) 252-5472	Jeffrey Foy	(310) 354-3476
Tanya Jacobs	(818) 252-5473	Sean Kimbrough	(310) 354-3201
		Sonya White	(310) 354-3470

LD-EAST		LD-WEST	
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Reynaldo Pecho	(323) 224-3343	Arthina Green	(310) 914-2141
Sandra Haag (Sandy)	(323) 224-3175	Calvin Divinity	(310) 914-2186
Susie Chang	(323) 224-3318	Nora Castillo	(310) 914-2138
Angelica Garcia	(323) 224-3123	Todd Takashima	(310) 914-2117

XVI. STUDENT INFORMATION

ADMISSION AND ENROLLMENT OF STUDENTS



Expanded Transitional Kindergarten, Transitional Kindergarten, Kindergarten and First Grade

All schools are required to comply with the new enrollment requirements for expanded transitional kindergarten (TK), kindergarten, and first grade set forth in Senate Bill 1381:

Kindergarten: Age of Admission or Kindergarten Readiness Act of 2010. This law amended California Education Code (Section 46300, 48000, and 48010), changing the required birthday for admission to

kindergarten and first grade and establishing a Transitional Kindergarten Program beginning in the 2012–2013 school year. Expanded Transitional Kindergarten was a further amendment to California Education Code 48000(c) as per Assembly Bill (AB) 104, the Education Omnibus Trailer Bill. The new law which was effective July 1, 2015, permits local educational agencies (LEAs) and charter schools for the first time the option to grant early admission, at the beginning of the school year, for pupils who are otherwise too young to attend a TK program.

Specifically, AB 104 amended the California *Education Code (EC)* to add subsection (B) to *EC* 48000(c)(3): (B) (i) For the 2017–18 school year and each school year thereafter, a school district may, at any time during a school year, admit a child to an expanded transitional kindergarten (ETK) program who will have his or her fifth birthday after December 2 during that same school year.

Age Requirements

Expanded Transitional Kindergarten Program – As the goal is to provide the Expanded TK Program for low income children, the Meal Application will be used as the first criteria for enrollment. Only students who legitimately qualify for the Free/Reduced Meal program are eligible to enroll in the program.

After that criterion is met, priority order for enrollment is based on the order of ADA reimbursement as follows:

- **Priority Enrollment 1** – Children who turn five between December 3-31 of the same school year
- **Priority Enrollment 2** – Children who turn five between January 1–31 of the same school year
- **Priority Enrollment 3** – Children who turn five between February 1-28 of the same year
- **Priority Enrollment 4** – Children who turn five between March 1-31 of the same school year

- **Priority Enrollment 2** – Children who turn five between April 1-June 30 of the same school year
- **All others are not eligible for the ETK program.**

Family residency within the school boundary is a priority. After all neighborhood children have been offered enrollment, schools may enroll students outside of the residential boundary. A one year, no extension TK permit will be made available to facilitate this process. There can be no acceleration to first grade for ETK students. Transitional Kindergarten Program - Children who have their fifth birth date between September 2nd and December 2nd shall be admitted to Transitional Kindergarten

*Transitional Kindergarten is a general education program. Please see Reference Guide REF-5777.5 for students who are eligible to receive special education services.

Kindergarten – A child must be five on or before September 1st. A child who meets the age eligibility for kindergarten *may* be enrolled in TK upon parent request.

First Grade – A child must be six on or before September 1st.

REFERENCES:

BUL-5708.1	Transitional Kindergarten, Kindergarten, and First Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms
BUL-4926.2	Attendance Manual: Policy and Procedures for Elementary, Secondary, and Option Schools
BUL-6718.0	Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
BUL-3585.6	Oral Health Assessment for Kindergarten or First Grade Entry
BUL-1660.8	Immunization Guidelines for School Admission
MEM-6860.0	Chronological Age Calculator
REF-5777.5	Transitional Kindergarten Implementation
REF-6554.3	Opening Day Procedures: Supplemental Guide and Updates
REF-6595.4	Expanded Transitional Kindergarten Implementation

Elementary and Secondary

Schools should make every effort to ensure that every student is enrolled immediately. Parents/guardians or unaccompanied youth shall not be turned away when seeking registration. School offices shall 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. Schools that coordinate mass registration events prior to the beginning of a school year (e.g., kindergarten enrollment) must notify parents/guardians at least two weeks in advance. School personnel shall, immediately, without delay, register all known non-enrolled students residing within the school’s attendance boundaries and those with special circumstances (e.g., Homeless, Foster Youth, Probation, and Recently Immigrated Youth) regardless of the time of year. Schools may contact the School Enrollment Placement and Assessment Center (S.E.P.A.) Center at (213) 482-3954 for support with registration/enrollment and resources for recently immigrated youth from other countries and all students/families that need support. Please note that the registration/enrollment must happen at the school site. Only send students/families to the S.E.P.A. Center who require

additional support. For information on services, visit the S.E.P.A. Center website at <https://achieve.lausd.net/sepacenter>. Please note that all students, including students identified as homeless and foster youth and/or involved in the juvenile justice system (Cal. Educ. Code §§ 48432.5, 48853, 48853.5), must be immediately enrolled in school regardless of the availability of school records, immunization records, proof of residence, school uniforms, and existence of fines from a previous school or any other documentation.

Please refer to the following references for further information. For questions or assistance, please contact the office of Student Health and Human Services at (213) 241-3840.

REFERENCES:

- BUL-6718.0 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
- REF-6554.3 Opening day Procedures: Supplemental Guide and Updates
- BUL-5808.4 My Integrated Student Information System (MiSiS) Student Support Module Required Usage
- BUL-1229.3 Home, Hospital & Home Online Academy Instructional Services (Carlson Home Hospital School)
- BUL-1660.8 Immunization Guidelines for School Admission
- BUL-3276.1 Compliance on Services for Pregnant Minors and Parenting Minors
- BUL-5255.1 Implementation of the Romero Open Enrollment Act
- REF-5259.0 Use of New Student Enrollment Form
- BUL-6303 Student Emergency Information Form
- REF-5464.7 Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3rd NOT) Procedures
- REF-6646.3 2018-19 Next Year Enrollment for all Students
- REF-3398.1 Elementary School Implementation for Meeting the Requirements of Title IV, Part A
- REF-3404.1 Middle School Implementation for Meeting the Requirements of NC IV, SDFSC Act
- REF-3405.1 High School Implementation for Meeting the Requirements of NCLB SDFSC Act
- BUL-2060.1 Pregnant and Parenting Students Educational Rights
- BUL-5347.1 Intra-District (School to School) Permits and Student Transfers in Elementary and Secondary Schools
- BUL-5341.2 Inter-District Permits (District to District) and Student Transfers in Elementary and Secondary Schools
- BUL-5417.2 Foreign Students Admission
- BUL-6491.2 Open Enrollment Transfers for Elementary and Secondary Students
- BUL-2508.2 Transfer of Elementary and Secondary Students to Schools for Advanced Studies
- BUL-6050.2 Expulsion of Students – Policy and Procedures
- BUL-6362.0 Opportunity Transfers (O.T.) Policy and Procedures
- BUL-5528.0 Cumulative Records for Public School Choice and Charter Schools
- MEM-5718 Updated Policy Regarding Tuberculosis (TB) Testing for School Entry

ASSESSMENT AND TESTING

Ages and Stages Questionnaire

The Ages and Stages Questionnaire (ASQ) is a standardized development screening tool used in all State subsidized Early Childhood Education programs. The tool is used to conduct parent interviews to gain parent's expert knowledge about their children. It is designed to:

- Give valuable baseline data for a tiered instructional approach to meeting the needs of young children.
- Build positive relationships with parents at their first entry into the District.

