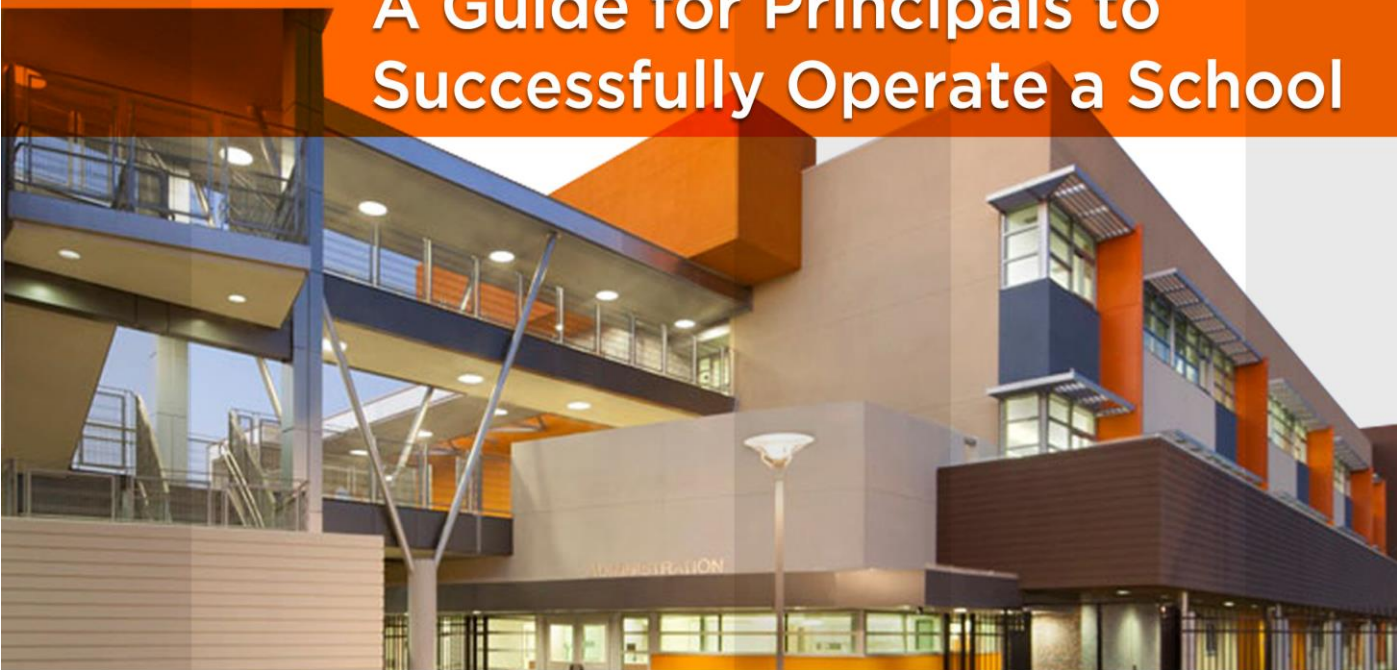# 2017

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of District Operations

PRINCIPAL'S HANDBOOK

A Guide for Principals to Successfully Operate a School

August 15, 2017

Dear Principals,

As we embark upon another successful school year, I would like to take this opportunity to thank each of you for everything that you will do on behalf of the students, families and communities in our awesome school district. I have personally witnessed the excellence that exists in our principals. Undoubtedly, you are ***true heroes*** who possess an unwavering commitment to ensuring the success of every student.

We are ***Reaching New Heights*** *in L.A. Unified,* and I commend you for your stellar leadership and for setting the vision for your entire school community. Please enjoy this helpful resource guide as we continue our great work together.

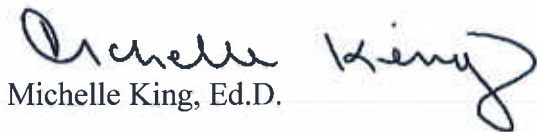Have an outstanding school year!

Your Superintendent,

Michelle King, Ed.D.

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I. DISTRICT OVERVIEW

LAUSD VISION

Every LAUSD student will receive an education in a safe, caring environment and, every student will be college-prepared and career-ready.
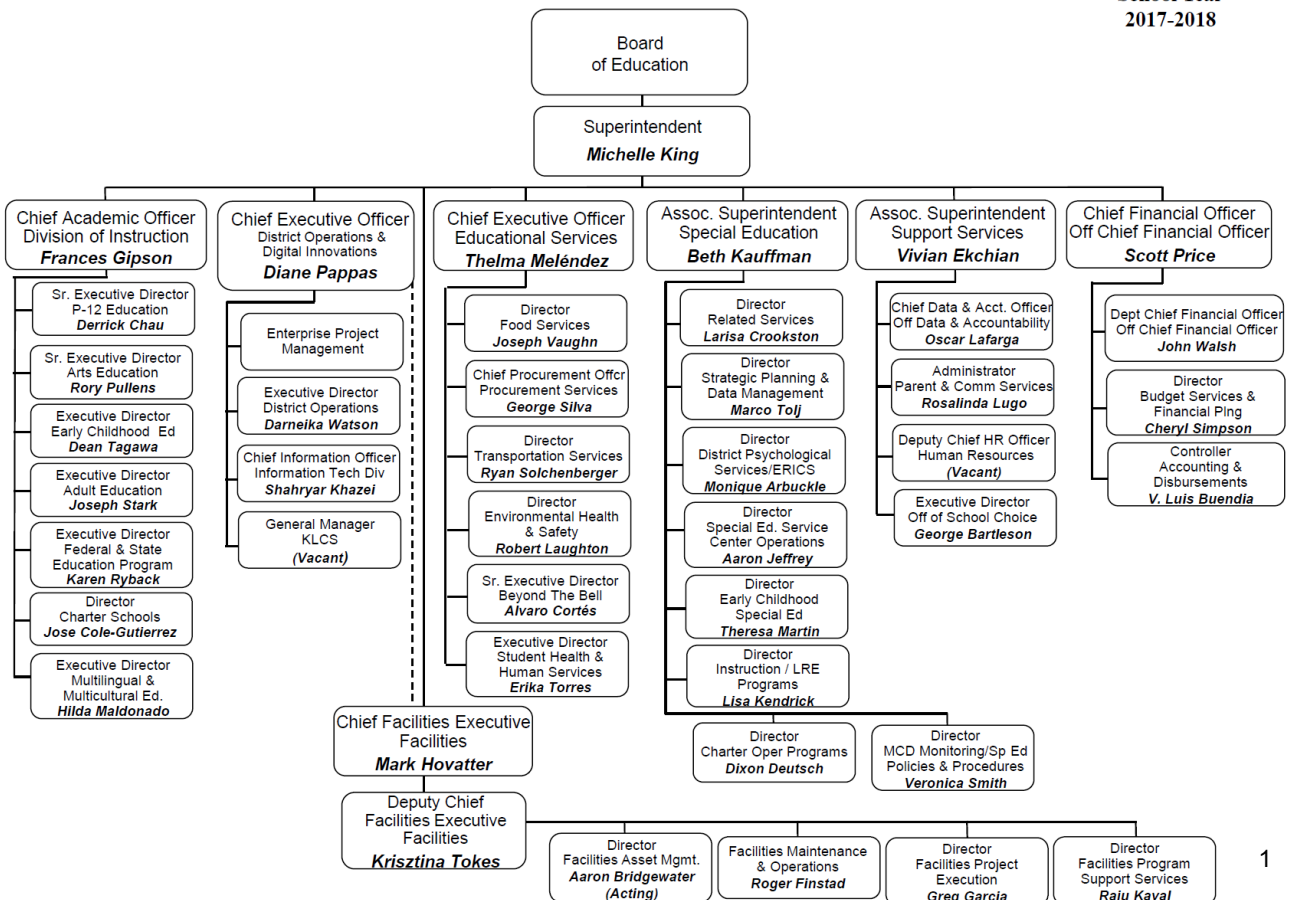
LAUSD MISSION