The Ages and Stages Questionnaire is required to be completed for each pre-school child within 45 calendar day of enrollment.

Desired Results Development Profile

The Desired Results Development Profile is the mandated assessment instrument for all state funded early education programs. The Desired Results Development Profiles are designed to:

- Serve as a framework for documenting progress
- Provide teachers concrete information to modify curriculum
- Document how children are benefiting from the program
- Be used in the natural program setting as children interact with other children, adults and the environment

The Desired Results Development Profile is required to be completed for each child within 60 calendar days of enrollment and thereafter every six months. Teachers are expected to record observations and gather evidence on an on-going basis.

TESTING

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) was authorized by state law on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program.

The CAASPP System includes computer-based as well as paper-and-pencil assessments as described below. All students in the grades indicated take CAASPP tests, including students who are English Learners and students with disabilities.

Only students whose parents/guardians file written exemption requests do not take the tests.

- **Smarter Balanced Summative Assessments for English Language Arts and Mathematics**
 - *Grades: 3-8 and 11*

- *Student Participation:* All students at the grade level are expected to participate except the following:
 - Students who participate in the alternate assessment.
 - ELA Only – English Learners who have been enrolled in a United States school less than 12 months.
 - *Content and Format:* The Smarter Balanced Summative Assessments which are delivered by computer consist of two sections: a computer-adaptive test and a Performance Task based on the Common Core State Standards for English language arts/literacy and mathematics. The computer-adaptive section includes a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.
- **Alternate Assessments for English Language Arts/Literacy and Mathematics**
 - *Grades:* 3-8 and 11
 - *Student Participation:* Students with significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose Individualized Education Program (IEP) indicates assessment with an alternate test.
 - *Content and Format:* The content of the alternate assessment is based on alternate achievement standards derived from the Common Core State Standards for students with the most significant cognitive disabilities. The alternate assessments are delivered on the computer.
- **California Science Tests (CAST)**
 - The CDE has developed the computer-based CAST assessments centered on the California Next Generation Science Standards (NGSS). The CAST will be administered as an operational test for the first time in spring 2019.
 - *Student Participation:* Students in grades 5, 8, and 11 are required to participate in CAST. In high schools, grade 12 students who did not take CAST in the 2017-18 school year are also required to participate. All students in the designated grade levels are required to participate with the following exemptions:
 - Students who participate in the CAA for Science as indicated on their IEP.
- **California Alternative Assessment (CAA) for Science – Field Test**

The CAA for Science will be administered as a field test. The CAA for Science testing window is different than the testing window for other CAASPP tests. Schools may administer the CAA for science September 2018 – June 2019, after a student has been taught a specific content related to the performance task.

The CAA for Science is for students in an alternate curriculum whose IEP indicates the use of an alternate assessment.

Student Participation: Students in grades, 5, 8, and 11 whose IEP indicates the use or an alternate assessment is required to participate in CAA for science. In high schools, grade 12 students who did not take CAA for Science in the 2017-18 school year are required to participate.

- **California Spanish Assessment (CSA)**

As part of the CAASPP System of assessments, the CSA will replace the STS as the Primary Language Assessment (PLA). The CSA will be a computer-based assessment.

Student Participation: The CSA is administered to Spanish speaking English Learners in grades 3-8 and high school who meet one of the following two criteria:

- o Students is receiving instruction in the language of the assessment; and/or
- o Students is seeking a measure of his or her primary language achievement (reading, writing, and listening).

Content and Format: The CSA is a primary language test in Spanish for Spanish-speaking English learners that is aligned to the California Common Core State Standards en Español. Students in grades 3-8 and high school who meet the criteria to the take the CSA will take the CSA in addition to other mandated CAASPP tests.

Additional information is posted on the on the CDE website at <http://www.cde.ca.gov/ta/tg/ca/> and the Student Testing and Assessment Website at <http://achieve.lausd.net/testing>.

English Language Proficiency Assessment of California (ELPAC)

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten (including Expanded Transitional Kindergarten) through grade twelve.

The California Department of Education (CDE) has transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment of California (ELPAC) as the state English Language Proficiency (ELP). The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

ELPAC initial assessments will be administered only once to English learners during their school experience within 30 calendar days of enrollment. All English learners will take the ELAC summative assessment once annually in the Spring until they are reclassified as English-proficient.

Additional information is posted on the CDE Website at <http://www.cde.ca.gov/ta/tg/el/> ,Student Testing and Assessment Website at <http://achieve.lausd.net/testing> and the ELPAC website at <http://www.elpac.org/>.

Physical Fitness Test (PFT)

State Law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades 5, 7, and 9. The state-designated PFT is the FITNESSGRAM®, developed by the Cooper Institute for Aerobics Research. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The *FITNESSGRAM*® is composed of the following six fitness areas, with a number of test options provided for most areas:

1. Aerobic capacity
2. Abdominal strength and endurance
3. Upper body strength and endurance
4. Body composition
5. Trunk extensor strength and flexibility
6. Flexibility

Teachers and administrators are responsible for preparing students to do their best by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools provide appropriate practice to students as part of the regular physical education (P.E.) program throughout the year. Students take the PFT between February and May.

Additional information is posted on the CDE Website at <http://www.cde.ca.gov/ta/tg/pf/> and the Student Testing and Assessment Website at <http://achieve.lausd.net/testing>.

Testing Calendar

Testing Calendars are established based upon state guidelines for each testing program. Testing updates are posted on the Student Testing Webpage at <http://achieve.lausd.net/testing>.

District Comprehensive Assessment Program

The Comprehensive Assessment Program (CAP) includes a portfolio of interim and diagnostic assessments to support and inform instruction. In addition, the CAP includes assessments designed to meet state and federal guidelines and mandates, as well as optional assessments for instructional support. For detailed information regarding state and federal mandated testing, please refer to reference guide REF-050096 State and National Mandated Testing Calendars, dated June 5, 2018.

- The Comprehensive Assessment Program (CAP) includes a portfolio of interim and diagnostic assessments to support and inform instruction, see MEM-6700.2, Comprehensive Assessment Program: District.

- Assessments 2018-2019, in addition, the CAP includes assessments designed to meet state and federal guidelines and mandates, as well as optional assessments for instructional support. For information regarding state and federal mandated testing, please refer to reference guide REF-050096, State and National Mandated Testing Calendars 2018-2019, dated June 5, 2018.
- Progress-Monitoring Assessments for every course with periodic assessments. Teachers can select from "ready-made" Progress-Monitoring assessments or opt to "create your own assessment" through an Item Bank.
- Progress-Monitoring Assessments specially designed for English learners and Intervention classes.
- Reading inventory for English Learners (grades 6-12) for reclassification purposes.
- LAS Links at selected schools for SEL progress monitoring.
- PreLAS2000 Español and LAS Links for selected students participating in Spanish Dual Language/Bilingual programs.

Access to the District's Comprehensive Assessment Program continues to be available through the LAUSD/CoreK12 Assessment Center.

Accountability

Based on the [Local Control Funding Formula \(LCFF\)](#), California's new accountability system is reported through the [California School Dashboard](#), which is a powerful online tool that reports on multiple measures to determine local educational agency (LEA) and school progress toward meeting the needs of their students.

The California School Dashboard incorporates six state performance measures and district-level indicators that apply to school districts and charter schools only.

The six state measures are:

1. Academic Indicator, which includes Smarter Balanced Assessment results in English and math
2. College and Career Readiness (High Schools only)
3. English Learner Progress
4. Graduation Rate (High Schools only)
5. Suspension Rate
6. Chronic Absenteeism (Grades K-8 only)

LEAs and schools receive one of five color-coded performance levels for each state indicator for all students and for each student group. The performance levels are calculated based on how current performance compares to past performance. From highest to lowest, the five performance levels are blue, green, yellow, orange, and red. With the Fall 2018 release, schools will, for the first time, see results and receive performance levels for both the chronic absenteeism and college and career indicators. The CDE will not report out data for the EL Progress indicator in Fall 2018 because only one year of ELPAC data will be available.

The four local district indicators are:

1. Basic Services and School Conditions
2. Implementation of State Academic Standards
3. Parent Engagement
4. School Climate

Beginning in Fall 2018, the lowest performing 5% of schools will be identified as Comprehensive Support and Improvement based on their California School Dashboard results. Districts and schools can also use the dashboard to identify strengths and weaknesses and pinpoint student groups that may be struggling.

For additional information about California's accountability system, go to <https://www.cde.ca.gov/ta/ac/cm/> and <https://achieve.lausd.net/accountability>

Student Records and Transcripts

The official legal name of a pupil shall be the name that appears on one of the following documents, submitted by the parent/guardian/caregiver:

- Certificate of birth
- Baptism certificate duly attested
- Passport
- Health office or vital statistics record of birth date
- Affidavit of the parent, legal guardian, or custodian of the minor: the affidavit must certify the birth date and must also state that a certificate of birth is not obtainable.
- A letter from the Bureau of Public Services may be accepted in lieu of one of the above types of proof if such a letter verifies the birth date of the child according to Department of Public Services Records and includes a statement of how the birth date was verified.

Pupils admitted to District schools shall be enrolled under the surname shown on the official document, as noted above, that is presented at the time of admission.

All Individualized Educational Programs (IEP) and related documents are pupil records and shall be maintained in accordance with state and federal pupil record confidentiality laws. Legislation regarding parent and adult pupil access to, and the confidentiality of pupil records mandates specific parent and pupil rights with respect to privacy, access to, and challenge of pupil records.

REFERENCES:

- | | |
|------------|---|
| BUL-5703.2 | Name and/or Gender of Pupils for Purposes of School Records |
| BUL-1926.2 | Request to Change a Pupil's Grade |
| BUL-2433 | Challenging the Content of a Pupil Record |
| BUL-2469 | Pupil Records: Access, Confidentiality Notice of Educational Rights |

Record Keeping

The Principal of each school or a certificated designee shall be responsible for the implementation of Board and District policies relating to pupil records maintained at a school. The Custodian of records shall be responsible for the security of pupil records and shall devise procedures for assuring that access to such is limited to authorized personnel.

California Code of Regulations, Title 5, Sec. 434 lists three types of records:

1. Mandatory Permanent Pupil Records
2. Mandatory Interim Records
3. Permitted Records

A web based learning can be accessed from the District Learning Zone to provide knowledge required to properly close cumulative records, prepare cumulative records for digitizing and arrange for delivery of the cumulative records to the Student Records Center.

Records are maintained at the school for a period of up to five years after the actual/expected graduation date after which they are sent to the Student Records Center. To arrange shipment of student records, the principal shall select one staff member, certificated or classified, as school designee. The Student Record Center (SRC) staff will work with this employee to ensure that records have been properly cleaned and completed and to facilitate the inspection of records and transportation to the SRC.

REFERENCES:

Handbook – Cumulative Record Handbook for Elementary Schools

Handbook – Cumulative Record Handbook for Secondary Schools

Preparing Cumulative Records for Digitizing Quick Reference Guide

Year End Student Cumulative Records Process Flow

School Closures – Student Cumulative Records Disposition Process Flow

Access To School and Student Records

Federal and state laws that cover nearly every type of pupil record maintained by local schools protect the privacy of school records. The law prohibits the release of pupil records information without written consent of the parent, or 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 law. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the public records of their child. Also, students who are 16 years or older (or have completed grade 10) have the right to access and review their records. School employees and District officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. 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. 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.

Military recruiters who are requesting student directory information should be referred to the Data and Accountability Office at (213) 241-2460. Student lists will be provided to the recruiters for a fee once an affidavit is signed indicating planned use of the student lists.

REFERENCE:

- BUL-1077.1 Information Protection Policy
- BUL-2469 Pupil Records: Access, Confidentiality Notice of Educational Rights

Records Retention

Schools and school districts must maintain accurate pupil records for each child enrolled. The principal shall designate a custodian of records for the school. The custodian of records shall be responsible for the security of pupil records maintained by the school and shall follow District procedures for assuring that access to such records is limited to authorized persons. Records for each individual pupil shall be maintained in a central file at the school attended by the pupil, or when records are maintained in different locations a notation in the central file as to where such other records may be found is required.

Different types of pupil records, as described below, must be maintained for different periods of time. It should be noted that no additions except routine updating shall be made to the record after high school graduation or permanent departure without the prior consent of the parent or adult pupil. The method of destruction shall assure that records are not available for possible public inspection during the destruction process.

REFERENCES:

- Cumulative Record Handbook for Elementary Schools
- Cumulative Record Handbook for Secondary Schools

Mandatory Permanent Pupil Records

All California schools must maintain mandatory permanent pupil records in perpetuity. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending district upon request of the pupil or private school in which the student has enrolled or intends to enroll. Such records shall include the following:

1. Legal name of pupil
2. Date of birth
3. Method of verification of birth date
4. Sex of pupil
5. Place of birth
6. Name and address of parent of minor pupil
 - Address of minor pupil if different than the above
 - An annual verification of the name and address of the parent and the residence of the pupil

7. Entering and leaving date of school year and for any summer session or other extra session
8. Subjects taken during each year, half-year, summer session, or quarter
9. If marks or credits are given, the mark or number of credits toward graduation allows for work taken
10. Verification of or exemption from required immunizations
11. Date of high school graduation or equivalent
12. Related Master Plan student documents. Refer to BUL-3448.2, Master Plan Folder for English Learners, K-12

Mandatory Interim Pupil Records

Schools must maintain mandatory interim pupil records until the school determines the usefulness of the records has ceased: when the student leaves the District or when their usefulness ceases. Destruction of these records may take place during the third school year following such classification. Such records include:

1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
2. Health information, including Child Health Development Disabilities Prevention Program verification or waiver.
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
4. Language training records.
5. Progress slips and/or notices as required by Education Code Sections 49066 and 49067
6. Suspensions recorded for three years as required by Education Code Section 49079 and recorded with the California Safe School Assessment.
7. Parental restrictions regarding access to directory information or related stipulations.
8. Parent or adult pupil rejoinders to challenged records and to disciplinary action.
9. Parental authorizations or prohibitions of pupil participation in specific programs.
10. Results of standardized tests administered within the preceding three years.

Permitted Records

Permitted records are those pupil records that school/districts may maintain for appropriate educational purposes. Permitted pupil records may be destroyed when their usefulness ceases, as determined by the school. They may be destroyed after six months following the pupil's completion of or withdrawal from the educational program. Such records may include:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the Administrative Code Section 400

Authority: 20 U.S.C. section 1232g; Education Code section 49062; 5 California Code of Regulations sections 431, 433, 437

REFERENCES:

Cumulative Record Handbook for Elementary Schools
Cumulative Record Handbook for Secondary Schools

Obtain Student Transcripts

The school needs to check if the records are stored at their location. If the records are still at the school, students are to obtain their transcript directly from the school. If the records were transferred to the Student Records Center, former students may order through <http://transcripts.lausd.net/>. This online system will allow users to track the status of their request. It will also accept credit/debit cards, and e-checks. Proof of graduation letters and diploma reprints are also available through this web site. Prices for these services can be found on the home page.

There is a fee of \$5.00 per transcript. Transcripts are mailed via regular US Postal Service. Please allow approximately 20-30 business days for processing from the time the request is received at the Student Records office. The SRC does not offer expedited or walk-in service. All requests are completed in the order they are received.