LAUSD will provide high-quality instruction and a coherent and rigorous curriculum in every classroom to facilitate student learning and achievement.
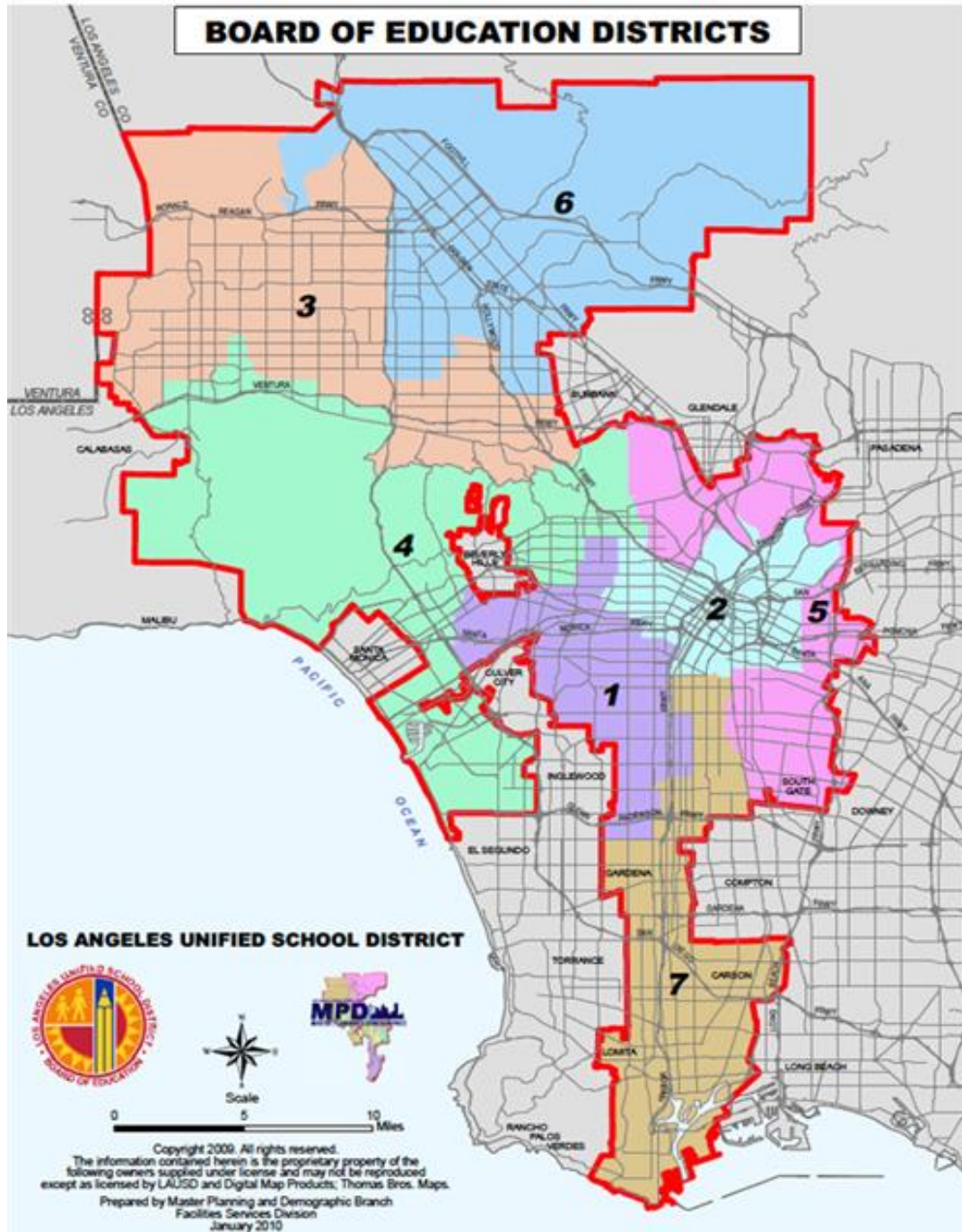
CONDENSED VERSION

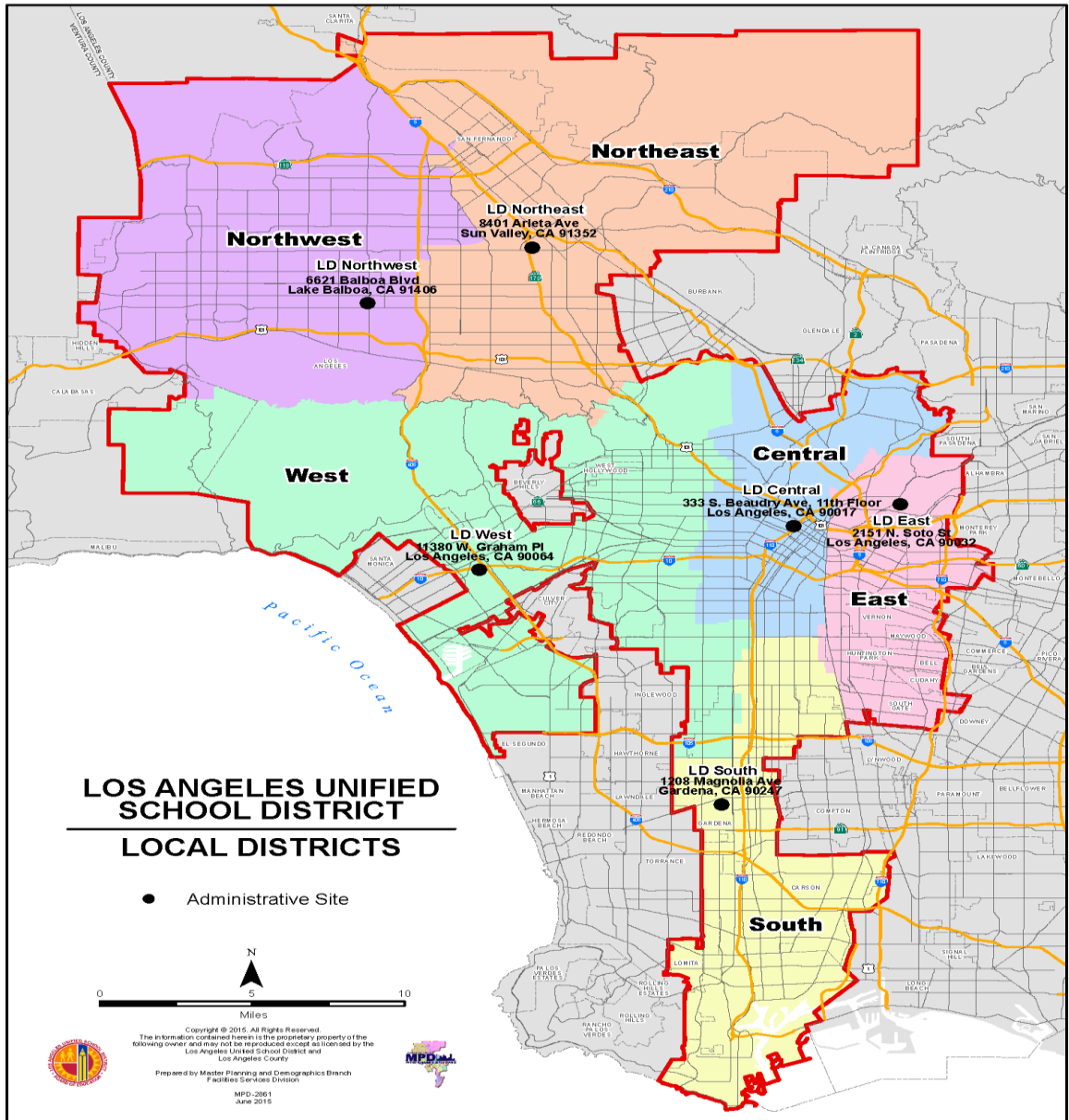### LAUSD Organization Chart – Effective July 1, 2017

School Year 2017-2018

Board of Education

Superintendent
Michelle King

Chief Academic Officer
Division of Instruction
Frances Gipson
- Sr. Executive Director P-12 Education **Derrick Chau**
- Sr. Executive Director Arts Education **Rory Pullens**
- Executive Director Early Childhood Ed **Dean Tagawa**
- Executive Director Adult Education **Joseph Stark**
- Executive Director Federal & State Education Program **Karen Ryback**
- Director Charter Schools **Jose Cole-Gutierrez**
- Executive Director Multilingual & Multicultural Ed. **Hilda Maldonado**

Chief Executive Officer
District Operations & Digital Innovations
Diane Pappas
- Enterprise Project Management
- Executive Director District Operations **Darneika Watson**
- Chief Information Officer Information Tech Div **Shahryar Khazei**
- General Manager KLCS **(Vacant)**

Chief Executive Officer
Educational Services
Thelma Meléndez
- Director Food Services **Joseph Vaughn**
- Chief Procurement Offcr Procurement Services **George Silva**
- Director Transportation Services **Ryan Solchenberger**
- Director Environmental Health & Safety **Robert Laughton**
- Sr. Executive Director Beyond The Bell **Alvaro Cortés**
- Executive Director Student Health & Human Services **Erika Torres**

Assoc. Superintendent
Special Education
Beth Kauffman
- Director Related Services **Larisa Crookston**
- Director Strategic Planning & Data Management **Marco Tolj**
- Director District Psychological Services/ERICS **Monique Arbuckle**
- Director Special Ed. Service Center Operations **Aaron Jeffrey**
- Director Early Childhood Special Ed **Theresa Martin**
- Director Instruction / LRE Programs **Lisa Kendrick**
- Director Charter Oper Programs **Dixon Deutsch**
- Director MCD Monitoring/Sp Ed Policies & Procedures **Veronica Smith**

Assoc. Superintendent
Support Services
Vivian Ekchian
- Chief Data & Acct. Officer Off Data & Accountability **Oscar Lafarga**
- Administrator Parent & Comm Services **Rosalinda Lugo**
- Deputy Chief HR Officer Human Resources **(Vacant)**
- Executive Director Off of School Choice **George Bartleson**