Additional information and resources can be found at <http://transcripts.lausd.net/>.

The office is located at:

Los Angeles Unified School District-Student Records Center
2151 North Soto Street
Los Angeles, CA 90032
(323) 224-5950

Office Hours:
Monday to Friday
8:00 A.M. to 4:00 P.M.

Other Information

Field Trips

The school-site principal continues to be authorized to approve all routine field trips, including overnight field trips to pre-approved sites. He/she is responsible for maintaining records, ensuring the safety of students and certifying the educational value of each field trip.

REFERENCES:

REF-2111.1 Field Trips Handbook and Revised Procedures
REF-1280.2 Educational Field Trips of the SRLDP Programs

Contact the Division of Risk Management and Insurance Services at (213) 241-0329 for guidance on adding a new site to the pre-approved field trip list.

School Activities

Some activities, events, and programs may pose a significant risk to students, school administrators and the District. Risk assessments and safety recommendations are crucial in minimizing the potential liability and risk. Contact the Division of Risk Management and Insurance Services for assistance at (213) 241-0329.

REFERENCES:

BUL-1827.1 Guidelines to Implementation of preschool Culmination or End of the Year Activities for Pre-school Students Enrolled in Early Childhood Education Programs, July 21, 2008.

Student Accident Insurance

LAUSD makes affordable, group-rated student accident/health insurance available to its students and their parents. Brochures with enrollment forms are shipped to each school prior to the beginning of the school year and should be sent home to each student's parents before school opens. More information may be found at the Division of Risk Management and Insurance Services website at <https://achieve.lausd.net/domain/133> or by contacting the Division of Risk Management and Insurance Services at (123) 241-0329.

Restitution

The District may obtain restitution from parties responsible for damage to District property from vandalism, burglary, theft, arson, and vehicles. The unit also handles matters involving fraud and embezzlement. Information may be found at the Division of Risk Management and Insurance Service website at <https://achieve.lausd.net/domain/133>.

XVII. TRANSPORTATION SERVICES



The Transportation Services Division provides full service for 41,000 curricular and extra curricular bus trips annually. In addition, the Division operates five major garage facilities servicing approximately 3,100 District-owned vehicles such as buses, trucks, autos, and vans.

Student Routing Information

Bus routing information can be obtained by accessing the MyData Landing Page on the Inside LAUSD website: <http://achieve.lausd.net/mydata>.

This website will provide detailed information on various reports relating to student transportation such as:

- Traveling Student Report
- Traveling Student Report Search by Route
- Traveling Student Report Search by Nearest School
- Stop Summary by Receiving School
- Stop Summary By Closest School
- Stop Summary with ABS
- Stop Summary by Pupil Count with Bus Capacity

Field Trips

Schools are advised to arrange bus transportation for student trips with the District's Transportation Services Division. Transportation requests for all student trips must be received a minimum of 15 working days prior to the trip. Please call the Transportation Services Division at (800) 522-8737 for assistance in arranging District transportation for student trips.

To organize a successful field trip:

1. Determine whether the Transportation Services Division can help you schedule and cancel appointments with the field trip site that you are visiting.
2. Complete and submit the field trip application through the online field trip request system or complete and submit the appropriate hardcopy forms.
3. Receive a Trip Confirmation Number

REFERENCE:

BUL-1521.1 Buses for Student Trips and Other School Activities

Public Transit Tokens and Tap Cards

Public Transit TAP cards and tokens from the Metropolitan Transit Authority (MTA), the Gardena Municipal Bus Lines, and the Santa Monica Big Blue Bus Lines are available to qualified students.

Transportation Services Division issues the TAP cards and tokens to designated school staff, who will distribute them to qualified students at the respective schools. For additional information or clarification, please contact the Transportation Services Division Accounting Unit at (213) 580-2912 from 8:00 A.M. to 4:30 P.M.

REFERENCE:

REF-4830.0 Procedures for the Issuance of Public Transit Stamps, Tokens, and Punch Cards

Safe Bus Riding Practices Program

In accordance with Section 39831.5 of the Education Code, all pupils at the elementary and secondary level in the public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedure and passenger safety.

The Transportation Services Division has developed the following “Safe Bus Riding Practices Program” to comply with Education Code requirements.

At least once in each school year, all pupils in Pre-Kindergarten, Kindergarten, and grades first through eighth, inclusive, who receive home-to-school transportation, shall receive safety instruction which includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, proper passenger conduct, bus evacuation, and location of emergency equipment.

Bus evacuation drills will be conducted annually the first ten weeks of the first semester by each school bus driver transporting Pre-Kindergarten through eighth grade students who are part of the home-to-school program. Appropriate adult supervisors are also required to participate. Principals should contact their Area Bus Supervisor or Regional Transportation Manager to schedule this drill, which will last approximately 30 minutes.

- A six-minute video program entitled, “Bus Safety: Safe Riding Practices and Bus Evacuation,” was developed to be shown to all students and assigned adult riders who assist in supervising transported students.
- Prior to the start of all school activity trips, bus drivers are required to review all safety rules, including location of emergency exits, location and use of emergency equipment, and proper student conduct.

- Each year, school principals must complete [Form 78.280](#) to certify that the bus safety video has been shown to all students and that arrangements will be made to conduct bus evacuation drill for pre-kindergarten through eighth grade students who are part of the home-to-school program within the first ten weeks of the first semester.

REFERENCES:

REF-4466.3	Safe Riding Practices Program
BUL-6403.0	Bus Traffic in and Around School Sites
BUL-6276.0	Teacher/Bus Driver Cooperation on the Bus
BUL-2056.0	Guidelines and Responsibilities for Ordering Athletic Buses
BUL-6406.0	Fuel Credit Cards

Link-School Bus Safety Video <http://achieve.lausd.net/Page/1797>

Policy and Procedures

REF-4235.1	Transportation Information for Pre-Kindergarten through Grade Six Students
REF-4147.0	School Site Transportation Plan
REF-1111.0	Metropolitan Transit Authority (MTA) Student Bus Pass Program

Transportation Services Division
 115 North Beaudry Avenue
 Los Angeles, CA 90012
 (800) LA-Buses (800) 522-8737
transportation.branch@lausd.net

XVIII. CHECKLISTS

The following section of this Handbook consists of checklists that are primarily geared to assist new principals in opening and closing schools, but will also serve as helpful reminders to all administrators. Be certain to look at all the checklists contained in this section, because each will assist in providing an effective operational infrastructure for your school.

In this chapter, you will find helpful checklists for the following:

- When Assuming the Leadership of an Elementary or Secondary School
- When Assuming the Leadership of an Early Education Center
- When Opening School: Tasks for the Administrative Leadership Team
- When Opening A New School
- Procedures for Ending a Semester/Track or School Year
- When Establishing a Master Schedule
- School Library and Media Centers
- Device Distribution/Fall Readiness for Device Distribution & Summer Storage of 1:1 Devices (end of year)



WHEN ASSUMING THE LEADERSHIP OF AN ELEMENTARY OR SECONDARY SCHOOL

This checklist should be used in concert with subsequent checklists, depending on the time of year that leadership is assumed.

District Resources

It is imperative that all local and central district resources and supports be used in assuming leadership of a site. New principals should contact the resources below immediately upon receipt of the new assignment, even before visiting the site.

1. Briefing from the Local District Superintendent and Administrator of Operations regarding concerns for the school.
2. Local District calendar and handbook
3. Parent Student Handbook
4. Special Education Policies and Procedures Manual
5. Names, functions, and contact information of key personnel providing services to the school

- Local District Administrator of Operations
- Fiscal Specialist
- Employee Performance and Accountability
- Operations Coordinator
- Maintenance and Operations staff: Complex Project Manager, Area Operation Supervisor
- Parent and Community Engagement Administrator
- Personnel from Police Agencies, including School Police
- Personnel Specialist
- Instructional Support Personnel
- Health and Human Services Support Personnel
 - Nursing
 - PSA
 - Psychologist
- Local District Special Education Coordinator
- Title I personnel/EL/GATE – SAS
- Teacher Credentialing & Support Programs
 - New Teacher Support
 - University Intern Support
 - Provisional Teacher Support
 - BTGDI (formerly BTSA)
 - District Intern
 - PAR

School Site Review

The following tasks are the most important early actions to take upon arrival at the site:

- Request a District audit from the Office of the Inspector General for the Imprest Account and Student Body Account.
- Review Student Body account, budget, and recent financial statements.
- Arrange for bank signature cards through administrative assistant/financial manager.
- Get a list of current matters not yet completed from the outgoing principal.
- Walk the plant and conduct facility safety check alone and with Plant Manager.
- Create an Action Item Calendar.
- Request access to District systems i.e., BTS, Focus Reporting & Dashboards, etc. Please see the ITD section of the Principal's Handbook.

The steps below comprise a complete school review that should be completed as quickly and thoroughly as possible:

1. Administrative staff responsibilities
2. Principal's Online Administrator Certification Form
3. Bell schedules
4. Williams Uniform Complaint Procedures

5. Vital instructional publications, programs, contracts
6. List of certificated and classified personnel
7. Certificated personnel information
 - Matrix
 - Evaluations
 - Vacant positions
 - Sociograms
 - Supplemental pay and coaching stipends
 - Department/grade level chairpersons
 - Coordinators and instructional coaches
 - Mentor teachers/mentee teachers
 - Itinerant personnel
 - Psychologist, psychiatric social worker, speech teacher, nurse, music teacher, librarian, etc.
 - Teachers involved in administrative training programs
 - Concerns, including tardiness, excessive absences, personality conflicts, etc.
 - Identify special assignments for staff that will take them out of the classroom (counselors, college counselor, athletic director, department chairpersons, coordinators, leadership advisor, dean, UTLA rep., etc.).
 - Review credentials of staff. Know what they can and cannot teach. Be familiar with options available from the District to authorize teachers to teach classes for which they have no credential (single-period coaching, special elective, etc.).
 - Secure teacher preferences for courses to be taught and special assignments to be assumed. Issue a Teacher Preference Form each year to gather this information.
 - Identify 1.5 percent allowable non-classroom activity time (see Norm Chart).
 - Review ethnicity of staff as required by OCR and experience as required by Rodriguez.
 - Monitor enrollment/staffing via computer-generated Classification Reports Refer to REF-1819.15, Norm Day and Classification Reports – Instructions and Schedules of Electronic Capture.
 - Monitor NCLB (No Child Left Behind) compliance via NCLB HQT Compliance Report; monitor Williams/misassignments compliance via Assignment Monitoring Report.
8. Classified Personnel information
 - Clerical assignments
 - Custodial, cafeteria assignments
 - Recreation and playground personnel
 - Aides, T.A.s
 - Area Bus Supervisor
9. Testing data and coordinator
10. Attendance data for students
 - Review school attendance plan
 - Review files of students who have attendance problems
 - IEP
 - Medical information
 - Homelessness

- Hold student attendance assemblies
- 11. Child Abuse Reporting procedures
- 12. Student Discipline Rules (Suspension, Expulsion, and Opportunity Transfer)
- 13. Modified Consent Decree (MCD) implementation progress
- 14. Student enrollment procedures, trends and projections, including pre-registration
 - Attendance/attrition rate
 - CAP/PWT students
 - Permits
- 15. Student demographics
 - Leaders
 - Socio-economic/racial/ethnic backgrounds
 - Languages spoken
 - Programs for exceptional students, including GATE, Special Needs, etc.
- 16. Integrated Safe School Plan – including locations of emergency hospitals and law enforcement agencies
- 17. Single Plan for Student Achievement
- 18. School Assistance and Intervention Team/State Audits, NCLB Program Reviews, Coordinated Compliance Review and/or accreditation report(s)
- 19. School equipment and textbook inventory
- 20. Faculty handbook
- 21. School key and alarm system procedures
- 22. Current master program and/or schedule of classes
- 23. School map
 - School boundary map indicating attendance areas
 - Campus map indicating fire alarm boxes and utility cut-offs
 - Hazards in neighborhood, i.e. chemical plants
- 24. List of key parents and community members, including Leadership Council, PTA, Booster Club, Community Adopters, and Partnerships
- 25. Probation and Community Based Organizations
- 26. Crossing Guards
- 27. Plant utilization, including adult school, civic center permits, youth services, child care, children’s centers, etc.
- 28. Last WASC accreditation report
- 29. UTLA contract, meet with UTLA leadership
- 30. Other bargaining unit contracts
- 31. Homework policy
- 32. Marking practices
- 33. Supervision Plan
- 34. Existing or anticipated issues, concerns and projects (e.g. construction projects)
- 35. History of the school and community
 - System for covering classes of absent teachers
 - Schedules for professional development, grade level/department meetings, leadership team
 - Agendas for staff meetings, banked Tuesdays
 - Articulation with feeder schools
- 36. School opening and closing procedures

37. Translation services
38. Calendar of past year and current year, including periodic or recurring events
 - Parent conferences
 - Service and interest clubs
 - Honor organizations
 - Assemblies
 - Athletics
39. Instructions for operation of intercom or public address system

WHEN ASSUMING THE LEADERSHIP OF AN EARLY EDUCATION CENTER

1. In order to maintain center continuity, the following center operations must be completed by the currently assigned administrator prior to the end of the assignment:
 - Complete recertifications which are due prior to the end of the outgoing administrator's assignment
 - Complete enrollment of families needed to bring the center's enrollment to capacity
 - Reconcile all fiscal accounts including student body, Imprest, and P-Card

2. Materials required by the new administrator for the administration of the center:
 - Name of partner center and partner administrator
 - Names of center's fiscal unit staff
 - Procedures for payroll reporting in the absence of the administrator or office manager
 - List of school-age children by grade, room, and track (if applicable)
 - List of school-age children bused to other schools
 - List of preschool children by room
 - List of state preschool children by room
 - List of center staff and assigned hours (e.g., updated staffing profile)
 - List of staff with keys
 - List of staff with special assignments (e.g., Safety, United Way, etc.)
 - List of school staff and telephone numbers

3. Information about Programs at the Early Education Center and Elementary School:
 - Early Education Center Early Literacy Program
 - Early Education Center Special Education Collaborative
 - Elementary School Beyond the Bell After School Program
 - Elementary School Reading Program
 - Elementary School Transitional Kindergarten program
 - Elementary School State Preschool
 - Los Angeles Universal Preschool
 - Other Programs

WHEN OPENING SCHOOL: TASKS FOR THE ADMINISTRATIVE LEADERSHIP TEAM

Knowledge and understanding of the information listed in “*Tips for the Principal When Taking Over a School*” is critical when opening a school site. In addition, there are useful suggestions listed below that will assist in ensuring a smooth and organized school opening. The checklist is organized in priority order so that it reflects immediate actions and long-term actions to help new administrators prioritize the requisite responsibilities. There are some suggestions that are elementary specific, and some that are secondary specific, but most are applicable at all schools. While the list is extensive, it is not meant to be complete. Again, the good judgment of the principal can never be underestimated.