Chief Financial Officer
Off Chief Financial Officer
Scott Price
- Dept Chief Financial Officer Off Chief Financial Officer **John Walsh**
- Director Budget Services & Financial Plng **Cheryl Simpson**
- Controller Accounting & Disbursements **V. Luis Buendia**

Chief Facilities Executive
Facilities
Mark Hovatter

Deputy Chief Facilities Executive Facilities
Krisztina Tokes
- Director Facilities Asset Mgmt. **Aaron Bridgewater (Acting)**
- Facilities Maintenance & Operations **Roger Finstad**
- Director Facilities Project Execution **Greg Garcia**
- Director Facilities Program Support Services **Raju Kaval**

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LAUSD MAP BY BOARD DISTRICTS

BOARD OF EDUCATION DISTRICTS

LOS ANGELES UNIFIED SCHOOL DISTRICT

LAUSD MAP BY LOCAL DISTRICT

Los Angeles Unified School District Local Districts map showing:

- **Northwest** — LD Northwest, 6621 Balboa Blvd, Lake Balboa, CA 91406
- **Northeast** — LD Northeast, 8401 Arleta Ave, Sun Valley, CA 91352
- **West** — LD West, 11380 W. Graham Pl, Los Angeles, CA 90064
- **Central** — LD Central, 333 S. Beaudry Ave, 11th Floor, Los Angeles, CA 90017
- **East** — LD East, 2151 N. Soto St, Los Angeles, CA 90032
- **South** — LD South, 1208 Magnolia Ave, Gardena, CA 90247

LOS ANGELES UNIFIED SCHOOL DISTRICT

LOCAL DISTRICTS

● Administrative Site

N

0   5   10
Miles

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 CORE Waiver, 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 program, 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.

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 support and assistance to schools and offices.
- Reduce the problem and 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://sopsincidents.lausd.net.

REFERENCE:
BUL-5269.2   Incident System Tracking Accountability Report

INTEGRATED SAFE SCHOOL PLAN

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 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."

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.

Emergency Drills and Procedure

School principals should be familiar with Reference Guide REF-5803.3, 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

DRILL TYPE	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	SR. HIGH SCHOOLS & ADULT SCHOOLS
Fire	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per semester, including summer school.
Earthquake (Drop/ Cover/Hold On)	Each month and summer school.	Each month and summer school.	Each month and summer school.
Take Cover or "Drop"	Review once per semester, including summer school.	Review once per semester, including summer school.	Review once per semester, including summer school.
Lock Down/ Shelter-in-Place	Review once per semester, including summer school.	Review once per semester, including summer school.	Review once per semester, including summer school.

Visitors Guidelines

LAUSD 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.

IV. ENVIRONMENTAL HEALTH AND SAFETY

<u>**Reducing Workplace Injuries**</u>

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.

<u>**Workers' Compensation Procedures and Reporting**</u>

Work related injuries and illnesses must be reported to the District's workers' compensation claims administrator, Sedgwick Claims Management Services.

If emergency medical attention is required, immediately call 911 or the local emergency medical services provider.

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 http://notebook.lausd.net/portal/page?_pageid=33,141866&_dad=ptl&_schema=PTL_EP.

<u>**Posting Requirements**</u>

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) 241-3138.

<u>**Hazardous Waste Disposal**</u>

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
https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/135/safety%20alert/SA_05-11-Hazardous_Waste_Universal_Waste_2-3-16.pdf

Lead in Drinking Water

In 1988 and 1999, OEHS conducted studies of lead in drinking water. Both studies concluded that daily flushing of drinking fountains for 30 seconds would reduce lead concentrations below the Environmental Protection Agency's (EPA) recommended guidelines. To implement these recommendations, the District developed Reference Guide REF-3930.6, Daily Flushing Requirements for Non-Refrigerated Drinking Fountains.

In 2009, the District completed a comprehensive study by sampling all drinking water sources at all District sites. If the results were above the EPA's action level of 15 parts per billion after flushing for 30 seconds, the fixture was shut off until corrective actions have been implemented. All site adminstrators are required to certify monthly that daily flushing of drinking sources is completed in the Principal's Portal.

In 2016 and 2017, the District initiated a water conservation program and began exempting schools from the daily flushing requirement based on the laboratory results. To view a current list of schools that have been exempted, please refer to https://achieve.lausd.net/Page/3956.

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 15-member IPM 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 Air Quality Management District (AQMD) at 1-800-288-7664 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*. This information

can be found 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 Project Manager and OEHS at 213-241-3199. Additional information can be found at www.lausd-oehs.org/safetyalerts.asp.

Recycling and Waste Management Program

LAUSD contracts with Republic Services to enhance recycling practices, while minimizing landfill waste on a District-wide basis. Here is the list of services available:
- **Additional** recycle metal bins; 64 gallon residential recycle carts; classroom recycle baskets
- **Additional pickup requests** due to unexpected waste/recycle overflow or missed pickups.
- **Recycling training, incentives, and events** by recycling trainers who will visit your school
- **Cleaning or exchange** of faulty metal bins or residential carts
- **Site cleanup** due to spills caused by the vendor

For these services or for any questions you may have, please contact the LAUSD Waste Management Hotline at (213) 241-3955, or 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 communi- cation may be used to accomplish this. General information about asbestos related issues may be directed to the Asbestos 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.

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 Angie Paredes at the Civic Center
Permit Office at (213) 241-6900 or by e-mail at angie.paredes@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., Suite B2-216
> 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) 241-1673.

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, 23rd 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
    Contact person – Jenneice Johnson
    Phone 213-241-6127 Fax (213) 241-6784
    Email jenneice.johnson@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
    Los Angeles, CA 90028

Phone (213) 977-8600
Contact: Josh Elwell Email jelwell@filmla.com
Adriana Ruacho Email aruacho@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
    Contact person: Isela Lopez
    Phone (213) 241-6461 • Email isela.lopez@lausd.net

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) 241-1673.

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

Proposition 39

BUL-5532   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 person – Prop. 39 Program Coordinator
(213) 241-5130 or (213) 241-0399
E-mail: 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.**

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 meal program of the District and provides accessibility to nutritious meals to all LAUSD students to achieve educational excellence. We provide approximately 750,000 student meals a day! The vast majority of the students in the District receive free or reduced cost meals (79%).

The Division utilizes and operates school cafeterias and/or Central Kitchens to provide meals at over 694 schools, 86 child and adult care centers. For those schools who do not have cooking facilities, meals are prepared at the Newman Nutrition Center, a kitchen second only in size on the west coast to the Navy. The Newman Nutrition Center prepares 100,000 meals every day and distributes them to 157 school sites.

It is the responsibility of the Division to assure that the meals are served in a manner that is conducive to the student but also stays within the rules and regulations of the California Department of Education and the United States Department of Agriculture (USDA). Our 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 Provision 2 & CEP
- 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

<u>Meal Application</u>

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 based on the Federal Income Eligibility Guidelines scale.

<u>Who has to fill out an application?</u>
Students who wish to qualify for free or reduced price meals must fill out a current meal application. It is preferred that students fill out the meal application as soon as possible, within the first month of a new school year. However, meal applications are accepted all year.

There are two exceptions to this rule:
1. 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.

2. Provision 2 – Students attending Provision 2 schools may not have to fill out applications. This is a special program where the school has been approved to allow all students to eat at no charge. Provision 2 students are not mailed an application except during Base Year (one out of every four years, for LAUSD the Base Year was 2015-16).

3. Community Eligibility Provision (CEP) – Community Eligibility is the newest option provided by the USDA. Schools with high percentages of Direct Certified students qualify for community feeding. CEP eligible sites provide meals to all students at no cost.

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. Households can use the paper application mailed to them, or 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 it in the enclosed pre-paid, self-addressed return envelope which is provided in the meal application packet.

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.

Provision 2

A school participating in Provision 2 must serve National School Lunch Program (NSLP) and/ or School Breakfast Program (SBP) meals to all participating children at no charge for up to four consecutive years. In return, Provision 2 offers schools a reduction in some administrative burdens associated with the distribution of free and reduced price meal applications and the determination of household eligibility. Households experience a reduction in burden since they are not required to complete the meal application or pay for meals.

Provision 2 operates on a four-year cycle. During the first year, known as the base year of Provision 2, there is no change in traditional procedures. The Food Services Division distributes free and reduced price meal applications and makes eligibility determinations for participating children. However, regardless of the children's free, reduced price or paid eligibility category, all children are served meals at no charge.

During years 2, 3, and 4 of the cycle, the school makes no new eligibility determinations and continues to serve all children meals at no charge (this would continue to be the case as long as the school operates under the Provision) and meal applications are not required.

Are there special criteria that a school or school food authority must meet to participate in Provision 2 and begin a base year?

Yes. You must have approval from the Food Services Division. You must also meet the minimum threshold of 80% free eligibility with a combined total of no less than 85% free and reduced price eligibility criteria.

What must we do in the base year?