1. Send an opening letter to staff members welcoming them back to school, introducing yourself and apprising them of important information, Pupil Free Day schedule, new staff members, etc.
2. Send a letter to parents welcoming them back to school and apprising them of pertinent information for the opening of school, including registration procedures, emergency information, orientation meetings for new students.
3. Be certain that all staff positions are filled
4. Be certain there are sufficient supplies, instructional materials and textbooks
 - Be familiar with procedures for delivering, requesting and requisitioning supplies, etc.
5. Updated faculty handbook or opening folder for each staff member on policies and procedures:
 - Hours
 - Sign-in cards
 - Absence; leaves of absence
 - Beginning of the year procedures (Opening Bulletin); end of the year procedures (Closing Bulletin)
 - School Map
 - Substitute information folder
 - Instructions for opening day/week attendance recording, including classifications, attendance cards, readmission of students, registers
 - Child Abuse reporting/Sexual Harassment/Bias Motivated incidents
 - Health procedures and Health Office referrals; Blood Borne Pathogen Procedures, etc.
 - Emergency procedures
 - Staff notification of use of pesticides
 - Teacher mailboxes
 - Teacher meetings
 - School security/staff safety
 - Lesson planning
 - Daily or weekly bulletin
 - Field trip requests
 - Use of school telephone
 - Photocopying materials
 - Supply room

- Other policies, procedures that staff should know
- 6. Prepare for device distribution/complete Fall Readiness for Device Distribution

Policies and Procedures for Students:

- School discipline policy/school standards, including procedures for referral
- Student accidents and injuries
- Cafeteria
- After school activities
- Homework policy and resources available, i.e., Homework Help, counseling
- Student use of restrooms
- Other policies, procedures that students should know
- 7. Prepare an information bulletin for parents and guardians.
 - School hours and schedules
 - Lunch and breakfast programs and appropriate forms
 - Youth Services program
 - Safety and emergency procedures
 - Parent/Guardian notification of pesticide use
 - Procedures following absence or tardiness
 - Picking up students during the school day
 - Special programs and school events
 - Itinerant services
 - Volunteer programs and requirements
 - Parent education
 - Parent conferences
 - Parent leadership groups
 - Emergency procedures, including location of request/reunion gates
 - Policy for bicycle riding to and from school/staff, parent, student parking/location of buses
 - Policy for taking books home
 - When and how the Parent Student Handbook will be distributed
 - School dress code/uniform policy
 - Student behavior expectations
 - Homework policy
 - Other policies, procedures that parents should know
- 8. Be sure the office staff has the following procedures/systems in place:
 - Registering and assigning new students to classes
 - Admission and enrollment requirements (original birth certificate, immunization records, verification of address, etc.)
 - Permit policy
 - Health requirements
 - Cumulative Records
 - Attendance tracking
 - Absence procedures
 - Releasing students during school day/emergency card information
 - Emergency cards for students and staff
 - Visitors Policy

- Checking out keys
 - Room equipment inventory
 - Processing of mail
9. Prepare the following schedules:
 - Staff class schedule
 - Breakfast, recess, lunch
 - Bells
 - Playground areas and activities for noon and recess
 - Yard and cafeteria supervision
 - Lining up, dismissal, traffic patterns
 - Inclement weather
 - Use of restrooms
 - Auditorium/MPR
 - Library
 - Computer Lab
 - Minimum and shortened days
 - Youth Services
 - Opening and securing gates and main doors
 - Bus transportation
 10. Opening staff meeting
 - Agenda
 - List of staff members
 - Parent/Student Handbook information listed
 - List of substitutes with telephone numbers
 - Class lists
 - Classroom Behavior Report for “Certain Student Behavior,” if mandated
 - Calendar
 - Emergency cards for employees
 - Schedules (see above)
 - First day of school procedures, including where to meet students, enrollment slips, daily attendance sheets, classification slips
 - Teachers who are scheduled to participate in Stull Evaluation
 - Professional development program
 11. Arrange for volunteers to help with enrollment and directing students to classrooms on first day of school.
 12. Be sure supervision personnel are present first and subsequent days of school.
 13. **Top Priority:** Check enrollment daily until Norm Day.
 - Have any available personnel and volunteers contact parents of students who have not arrived.
 - Assess enrollment and have contingency plan for reorganization if necessary
(*Helpful hint: Compare enrollment figures from classroom teachers to the figures from Physical Education teachers because PE teachers see all students each day.*).
 14. Identify and meet with staff, community, and student leaders.
 15. Become familiar with names of staff members by perusing staff lists, staff pictures, past yearbooks, etc.
 16. Have a plan for new teacher orientation and support.

17. Record dates for meetings you are required to attend as soon as you receive them (do not underestimate the importance of managing your schedule).
18. Take time to be a good listener, to learn the school culture, to absorb the nuances of the school's political climate.

Procedures for Ending a Semester or the School Year

Develop a closing bulletin that addresses the following items, as appropriate. Be sure to distribute to faculty several weeks prior to close of school.

- Collection and return of library books
- Collection and return of textbooks
- Collection and storage of equipment, including computers, etc.
- Collection and storage of small equipment and supplies including audiovisual
- Storage of flag
- Room cleaning and storage of teacher materials
- Collection of keys
- Guidelines and timeline for completion and distribution of Report Card (Any student who has been enrolled for 15 days or more is entitled to receive Report Card.).
- Guidelines and timeline for completion of Cumulative Record Cards.
- Include student retentions and appropriate forms to substantiate.
- Be certain staff is aware that cumulative record comments must **not** be:
- Inaccurate or misleading
- A conclusion or inference outside observer's area of competence
- Based on personal observation of a named person
- Without noted time and place
- In violation of the privacy or other rights of a student
- Update ELD levels.
- Record participation in intervention/intersession/SSTS/IEP meeting.
- End of the year Student Awards to recognize Student Achievement, Attendance, School Service, etc.
- Guidelines for Completion and Collection of attendance cards, registers, roll books, and absence notes.
- MiSiS (Elementary Procedures)
- Run To and From lists.
- Select students who meet the criteria for summer school/inter session and input information into computer.
- Select staff.
- Follow guidelines of summer school bulletins.
- MiSiS (Secondary Procedures).
- Print labels for cumulative record folders and verify that all have entered grades for all students.
- Mail final report cards home.
- Direct students to visit Lost and Found.
- Sign and turn in Time Card.
- Complete Student Store Clearance Form (Secondary Schools).
- Turn in Final Checkout Sheet and/or Roving Checklist for clearance.

- Inform parents and students of starting date for upcoming school year.
- Complete Summer Storage of 1:1 Devices (End of School Year) see below checklist.

DEVICE DISTRIBUTION/FALL READINESS FOR DEVICE DISTRIBUTION (SCHOOL OPENING) & SUMMER STORAGE OF 1:1 DEVICES (END OF SCHOOL YEAR)

Fall Readiness for Device Distribution (School Opening)

This section contains the necessary prerequisites needed to distribute instructional devices, i.e. netbooks, Chromebooks, iPads. Principals must complete the Principal Certification, which consists of several steps as described below. The Principal Certification is a digital sign-off that is kept on file to ensure a successful distribution process.

Prerequisites for Fall Device Distribution

The following steps will guide you as you are working toward digitally signing the Principal Certification:

- Review the Fall Readiness Video Overview: <http://tinyurl.com/DistributionWebinar>.
- Review the Fall Distribution Process: tinyurl.com/DistributionProcess.
- Distribute, collect, and track required parent documents such as the Responsible Use Policy (RUP), Media Release Form, and Parent Acknowledgement Form.
- Teach Digital Citizenship Lessons through Common Sense Education.
- Facilitate staff learnings around student single sign-on retrieval and password reset: tinyurl.com/SSOReset.
- Register to attend the ITI Planning Cohort to refresh the School Instructional Technology Plan at tinyurl.com/ITICohort.
- Complete the Principal Certification: tinyurl.com/DistributionCertification.

Scope of Work

It is within the school staff's scope of work to:

- Move devices from the safe room to a secured location.
- Create labels for new students.
- Plan a distribution plan.
- Sort devices in accordance with the distribution plan.
- Scan devices into Destiny Resource Manager (DRM) during distribution.
- Reconcile and distribute to incoming new students throughout the year.

If additional technical support is required, IT Customer Support Technicians can be requested to assist with technical issues during distribution. Request distribution support at the following link: tinyurl.com/DistributionSupport.

If you have any questions regarding the Fall Readiness Process, please contact the Instructional Technology Initiative at (213) 241-5532. If you have any questions regarding inventory or

technical support, please contact IT Asset Management at ITAssetMgmt@lausd.net or (213) 241-3023.

Summer Storage of 1:1 Devices (End of School Year)

This section serves as a reminder of the necessary prerequisites in order to distribute devices. Principals must complete the Principal Certification, which consists of several steps as described below. The Principal Certification is a digital sign-off that is kept on file to ensure a successful distribution process.

Preparing for Summer Storage

The following steps will guide you in working through the processes and procedures for preparation:

- Watch the Summer Storage Video Overview (tinyurl.com/SSVideoOverview), which outlines the complete process in relation to Summer storage.
- Revise Classroom Toolkit (tinyurl.com/SSClassroomToolkit), which provides a checklist of supplies going to every classroom prior to collection.
- Review Pre Collection Planning Sheet (tinyurl.com/SSPreCollection), which outlines the steps that need to take place in each classroom before collection.
- Review Collection Planning Sheet (tinyurl.com/SSCollectionPlan), which assists in determining the best collection strategy that will support your Fall distribution model.
- Sign Summer Storage (SS) Sign-Off Sheet (tinyurl.com/SSSignOffSheet), which must be completed and emailed to ITAssetMgmt@lausd.net in order to reconcile the physical inventory in the Knaack Box and DRM at the conclusion of your collection.
- Review Summer School Usage Guidelines (tinyurl.com/SummerUsage), which provide information that will help you plan and execute a distribution, usage, and collection plan for the summer school program. To utilize the devices, students must be registered in the resident 1:1 school's MiSiS database.

Scope of Work

To ensure a collaborative summer storage effort, it is important to identify what is within the scope of work for school staff and IT Customer Support technicians. Prior to IT Customer Support technicians being invited to complete summer storage, the following steps are required to be taken by school staff:

- Move devices to the safe room.
- Plan a distribution plan.
- Sort devices according to the Fall distribution plan.
- Scan devices into Destiny Resource Manager (DRM).
- Reconcile, store, and secure devices.

IT Customer Support technicians are responsible for the following:

- Confirming school inventory
- Completing the Sign Off Sheet
- Resetting matriculating student devices for new incoming students

The Instructional Technology Initiative (ITI) and Information Technology Asset Management (ITAM) team crafted the above mentioned set of documents. The information can also be found on their respective websites to guide schools through the process:

If you have any questions regarding the summer storage process, please contact the Instructional Technology Initiative at (213) 241-5532. If you have any questions regarding inventory, please contact Asset Management at ITAssetMgmt@lausd.net or (213) 241-3023.

When Establishing a Master Schedule: Secondary Schools

Step 1: Vision and Culture

- Establish the school's vision, which includes the principal's beliefs about student learning: all students can achieve, high expectations, rigorous college prep curriculum, equity, and access, etc.
- Communicate vision to the school community and secure ownership from all segments, including administrators, teachers, students, counselors, out-of-classroom staff, classified staff, parents, and community.
- Apply vision, through personal leadership, to the culture of the school: course offerings, student schedules, calendar/bell schedules, professional development, school environment, community engagement, etc.

Step 2: Physical Plant

- Become familiar with the site. Walk the plant with knowledgeable staff.
- Identify traditional classrooms (35 - 40 students per class).
- Identify Special Education classrooms.
- Identify rooms used for special activities (Parent Center, College/Career Center, etc.)
- Identify rooms used for activity classes (science, technology labs, music, culinary arts, business, shops, etc.).
- Identify special offices and conference rooms.
- Maintain an accurate record of site capacity. Keep the Office of School Management Services updated on changes in room utilization. This is important for Roadshow projections. (Notify Special Education Office of change in Special Ed rooms/locations.).
- Assign rooms based on need of program and not personal preference of teacher(s).
- Once rooms have been identified, all information must be entered and updated in MiSiS.

Step 3: Staffing

- Use E-Cast to determine estimated enrollment for the school. Question District's projection if it seems inaccurate.
- Keep abreast of changes/pending changes in the community (new housing, closure of a large employer, etc.) that may affect enrollment.
- Review enrollment history of school. (Classification Report – Secondary).
- Review number of positions allocated to school based on estimated enrollment.
- Refer to the appropriate Norm Chart bulletin to verify that staff allotment is

accurate. It may be necessary to refer to two bulletins should the site be a span school or include a magnet school(s). Monitor closely that all positions allowable have been allocated to the school.

- ❑ Identify special out-of-classroom assignments for staff (counselors, college counselor, athletic director, department chairpersons, coordinators, leadership advisor, deans, UTLA rep, etc.).
- ❑ Review credentials of staff. Know what they can and cannot teach. Be familiar with District options that may authorize teachers to teach classes for which they have no credential (single- period coaching, special elective, etc.).
- ❑ Issue a Teacher Preference Form each year to secure teacher preferences for courses to be taught and special assignments to be assumed.
- ❑ Identify 1.5 percent allowable non-classroom activity time (See Norm Chart).
- ❑ Review ethnicity of staff as required by OCR and experience as required by Rodriguez.
- ❑ Monitor enrollment/staffing via computer-generated Classification Report.
- ❑ Monitor ESSA compliance via ESSA Compliance Report; monitor Williams/misassignments compliance via Assignment Monitoring Report.
- ❑ Review Special Education staff assigned to the school. Identify all Special Education programs available to students.
- ❑ Hire conservatively when staffing the school. It is easier and less disruptive to add teachers to a schedule rather than to drop them.
- ❑ Contact the school's Personnel Specialist as needed for assistance.
- ❑ **All students should be programmed before leaving in June.**

Step 4: Construction of the Master Schedule and Timeline

The Assistant Principal, SCS, or an administrator at the school site responsible for the Master Schedule traditionally performs the specific tasks that follow. The principal, however, should be knowledgeable about the process and always be available to discuss concerns, resolve conflicts, and make critical decisions. The primary focus should always be on what is best for students.

To meet the needs of all students, a complete schedule of classes should be in place for every student before summer break.

- ❑ Collect and analyze student outcome data for all subject areas, e.g. math, literacy, social studies, science, by sub-groups, such as students identified as gifted and talented, students with disabilities, and English Learners. Share information with counselors and department chairpersons.
- ❑ December/January/February: Review with department chairpersons the curricular offerings for their respective departments. Talk with magnet coordinator(s) and small learning community leads. The overarching concern must be that schedules will meet all students' needs for graduation requirements, a-g courses, career-related courses, APs, linked learning pathways, etc.
- ❑ December/January: Establish articulation dates with feeder schools.
- ❑ February/March: Prepare list of tentative course offerings from information obtained from the department chairpersons and based on students needs.