During the first year in the program cycle (referred to as the base year), meal eligibility for each student must be determined. To remain on the Provision 2 program, your percentages must maintain the above criteria by October 31st of the school year. If the criteria are not achieved by this time, the

Provision 2 status will be discontinued and your school will return to pricing the following school year.

It is critical that each needy student be certified for free or reduced price meal benefits during the base year in order to maximize participation and income. As an example, a needy student who does not return a complete meal application will be categorized as full price and affects the Free/Reduced price percentages at your school.

What happens after the base year?
If the criteria are met and all records are kept accurately, you will move on to the next three year cycle. During the subsequent three years in the program, students will participate in the program at no charge and the Free/Reduced -price eligibility established in the base year is continuous for the next three years.

Can we collect meal applications in non-base years so that households do not get out of the habit of completing applications or for other program reasons?
No. If you distribute meal applications in a non-base year, you must use the information provided by families to develop claiming percentages (by conducting an entire new base year), or return to standard counting and claiming procedures.

What are my options at the end of a 4-year cycle?
In general, at the end of each four-year cycle, schools on Provision 2 must choose to do one of the following:
- Revert to standard meal counting and claiming procedures
- Apply to the Division for an extension of Provision 2

If you need more information or would like to request to be considered for the Provision 2 program, please contact Patricia Millender, Senior Meal Compliance Audit Clerk at (213) 241-3185.

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. As of 2017, BIC has rolled out in over 630 schools, increasing breakfast participation to over 80%!

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.

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 use to send to parents regarding our current Food Services policies. The **Principal's Resource Page** can be found at http://achieve.lausd.net/Page/1072.

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)				
L D	**NAME**	**Office #**	**Email Address**	**Cell #**
N O R T H	Lynn Abrera	213-241-2973	lynn.abrera@lausd.net	213- 503-5855
	June Gaumond	213-241-3013	june.gaumond@lausd.net	213- 923-9626
	Jeanette Valdez	213-241-0818	jeanette.valdez@lausd.net	213- 503-8137
	Javier Gutierrez	213-241-3031	jxg8390@lausd.net	213- 503-5854
	Sheilah Hernandez	213-241-1053	sheilah.hernandez@lausd.net	213- 923-9615
	Jason Horowitz	213-241-1246	jason.horowitz@lausd.net	213- 503-2517
	Angela Nicholas	Available via cell	angela.nicholas@lausd.net	213- 503-5864
S O U T H	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
	Christina Suaverdez	213-241-1539	christina.suaverdez@lausd.net	213- 503-7477
E A S T	Margie De Glorie	213-241-3030	margie.deglorie@lausd.net	213- 923-9621
	Jerry Goay	213-241-3086	jerry.goay@lausd.net	213- 923-9616
	Stephanie Ou	213-241-2976	stephanie.ou@lausd.net	213- 923-9655
	Camille Saikaly	213-241-2984	camille.saikaly@lausd.net	213- 503-4863
W E S T	Jonathan Butts	213-241-2978	jdb4694@lausd.net	213- 503-6795
	Byan, Steven	213-241-3047	steven.byan@lausd.net	213- 703-6446
	Brian Glick	213-241-2647	brian.glick@lausd.net	213- 923-9973
	Sheri Ramos	213-241-3043	sbr3693@lausd.net	213- 703-6361
C E N T R A L	Tumara Grijalva	213-241-3032	txs1472@lausd.net	213- 503-2499
	Andrea Hess-Finger	Available via cell	andi.ramcke@lausd.net	213- 923-9979
	Maribel Maloles	213-241-1547	mpv7941@lausd.net	213- 503-6764
	Yvetta Moore	Available via cell	ymm4599@lausd.net	213- 703-6419

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

Regional Food Services Managers				
LD	**Name**	**Office**	**Email Address**	**Cell**
E	Florence Simpson	213-241-3871	florence.simpson@lausd.net	213- 923-9634
NW	Manish Singh	213-241-2983	manish.singh@lausd.net	213- 923-9633
C	Dr. Mohammad Shaheen	213-241-1729	mohammad.shaheen@lausd.net	213 -923-9632
S	Monica Dudley-Kimble	213-241-5320	monica.dudley@lausd.net	213- 703-6451
W	Julie Lee	213-241-1208	julie.lee@lausd.net	213-503-2516
NE	Kent Li	213-241-3051	Chienhsin.li@lausd.net	213- 923-9646

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

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.

REFERENCE:
REF-1657.3   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.

Theft Tracking and Recovery

Whenever there is suspicion that a computer is missing, immediately contact School Police. Also, contact
the IT HelpDesk and report the missing equipment to initiate a tracking process. Most mobile computing
devices (and some desktops) can be tracked and recovered. The most expeditious way to do this is to open a
service ticket online at http://helpdesk.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 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 sub-administrators can get this information via

https://mylogin.lausd.net for the entire school. E-mail sub-administrators 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/aup.

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-6749.0   Principal's Portal Certification Parent Involvement

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.

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. The SAP Security Access Form can be found on the Business Applications Supporting Education homepage at http://achieve.lausd.net/base.

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, 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.

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

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 methods rather than citation and arrest-driven enforcement methods. This practice is also remains consistent with the District's Discipline Foundation Policy and the recommendations 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.

Step 1 – Evaluate the situation:
- Can the incident be handled through practices identified within the District's Discipline Foundation Policy?

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[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'.

- 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 procedure is outlined in LASPD Notice 14-002, and refers to a referral to a FamilySource 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 LASPD Notice 14-002 for additional guidance. 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	Consequences (for students ages 13-17)	Education Code Section /MiSiS Code (MC)
Possession of tobacco and/or tobacco paraphernalia	308(b) P.C.	Administrative Referral unless directed otherwise by supervisor	Possessed or used tobacco E.C. 48900(h); 48915(e) /MC-3.6
Theft of property 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) /MC-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) MC- Not Applicable
** Possession of marijuana less than 1 ounce, 1st offense (only if not found smoking)	11357(b) H&S 11357(e) H&S	Administrative Referral or Diversion Referral if repeat offender	Marijuana possession for 1st offense of < 1oz. E.C 48900(c); 48915(b) /MC-3.2
Fighting /Challenging to Fight	415(1) P.C. 415.5 P.C.	Administrative Referral or Diversion Referral if repeat offender	Threatened to cause/Attempted to cause/Caused physical injury to another person. E.C.48900(a)(1); 48915(b) /MC-3.1 a,b,c
Minor in possession of alcohol- 1st offense	25662(a) B&P	Administrative Referral or Diversion Referral if repeat offender	Alcohol possession E.C. 48900(c); 48915(e) /MC-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 if repeat offender	Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) /MC-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)(1); 48915(b) /MC 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.

PARENT AND COMMUNITY SERVICES

The Office of Parent and Community Services
(PCS) supports each school's efforts to implement
effective family engagement plans that value
partnerships with parents for the benefit of
children's learning and achievement. Research
indicates that students experience higher levels of
academic achievement when their parents are involved in their education.

This effort is supported through the Parent and Community Engagement (PACE) teams
which are located within each Local District. Each team is comprised of an administrator and
four parent educator coaches who are knowledgeable about the research and promising
practices in the field of parental engagement and who possess expertise in working with
families. The teams have a strategic focus on strengthening the schools' capacity to implement
programs and activities to achieve the following **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.

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:
- Developing an effective Parent/Family Center.
- Training parents regarding the District's core instructional initiatives.
- Developing and supporting an effective volunteer program.
- Providing support for development of Family Action Teams.
- Providing support for the formation of an effective School Site Council and Committees.
- Delivering training on the EL Master Plan Parent Academy.
- Providing toolkits for the five school goals for parent engagement.

The PCS office has numerous training materials for parents and staff focused on parent
engagement and support. 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) 241-0100

REFERENCES:

BUL-6336.0	District Title I Parent Involvement Policy
BUL-6745.0	Guidelines for the Required English Learner Advisory Committees and School Site Councils
BUL-6746.0	Establishing and Administering School/Office Volunteer Programs
BUL-6747.0	Purchase of Refreshments/Meals For School and District Advisory Committees
BUL-6748.0	Parent Conference Attendance
REF-6749.0	Principal's Portal Certification for Local Control and Accountability Plan and Title I Parent Involvement Requirements
MEM-6750.1	Notification of Federal Title I Parent Involvement Mandates

COMMUNITY PARTNERSHIPS

LAUSD Partnership Guidelines

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 best education of students.
- Is not an endorsement of any business or product.

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, does make 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]

Defining Sponsorships and Defining Advertising

Sponsorship is when an organization, it may be a business, a community based organization, a higher education institution or even a trade group, responds to your request for support of a program, project or event. This support could come in the form of funds, or resources including donated food and materials. A school will then express their appreciation *in recognition of* the sponsor, not *in exchange for* their support. Sponsorship is more akin to a gift than to a purchase of services.

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. (See *Sponsor Recognition Guidelines*.)

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 raise money. Businesses that approach schools for advertising opportunities have done their research; they know the value of associating 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 redirecting them to an activity that is more appropriate than advertising and more meaningful 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.

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 led 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 School District 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 premises, educational programs, name, logo and communications. Partners shall not utilize LAUSD in the advertising or promotion of any specific product or service.

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 her designee.

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 business benefit from the promotion of their business, increased sales and endorsement 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. Kim knows there is an elementary school down the street. Mr. Kim 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 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 of toys). Maybe it makes more sense if you 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?

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.

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.

Reporting a Vacancy

Call the school's Personnel Specialist as soon as you are aware that a vacancy will occur.

Receiving Referrals

To actively search for qualified candidates, please call your Personnel Specialist to receive a current list of eligible applicants and their contact information. Please provide your Personnel Specialist with the name of a school contact person who will receive calls from teacher candidates, collect resumes, and schedule interviews.

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 an individual who has not yet applied to the District, refer the person to the HR website at http://achieve.lausd.net/hr where he/she will complete and submit the application for employment. Notify your school's Personnel Specialist who will guide the teacher through the employment process.

Requesting Substitutes

All requests for substitute teachers must be submitted through the SubFinder system. Schools may prearrange substitutes through the SubFinder 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, pre-arrange your request by calling the SubFinder System at (877)528-7378 or logging onto Web-based SubFinder at https://subfinder.lausd.net/. When making a request for multiple substitutes, contact the Substitute Unit at (213)241-6151 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.

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 you 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. For administrative units at non-school sites, the immediate administrator is responsible for evaluating certificated employees serving at or assigned to that site.

One of the most important District goals is to have an effective teacher in every classroom every day. The principal is key to the successful evaluation of certificated teachers and staff, and is pivotal to achieving this goal.

Please visit the following web addresses to access the online evaluation portals for documents and resources to complete the 2017-18 evaluation cycle:

1. For K-12 classroom teachers, Early Education teachers, special education day class and resource teachers-MyPGS: https://lausd.truenorthlogic.com/U/P/Channel/-/Guest/Login
2. For all other certificated employee evaluations – CPES: https://stulls.lausd.net/stulls

REFERENCE:
BUL-5335.5   Performance Evaluation for UTLA Bargaining Unit Personnel for detailed information regarding evaluations.

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
For questions and additional information please contact shelley.williams@lausd.net or (213) 241-5100 ext. 29072 .
- Offers initial advisement and support for all first year teachers until they are in a support program.
- Provides ongoing advisement, support and professional development for new teachers.
- Provides mentor support for new teachers not in a program.
- Coordinates 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).
  - o Upon completion: Recommendation for a California Preliminary Teaching Credential
  - o Three Options: Education Specialist (MMD, MSD); Single Subject; Multiple Subject
- Clear Education Specialist Induction Program (2 year programs).
  - o Upon Completion: Recommendation of a California Clear Teaching Credential
  - o Education Specialists (MMD, MSD, ECSE, DHH, VI)
- Early Childhood Added Authorization (1 year program).
  - o Authorize teaching in Early Childhood Special Ed to add on to an existing Education Specialist Credential
- Autism Spectrum Disorders Added Authorization (6 month program).
  - o 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.
  - o Upon completion: Recommendation of a California Preliminary Teaching Credential
- LAUSD University Intern Support Program.
  - o Advisement, Support , Professional Development and Mentor Teacher Support
  - o 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.

- o Supports general education teachers with preliminary Multiple Subject or Single Subject credentials
- o Individualized, ongoing support through a full release mentor model to accelerate teacher practice

Peer Assistance and Review (PAR)
For questions and additional information please contact susan.masero@lausd.net or (213) 241-5501; website: http://achieve.lausd.net/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 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.

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. A special form (SE-64) will need to be submitted to your support unit. Please contact the appropriate Special Education Service Centers:

SESC-East	SESC-North	SESC-South
2151 North Soto Street	6505 Zelzah Avenue	1208 Magnolia Avenue
Los Angeles, CA 90032	Reseda, CA 91335	Gardena, CA. 90247
(323) 224-3300	(818) 654-5000	(310) 354-3431

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 (CES) at the telephone numbers listed below to obtain an eligibility and/or transfer list to begin interviewing:

UNIT	LD NORTHEAST/ WEST	LD SOUTH	LD EAST & CENTRAL	LD WEST	SPECIAL ED DIV.	FOOD SERVICES DIV.
Customer Service Contact	Lupita Zapata (213) 241-6351	Marina Monico (213) 241-6335	Liz Martinez-Romero (213) 241-6321	Phyliss Menefee (213) 241-6304	Tasha Hardy (213) 241-8205	Alma Martinez (213) 241-6338
Supervising Assign. Tech.	Lorena Estrella (213) 241-6320	Judy Morrison (213) 241-6346	Adell Traylor (213) 241-6370	Jackie Spand (213) 241-6368	Kim Lee (213) 241-6315	Alma Martinez (213)241-6338
HR Officer/ Coordinator	Maria Underwood (213) 241-6319	Maria Underwood (213) 241-6319	Maria Underwood (213) 241-6319	Maria Underwood (213) 241- 6319	Julie Holguin (213) 241-7815	Matthew Frohwein (213)241-6332

Schools independently recruit candidates for some entry-level positions such as Teacher Assistant, 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. 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

PERSONNEL COMMISSION RULES

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580   Longevity Salary Increments
581   Salary Differential for Incumbents of Positions Subject to Reclassification
582   Allocation to Appropriate Salary Step
583   Rating-in of Eligibles in Specified Classes [ABOLISHED]
584   Step Placement of Outside Eligibles for Management/Professional and Administrative Staff Classes

Applications and Examinations

Employment Lists

In-Service Status and Transactions 700 - 820

Supplemental Related Rules

Disciplinary Actions and Appeals

All forms relating to Classified Employment can be downloaded at
http://notebook.lausd.net/portal/page?_pageid=33,125001&_dad=ptl&_schema=PTL_EP

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 classifiedpersonnel@lausd.net
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 provides on-boarding (processing) services for newly hired classified employees.