- February/March: Prepare student orientation material.
- March/April: Distribute material to students and conduct orientation activities for students and parents.
- Counsel currently enrolled students and prepare course request forms for computer entry.
- Obtain the Scheduler Course Request Summary (course tally).
- Review the Student Request not Scheduled Report and the Scheduler Course Request Summary Report for necessary adjustments.
- Analyze the Scheduler Course Request Summary Report using designated class-size norms to determine number of sections that need to be offered.
- Adjust number of sections needed to the available teaching periods in each department. Confer with principal to determine number of sections, out-of-classroom time, and special staff assignments.
- Prepare material to give to department chairpersons to use in collaboration with their colleagues to assign specific courses to teachers. Review with them concerns about specific assignments. (vision of principal is key here.)
- List of courses with the number of sections.
- List of teachers and the number of periods each is available and designated periods teacher may be assigned if in two departments or in a special assignment part of day (Leadership Advisor, Coach, Athletic Director, etc.).
- Review the Placement/conflict charts by period for ELD, AP, honors, special electives, Humanitas, SLCs, Magnet, etc.
- Identify the number of classes needed by department per period.
- Balance chart indicating total periods needed for all departments.
- Copies of Teacher Preference Sheets for department members.
- Room assignments.
- Give chairpersons deadline for return of information.
- Review department schedules.
- Proper placement of electives and special offerings.
- Balance number of sections.
- Rotation of Conference Periods.
- Number of teacher preparations (should be no more than 2/3).
- Maximum use of teacher talent and expertise.
- Credential requirements.
- Offerings balanced by periods.
- Collate all department schedules.
- Integrate magnet school offerings (if applicable).
- List number of offerings per period to see if students can be accommodated.
- Resolve conflicts (This may necessitate seeing several department chairpersons on an individual basis.).
- Finalize room assignments.
- Load Master Schedule into MiSiS.
- Run MiSiS reports to check for accuracy and conflicts.
- Post matrix by timeline established in Collective Bargaining Agreement.
- Notify teachers of tentative assignments.

- Review Monitoring Reports in the Focus Reporting & Dashboards system to support student and teacher scheduling.

Step 5: Scheduling Students

- March/April/May: Counselors meeting with continuing and new students to establish course requests for the upcoming school year.
- When submitting course requests, consider summer school.
- Summer school/intersession attendance is a factor considered.
- April/May/June: Counselors prepare course request sheets for computer. Student course request are reviewed for possible conflicts/overloads.
- Final report cards are reviewed and summer school/intersession attendance checked to identify any possible changes needed in student schedules.
- All students should be programmed prior to leaving in June.
- Trial run of schedule repeated several times to maximize (mid/upper 90%) scheduling of students.
- Final schedules run just prior to opening of a semester.
- Review Monitoring Reports in the Focus Reporting & Dashboards system to support student and teacher scheduling.

Step 6: Adjusting Schedule After School Opens

- Complete adjustments to the schedule, whether adding or deleting, during the first two weeks of a semester or track. Delaying severely impacts the instruction program for some students.
- Discuss planned changes with the principal. Students' needs should be a priority in all decisions.
- Communicate clearly and in person, if possible, with department chairpersons/coordinators and teachers when changes need to be made. Explain why changes need to be made.
- Establish a procedure, working with the counselor, to cause the least amount of confusion when numerous changes need to be made.
- Help students feel as comfortable as possible with changes, even though most do not want to make the changes being proposed.
- Review by one person (APSCS or administrator responsible for schedule) of needed changes is best. He/she should map out specifically what is to be done.
- Communicate with school staff what is being done. Better communication means fewer problems should arise. Always be prepared for student complaints and parent calls.
- Review Monitoring Reports in the Focus Reporting & Dashboards system to support student and teacher scheduling.

Miscellaneous Items

- Student needs should be the primary factor impacting a school's schedule.
- Keep principal fully informed throughout the schedule development process.
- Keep department chairpersons involved throughout the preparation process. Always include them when any changes are needed.
- Engage counseling staff during preparation of schedule. APSCS should meet

- regularly (weekly if possible) with counselors to elicit their input and support.
- ❑ Become familiar with the UTLA contract, particularly in the following areas:
 - Matrix
 - Teacher Preparations
 - Equal access to academic programs including electives
 - Permanent/Non-permanent teachers
 - First-year teachers - traveling
 - Verify that teachers are teaching in their credentialed field(s).
 - Assign traveling teachers a block of time in each room used. If possible, the travel should occur before or after a nutrition or lunch period.
 - Distribute conference periods across the periods, within departments/programs and school wide.
 - Student schedules should reflect a strong, academic program that is a thoughtful progression of courses from one grade level to the next.

School Library and Media Centers

An excellent school library media center impacts student achievement, fosters reading, supports information literacy, and nurtures lifelong learning. The following District bulletins, reference guides, and memoranda provide guidance related to school library media centers. For further information, please contact Integrated Library & Textbook Support Services at (213) 241-2733.

REFERENCES:

BUL-6040.2	Library Staffing – Student Access Clarification
BUL-4399	District Standards for School Library Media Centers
REF-5886.1	Student Enrollment in Service Courses
MEM-5564.6	Off-Campus Library Privileges for Advanced Placement (AP) Students
BUL-2509.2	Remittance of Library Fines & Reimbursement for Lost/Damaged Library Books
BUL-5509.2	Restitution Procedures for the Loss or Damage of School Property
BUL-5770.1	Donation, Sale, and Recycling of Obsolete and/or Damaged Textbooks, Library Books and Instructional Material
BUL-6222.0	Criteria for Acceptance of Library Book Donations
BUL-5208.1	Procedures for Reviewing Challenged Materials
BUL-5209.1	Criteria for Evaluating Instructional Materials
BUL-5210.1	Guidelines for the Use of Audiovisual Materials Not Owned, Broadcast, or Recommended by the District
BUL-716.1	Compliance with the 1976 United States Copyright Law
CDE 9/2010	California Model School Library Standards

Principal's Responsibilities Regarding Textbooks at the School Site

INVENTORY MANAGEMENT	
Designate one administrator and one office technician to manage textbook room.	BUL-5773
Maintain a secure textbook room by limiting access to only the designated staff.	BUL-5510
Maintain an organized textbook room.	BUL-5510 BUL-5773
Distribute books directly to the students beginning the first day of instruction. Use <u>Destiny</u> textbook management system if installed.	BUL-5509.2 BUL-5773
Notify students and parents/guardians upon enrollment or at the beginning of the school year of the District's and school's policies regarding the parents'/guardians' financial responsibility for school property that is not returned or where the student causes damage to school property.	BUL-5509.2 BUL-5510
Implement a restitution process in which students are afforded the opportunity to return/replace missing property, pay for lost or damaged property or participate in a voluntary work program in lieu of payment.	BUL-5509.2
Remove obsolete and damaged books and send them to the warehouse.	BUL-5510 BUL-5770.1 BUL-5772.2 BUL-5773
Send surplus materials to the warehouse in December.	BUL-5773
Conduct an annual inventory by January 30 th each year.	BUL-5510 BUL-5772.2
Return textbooks to storage room at the end of the semester or school year.	BUL-5510

ORDERING	
Compare inventory with projected enrollment to target textbook purchases for the upcoming year.	BUL-5772.2
Meet with Local District personnel to review current inventory, projected enrollment, and master schedules to ensure textbooks and instructional materials are ordered, to the extent practicable, before the school year.	BUL-5772.2 BUL-5773
Compare existing inventory to the projected enrollment in defined subject area at each grade level to identify possible insufficiencies two weeks prior to opening a semester.	BUL-5772.2
Review inventory information with Local District personnel to ensure sufficiency and identify possible insufficiencies two weeks prior to opening a semester.	BUL-5772.2
Process all incoming books by applying barcodes and entering data into <u>Destiny</u> .	BUL-5510
Distribute Teacher certification forms on the first day of instruction.	REF-6086 REF-6087

<p>Review all teacher Certification forms and resolve any insufficiencies by:</p> <ul style="list-style-type: none"> ○ Searching in Destiny ○ Contacting your Local District 	BUL-5772.2
<p>Submit Teacher and Principal certifications to Local District by Thursday, third week of instruction. Maintain copies for school records. All forms should indicate sufficient and be on the current year's form (forms change annually).</p>	REF-6086 REF-6087
<p>Conduct internal textbook and instructional materials audit at least twice a year.</p>	BUL-5772.2