OUR MISSION

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

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                    Procurement Services
                         Division
    ┌───────────────────────┼───────────────────────┐
Procurement & Contract    Materiel Management    Facilities Contracts
Administration Branch         Branch                 Branch
```

Procurement & Contract Administration Branch
- Professional Services (Non-Facilities)
- Goods & General Services
- Foods Procurement
- Stores Procurement
- SOTU Procurement
- Digital Devices Procurement
- Customer Service
- Credit Cards
- Travel & Conference Attendance
- Vendor Services
- Toshiba UnifiedPrint

Materiel Management Branch
- General Stores Distribution
- Foods Distribution
- Surplus Property & Recycling
- Truck Operations
- Mail Unit
- Reprographic Services
- Inventory Management

Facilities Contracts Branch
- Professional Contracts
- Construction Contracts
- Prequalification of Contractors & Subcontractors
- Architectural & Engineering Contracts
- Job Order Contracts
- Post-Award Activities

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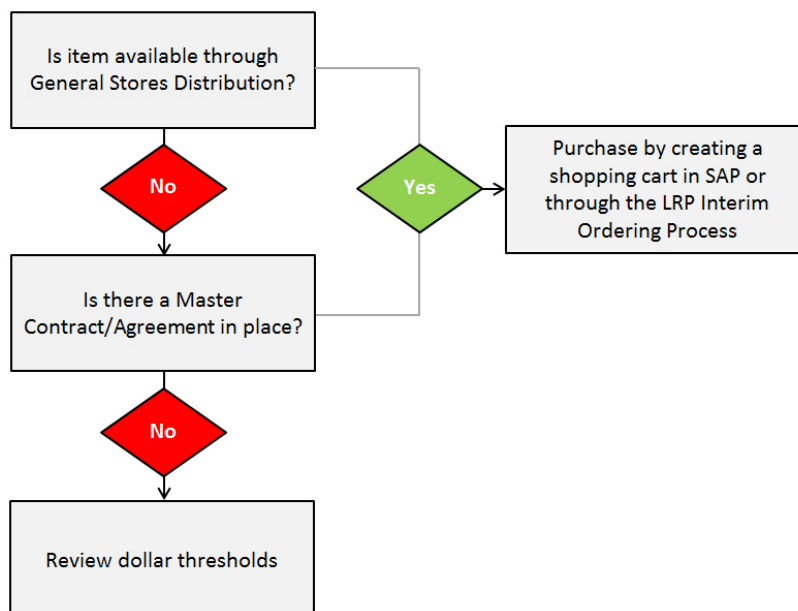
The illustration above provides a high-level view of the District's procurement process. Below are recommended shopping steps to get your items or services at the most *cost effective* price possible. To help you *maximize* your purchasing funds, we have *emphasized* the areas where *savings* can be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

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)

Contact
Procurement Customer Service Unit
7:30 AM to 5:00 PM
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: http://psd.lausd.net/msa_achieve.asp

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

Contact
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 AND GENERAL SERVICES	Timeline**
Over $25,000 to below the State Competitive Bid Limit (Currently $88,300)	You are no longer required to complete a *Request For Procurement Action* (RFPA)*, 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 documentation and Informative for Board review.	PSD will process within 60 to 80 business days of 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 *Request For Procurement Action* (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://psd.lausd.net/pca/userlogin.asp?goto=informalrfp	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

1
Traveler completes Form 10.12.1, signs it & attaches supporting documentation*

Principal Approves & signs Form 10.12.1

2
School personnel reviews Form 10.12.1 & supporting documentation for completeness.

School personnel forwards Travel Request documents to LD office for approval

3
Upon approval, LD office will return travel requests to school personnel. If the travel event is out of state, LD office will forward travel request to the Office of the Superintendent for approval**

4
LD office will forward back all approved Travel Request to school personnel

5
School personnel will submit complete approved travel documentation via email to the procurement.traveldesk@lausd.net email

6
Travelers will receive an ATRN (Approved Travel Request Notification) from SAP system. School/traveler may now pay for conference fees and make travel arrangements

*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.

7
Traveler completes the "Travel Expense Claim Form" (last page of 10.12.1) with actual expenses and attaches copies of receipts

Note- the Claim form must be sent to Accounts Payable even if the cost is $0

8
Principal signs the Expense Claim Form, authorizing payment of the traveler's actual expenses or confirming there is no reimbursement ($0)

9
School personnel scans and emails the signed Claim Form and copies of receipts to:

Email: accounts-payable@lausd.net

Email Subject: Travel, Trip Number, Employee Number

Sample: Travel, TR0123456789, PN 987654

10
Accounts Payable processes the Travel Expense Claim and closes the trip in SAP. Reimbursement is made directly through payroll

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)

Contacts
Travel Desk, Procurement Services Center
8525 Rex Road, Pico Rivera
7:30 AM to 5:00 PM

Phone (562) 654-9058
Fax   (562) 654-9048
Email   procurement.traveldesk@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 Alma Pena-Sanchez, 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-4589.0   Advance Payments Made to Vendors

Contact
Email   procurement.rof@lausd.net
Phone (562) 654-9404
Fax   (562) 654-9048

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.

Contact
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 10 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 10 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)

Contact
Truck Operations Dispatch Office
Phone (562) 654-9000
Fax   (562) 654-9011
E-mail 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

Contact
Mail Unit, Procurement Services Center
8525 Rex Road, Pico Rivera
7:30 AM to 5:00 PM
Phone   (562) 654-9002
Fax   (562) 654-9012

Mail Unit Annex
Beaudry Administrative Headquarters
333 South Beaudry Avenue, 2nd Floor
9:30 AM to 12:00 PM

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

Contact
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 Guid*e (available on webpage)

Contacts

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) 654-9437	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)

Contacts
Credit Card Unit, Procurement Services Center
8525 Rex Road, Pico Rivera
7:30 AM to 5:00 PM
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.

Contacts
Procurement Customer Service Unit
7:30 AM to 5:00 PM
Phone   (562) 654-9009
Fax   (562) 654-9019
Email   cs.stores@lausd.net

LD	Local District Buyer	Professional & General Services and 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

The Office of Communications can offer 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

Blackboard connect))

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 Integrated Student Information System (ISIS).
- Outreach   Outreach messages notify parents/guardians and staff of important news or developments, upcoming events, PTSA 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 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.

Training

Weekly online training webcasts are conducted by Blackboard Connect each Friday at 10:00 AM. The training takes approximately 45 minutes.

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 will be 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 ESIS (Elementary-Screen 31) or ISIS (Secondary-Student Contact Screen).
2. If the number of students in Blackboard Connect differs from the enrolled students in the Student Information System, contact the LAUSD Blackboard Connect team (see contact information on http://bbc.lausd.net) to obtain a listing of students enrolled who are 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 requesting the student provide updated information.
4. Correction of student contact information must be made at the school in ESIS (Elementary-Screen 31) or ISIS (Secondary-Student Contact Screen).
5. Correction of employee contact information must be made by the employee in the Employee Self Service system (http://selfservice.lausd.net).
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) 435-7684 or e-mail to support@blackboardconnected.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 am and 6:30 pm. 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 the Los Angeles Unified School District (LAUSD), 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.

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://disabilitymanagement.lausd.net.

REFERENCE:
BUL-4569.0   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
REF-6022.0   Family and Medical Leave Act/California Family Rights Act-Supervisors'
                FMLA/CFRA Guide

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, 2, and 3" (Rev. 03/13).
2. "Notice to Employees-Injuries Caused by Work" (DWC 7, Rev. 06/10), required in English and Spanish.
3. "Medical Provider Network," required in English and Spanish, to be posted next to "Notice to Employees- Injuries Caused by Work".
4. Industrial Welfare Commission Order 4-2001: Professional, Technical, Clerical, Mechanical and Similar Occupations, State of California-Industrial Welfare Commission (Rev 03/13).

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

REFERENCE:
BUL-4991.6   Mandatory Posting of Regulatory Notices Relating to Federal and State
                Employment Laws

Integrated Disability Managment Contact Information

Family and Medical Leave Act 213) 241-3954   Reasonable Accommodation   (213) 241-7630
California Family Rights Act   213) 241-3954   Catastrophic Illness Donation (213) 241-3954
Stay at Work/Return to Work   213) 241-7630

DISABILITY RETIREMENT	**WORKERS' COMPENSATION CLAIMS**
STRS (800) 228-5453 PERS (888) 225-7377	To Report a Claim (Sedgwick) (800) 528-7392

Field Trips

The Division of Risk Management & Insurance Services works closely with principals, Local Districts, the Office of Instruction, and the Office of Environmental Health & Safety 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) 241-2176 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, the Office of the General Counsel and School Police to establish safeguards, security, and mitigate potential risks. For more information on school sponsored special events, please call (213) 241-2176 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.

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 http://notebook.lausd.net/portal/page?_pageid=33,141873&_dad=ptl&_schema=PTL_EP.

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 http://notebook.lausd.net/portal/page?_pageid=33,141870&_dad=ptl&_schema=PTL_EP.

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.

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 assist 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.

2. 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 Nellie Nazaretian (818) 654-3715		**LD Northeast** Nennet Paulino (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.

<ins>**School Reports**</ins>

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.
    - o The Spending Report and School Budget Summary Report are available at each school's portal page.
    - o You can search for school portal pages here: http://notebook.lausd.net/schoolsearch/selector.jsp

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.

<ins>**Goods Receipt**</ins>

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 (213) 241-4800, fax to (213) 241-8913 or via email 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) 241-2550 (8:00 a.m. – 4:30 p.m.).

REFERENCES:

BUL-6307.3	New Certification of Absence Forms
BUL-6638.0	Time Reporting and Time Approval
BUL-4705.0	Time Keeping and Approval/Certification of Payroll
BUL-6053.1	Elimination of Anticipated Hours, Mileage and Differential Pay
BUL-5909.0	Policy on Time Reporting
BUL-5996.0	Overtime Policy – Classified Employees
BUL-6529.1	Legally-Mandated Paid Sick Leave for Eligible Employees
REF-6528.1	Reporting Paid Sick Leave for SubStitute/Temp Eligible Employees
REF-802.13	Time Reporting Instructions for Lump Sum Payment of Differentials

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-1980.4	Employer Identification Numbers (EIN) - Establishes policy regarding the appropriate Employer Identification Number (EIN) that should be used for student body banking accounts.
REF-1706.2	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-1633.1	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-Secondary Schools |

Student Body Activities

REF-1967.10	Calendar of Student Body Finance Reports – Provides due dates for Student Body Financial Reports.
REF-656.12	Preliminary Student Body Budgets– Provides information related to the preliminary Student Body budgets.
REF-316.12	Final Student Body Budgets– Provides information related to the final Student Body budgets.

Special Education

| BUL-5616.02 | 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-6888.0 | Calendars and Submission of Statistical Reports – School Year 2017-18 – Provides calendars that define the school months for each instructional calendar, as well as the instructions and due dates for the submission of statistical reports. |
| 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-683.16   Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools – School Year 2017-18 – 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-684.16   Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools – School Year 2017-18 – 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-685.16   Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools – School Year 2017-18 – 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-467.15   Instructional Minutes Requirements and Certification of Bell Schedules for Options Schools (Continuation, Opportunity, and Community Day School) – School Year 2017-18 – 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   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 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-2643.7   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-3640.10   Final Payment of Bills for Fiscal Year 2016-2017 – 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 2016-2017 resources.

Budgeting
MEM-2464.13   Carryover Policies for School Discretionary Accounts as of June 30, 2017 – Provides information on carryovers into the next fiscal year.

Student Body Activities
REF-754.12   2016-17 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-755.13	2016-17 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.
REF-3508.5	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
Publication 464	Student body Policies and Accounting Procedures – Elementary Schools

Budget Services & Financial Planning Division
School Fiscal Services Branch

Margaret Lam, Deputy Budget Director (LDs Northeast and	(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
Sally Hoy, Assistant Budget Director	(213) 241-1828
Samuel Gonzalez, Budget Policy Analyst	(213) 241-7905
Josephine Perida, Senior Fiscal Specialist	(213) 241-1197
Cecilia Bradshaw, Office Technician	(213) 241-7677

LD-CENTRAL		LD-NORTHWEST	
Amalia Rivas – Fiscal Services Manager	(213) 241-0143	**Robin Foster - Fiscal Services Manager**	(818) 654-3710
Fiscal Specialsists			
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
Pauline Tran	(213) 241-7606		
Sophia Chu	(213) 241-0168		

LD-NORTHEAST		LD-SOUTH	
Chris Iya, Fiscal Services Manager	(818) 252-5475	**Woineshet Gebeyaw, Fiscal Services Manager**	(310) 354-3422
Fiscal Specialists			
Jo Ann Jackson	(818) 252-5478	Cherrise Fox	(310) 354-3475
Maria Rubalcaba	(818) 252-5477	Jean Villagonzalo	(310) 354-3474
Susan Kabiling	(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	
Aurelia Zamudio - Fiscal Services Manager	(323) 224-3170	**Brenda Dobson - Fiscal Services Manager**	(310) 914-2121
Fiscal Specialists			
Mae Lo	(323) 224-3330	Maria (Alex) Zamora	(310) 914-2118
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
Willie Santamaria	(323) 224-3123	Todd Takashima	(310) 914-2117

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, kindergarten (TK), 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:
- December birthdays (after December 2, 2012 birthdates for the 2017-18 school year)
- January birthdays (January, 2013 birthdates for the 2017-18 school year)
- February birthdays (February, 2013 birthdates for the 2017-18 school year)
- March birthdays (March, 2013 birthdates for the 2017-18 school year)
- April, May, June birthdays (April-June 2013 birthdates for the 2017-18 school year)

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 - for the 2017-2018 school year, children who will have their fifth birthday after September 1st and on or before December 2nd shall be admitted to a Transitional Kindergarten Program.

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

<u>Kindergarten</u> - For the 2017-18 school year, a child must be five on or before September 1, 2017.
<u>First Grade</u> - For the 2017-18 school year, a child must be six on or before September 1, 2017.

REFERENCES:

BUL-5708.1	Transitional Kindergarten, Kindergarten, and First Grade Entrance Age Requirements, Verification of Birth Date, and Placement Forms
BUL-1312	Preregistration, Registration, and Admission of Pupils to Kindergarten
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
MEM-5718	Updated Policy Regarding Tuberculosis (TB) Testing for School Entry
REF-5777.5	Transitional Kindergarten Implementation
REF-6554.1	Opening day Procedures: Supplemental Guide and Updates
BUL-4926.2	Attendance Manual: Policy and Procedures for Elementary, Secondary, and Option Schools
BUL-1570.2	Enrollment of Homeless Children and Youth in Schools
BUL-787.1	Guidelines for School Enrollment of Student in Out-of-Home Care
REF-669	Enrollment and Electronic Transfer of Student Data In ESIS

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-6554.1	Opening day Procedures: Supplemental Guide and Updates
BUL-5808.4	My Integrated Student Information System (MiSiS) Student Support Module Required Usage
BUL-1229.2	Home, Hospital & Tele-Teaching 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-5464.5	Initial Notification of Truancy (1st NOT) Central Automation and School Generated (2nd and 3rd NOT) Procedures
REF-6646.2	2017-18 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 El and Secondary Schools
BUL-5417.2	Foreign Students Admission
BUL-6491.2	Open Enrollment Transfers for Elementary and Secondary Students
BUL-2508.1	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.

Additional information and forms are posted on the internet at:
https://ww.cde.ca.gov/sp/cd/ci/drdpforms.asp.

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.

For 2017-18, the CAASPP System includes computer-based as well as paper-and-pencil assessments as described below. All students in 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.

- **Science assessments (i.e., California Standards Tests [CSTs], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA])**
  - *Grades*: 5, 8, and 10
  - *Student Participation*: The CST for science is required from all students in grades five, eight, and ten unless their IEP indicates assessment with a CMA or CAPA. The CMA for science is for students with disabilities whose IEP indicates assessment with a CMA. The CAPA for science is for students with significant cognitive disabilities who are unable to take the CSTs even with accessibility supports and whose IEP indicates assessment with CAPA.

  - *Content and Format*: The CSTs, CMA, and CAPA are all paper-pencil tests based on the California content standards for science adopted by the State Board of California in October 1998. The CSTs and CMAs for science are comprised entirely of multiple-choice questions. The CAPA is administered at one of four levels in science.

- **Standards-based Tests in Spanish (STS) for Reading/Language Arts**
  - o *Grades*: 2-11
  - o *Student Participation*: The STS is a primary language test in Spanish for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months. Therefore, it is considered an optional assessment. *Content and Format*: The STS is aligned to the California content standards for reading/language arts. The STS for reading/language arts is a paper-pencil test comprised entirely of multiple-choice questions.

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.

California English Language Development Test (CELDT)

State law enacted in 1999, requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading and writing.

The CELDT must be administered to new enrollees (including Expanded Transitional Kindergarten) in the District with a home language other than English, unless they have been assessed at another California public school. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California public school. A select group ofEnglish learners will take the CELDT RETEST during the November to December period for the purpose of reclassification.

In the 2017-2018 school year students previously identified as English Learners will take the English Language Proficiency Assessment of California (ELPAC) in the Spring of 2018 and will continue to take it annually to determine their English Language development progress, 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 five, seven, and nine. 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 District has its own series of assessment tools in the core content areas for informing teaching and supporting standards-based instruction. The Reference Guides for the Periodic Assessments sum up the program philosophy this way:

Multiple assessment opportunities are a vital component of an effective, well-balanced instructional program and support teachers' ability to plan effectively, monitor student progress in standards-based instruction, and determine the efficacy of instruction and intervention matched to student need. A Response to Instruction and Intervention (RtI2) framework embraces the use of assessments to monitor student progress in standards-based instruction.

- The Comprehensive Assessment Program (CAP) includes a portfolio of interim and diagnostic assessments to support and inform instruction, see MEM-6700.1, Comprehensive Assessment Program: District.
- Assessments 2017-2018. 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-6848, State and National Mandated Testing Calendars 2017-2018, dated April 17, 2017.
- 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.

- The End-of-Course Examination for Algebra.
- 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 (http://lausd.corek12.com).

Accountability

In December 2015, the Every Student Succeeds Act (ESSA) was signed into federal law, which reauthorized the Elementary and Secondary Education Act (ESEA) and replaced the No Child Left Behind Act of 2001.

The California Department of Education (CDE) California Accountability Model & School Dashboard is the new accountability system based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. The California School Dashboard is Based on the Local Control Funding Formula (LCFF), which was passed in 2013, California has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education,

The California School Dashboard incorporates six state performance measures and four local district indicators (i.e., Do not apply to schools). The six state measures are:
1. Academic Indicator, which includes results on standardized tests
2. Career/College Readiness
3. English Learner Progress
4. Graduation Rate
5. Suspension Rate
6. Chronic Absenteeism

Information for two state indicators - Chronic Absenteeism and College/Career Readiness and the six local indicators will be added as they become available. Local educational agencies 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. The four local district indicators are:
1. Basic Services and School Conditions
2. Implementation of State Academic Standards
3. Parent Engagement
4. School Climate

As an accountability and continuous improvement tool, the California School Dashboard will help the state identify schools and Districts needing targeted assistance from the state, beginning in the 2017-18 school year.

Additional information on the California School Dashboard is posted on the internet at https://www.caschooldashboard.org/#/Home.

The ESSA can be accessed on the CDE Education Every Student Succeeds Act Web page at http://www.cde.ca.gov/re/es/.
Information about ASAM is posted on the internet at http://www.cde.ca.gov/ta/ac/am/.

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 the 10th grade) 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
Cumulative Record Handbook for Secondary

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 https://lausd.scriborder.com. 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 am – 4 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

The 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/Page/1007 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 http://achieve.lausd.net//site/Default.aspx?PageID=910.

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 am - 4:30 pm.

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-4466.2	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

Contact
Transportation Services Division
115 North Beaudry Avenue
Los Angeles, CA 90012
1-800-LA-Buses   1-800-522-8737
transportation.branch@lausd.net

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 Credentaling & 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, MyData, 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-1819.14, 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
        - • Other
    - ❑ 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

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

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

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 staff handbook or opening folder for each staff member Policies and Procedures for Staff:
   - ❑ 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 (See checklist on page 108)

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

Items in the *Administrator Certification On-Line System memorandum issued annually:*
- ❑ 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.

WHEN OPENING A NEW SCHOOL

The opening of a new school is both a challenging and rewarding experience for the principal. This is an exciting opportunity to create a vision of an innovative learning environment, literally from the ground up. The activation or opening of a new school involves the participation of various operational units of the school district coordinating their activities with the principal. This section provides a checklist of the major activities for which a principal is responsible. School Management Services will provide the principal with a New School Opening Handbook and an individual school activation schedule to serve as more complete guide. This checklist is organized by elementary and secondary activities.

Elementary School

1. School Boundary
    ❑   Agree on the new school boundaries with the sending school principals and the Local District Superintendent and/or Administrator of Operations.
    ❑   Sign boundary letter.
2. Establish a coordinating team with Local District and Central District personnel to determine resources and support structure.
3. Prepare a Master Calendar for school events including Student Orientations, Back to School Night, Open Houses, etc.
4. Furniture and Equipment
    ❑   Select furniture and equipment with staff from School Occupancy Transition Unit (SOTU).
    ❑   Select computers and other technology items with staff from Information Technology (ITD).
    ❑   Identify special education equipment needs with staff from Special Education Support Unit.
5. Textbooks
    ❑   Order textbooks based on estimated enrollment.
    ❑   Obtain textbook order delivery schedule.
    ❑   Set up staging area to receive textbooks.
    ❑   Process and shelve textbooks.
    ❑   Work with Library Services to set-up new library.
6. Instructional Materials and Supplies
    ❑   Order instructional materials, classroom, office, and custodial supplies from new school start-up budget allocated by School Management Services.
    ❑   Receive and inventory supplies and stock.
7. Emergency Supplies and Equipment
    ❑   Order emergency supplies, using budget allocated by School Management Services.
    ❑   Set-up emergency container with new supplies out of packaging and ready to be used.
8. Staffing – Hire experienced staff whenever possible

- ❑ Select and hire administrative staff if applicable.
- ❑ Select teachers from sending schools consistent with District/UTLA contract .
- ❑ Select and hire teachers to fill vacancies including special education vacancies-adhere to the estimated enrollment.
- ❑ Select and hire school administrative assistant and office technician(s).
- ❑ Select and hire plant manager and building and grounds workers.
- ❑ Select and hire cafeteria manager.
- ❑ Select and hire supervision aides.
- ❑ Select and hire library aide.

9. Mail
   - ❑ Contact Mail Unit when established on site for delivery of school mail
   - ❑ Notify local U.S. post office of address and when school can begin receiving U.S. mail

10. Matrix
    - ❑ Prepare matrix after receiving enrollment information from sending schools

11. Transportation
    - ❑ Contact area bus supervisor for pick-up/drop-off location

12. Emergency Plan
    - ❑ Prepare evacuation routes with assistance of OEHS safety officer and owner's authorized representative (project manager)
    - ❑ Identify safe refuge areas
    - ❑ Create Integrated Safe School Plan

13. Cafeteria
    - ❑ Work with cafeteria manager on school meal application distribution and ticket procedures.

14. Office Staff
    - ❑ Make sure new office staff has been trained to use web MiSiS.

15. School Police
    - ❑ Inform School Police of opening date of school

16. Students
    - ❑ Obtain information from MiSiS of students coming from sending schools
    - ❑ Prepare and mail letter with information and enrollment procedures to introduce your new school to the parents/students expected to attend
    - ❑ Prepare classroom assignments for students

17. Opening Day
    - ❑ Prepare opening day procedures and assignments for students and staff
    - ❑ Develop a teacher handbook
    - ❑ Request from Local District Superintendent additional staff to assist with supervision and support
    - ❑ Work with cafeteria manager on procedures for serving breakfast and lunch

18. Name School
    - ❑ Name school in compliance with Bulletin BUL-5549.2 no later than six months after the school opens

19. Staff Development
    - ❑ Prepare for staff development day, buy-back days and pupil-free day.

20. School Site Council

- ❑ Establish school site councils
21. Public Relations
    - ❑ Prepare Fact Sheet for community and staff. Contact Office of Communications for assistance at (213) 241-6766.
22. Miscellaneous
    - ❑ Apply for P-Card
    - ❑ Establish Imprest account
    - ❑ Establish student body account
    - ❑ Establish school occupancy date with assistance from OEHS/OAR/SMS

Secondary School

1. Small Learning Communities
   - ❑ Work with all school stakeholders to initiate design process and determine impact of potential SLCs on the school
   - ❑ Present general work plan and school impact report to SSC
   - ❑ Oversee work of individual SLC teams
   - ❑ Develop budget to support approved SLC(s)
2. School Boundary
   - ❑ Agree on the new school boundaries with the sending school principals, the Local District Superintendent and Administrator of Operations
   - ❑ Identify and assign students based on boundaries
   - ❑ Sign boundary letter
3. Establish a coordinating team with Local District and Central District personnel to determine resources and support structure
4. Prepare a Master Calendar for school events, including Student Orientations, Back to School Night, Open Houses, etc.
5. Furniture and Equipment
   - ❑ Select furniture and equipment with staff from School Occupancy Transition Unit (SOTU)
   - ❑ Select computers and other technology items with staff from Information Technology (ITD)
   - ❑ Identify special education equipment needs with staff from Special Education Support Unit
6. Textbooks
   - ❑ Prepare book list
   - ❑ Order textbooks based on estimated enrollment
   - ❑ Obtain textbook order delivery schedule
   - ❑ Set-up staging area to receive textbooks
   - ❑ Process and shelve textbooks
   - ❑ Work with Integrated Library and Textbook Services to set-up new library
7. Emergency Supplies and Equipment
   - ❑ Order emergency supplies, using budget allocated by School Management Services
   - ❑ Set-up emergency container with new supplies out of packaging and ready to be used
8. Calendar suggestion: Open school on a traditional calendar

9. Instructional Materials and Supplies
   - ❑ Order instructional materials, classroom, office, and custodial supplies from new school start-up budget allocated by School Management Services
   - ❑ Receive and inventory supplies and stock
10. Staffing - Hire experienced staff whenever possible
    - ❑ Select and hire administrative staff
    - ❑ Select teachers from sending schools consistent with District/UTLA contract
    - ❑ Select and hire teachers to fill vacancies – Adhere to the estimated enrollment
    - ❑ Select and hire school administrative assistant and office technician(s)
    - ❑ Select and hire counselors
    - ❑ Select and hire cafeteria manager
    - ❑ Select and hire athletic director and coaches
    - ❑ Select and hire financial manager
    - ❑ Select and hire supervision aides
11. Master Schedule
    - ❑ Prepare master schedule
12. Athletic Program
    - ❑ Determine athletic programs that will be offered
    - ❑ Determine equipment and supplies needed
13. Mail
    - ❑ Contact Mail Unit when established on site for delivery of school mail
    - ❑ Notify local U.S. post office of address and when school can begin receiving U.S. mail
14. Matrix
    - ❑ Prepare matrix after receiving student enrollment information
15. Transportation
    - ❑ Contact area bus supervisor for pick-up/drop-off location
16. Emergency Plan
    - ❑ Prepare evacuation routes with assistance of OEHS safety officer and owner's authorized representative (project manager)
    - ❑ Identify safe refuge areas
    - ❑ Create Integrated Safe School Plan
17. Cafeteria
    - ❑ Work with cafeteria manager on school meal application distribution and ticket procedures
18. School colors and mascot
    - ❑ Select school colors and mascot
19. Students
    - ❑ Look in MiSiS to identify students coming from sending schools
    - ❑ Prepare enrollment and registration procedures
    - ❑ Prepare classroom assignments for students
20. Student Body Fiscal
    - ❑ Establish student store
    - ❑ Obtain seller's permit
    - ❑ Obtain federal tax ID
    - ❑ Obtain state tax from EDD

- ❑ Open student body checking account
21. Opening Day
    - ❑ Prepare opening day procedures and assignments for students and staff
    - ❑ Develop a teacher handbook
    - ❑ Request from Local District additional staff to assist with supervision and support
    - ❑ Work with cafeteria manager on procedures for serving breakfast and lunch
22. School Site Council
    - ❑ Establish school site councils
23. Name School
    - ❑ Name school in compliance with Bulletin BUL-5549.2
24. Accreditation
    - ❑ Prepare for short form accreditation and contact WASC.
25. Public Relations
    - ❑ Prepare Fact Sheet for community and staff. Contact Office of Communications for assistance at (213) 241-6766.
26. Fiscal
    - ❑ Apply for P-Card
    - ❑ Establish Imprest account
27. Site Occupancy
    - ❑ Establish staff and student occupancy dates with assistance from OEHS/OAR.

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.
- ❑ Read the procedures and helpful hints in the MiSiS Newsletter Elementary MiSiS Summer School.
- ❑ 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 checklist on page 108

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.

<u>**Scope of Work**</u>

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.

<u>**Summer Storage of 1:1 Devices (End of School Year)**</u>

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.

<u>**Preparing for Summer Storage**</u>

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.

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. Click this link to access a month-by-month timeline of action steps to complete the master schedule: https://achieve.lausd.net/Page/308.

- ❑ Collect and analyze student outcome data for all subject areas, e.g. Math, Literacy, Social Studies, Science, by sub-groups, such as 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 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.

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 semester or track.

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.

Miscellaneous Thoughts
- ❑ 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-5564.5	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-1378	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

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.	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 30th 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 Destiny.	BUL-5510

Distribute Teacher certification forms on the first day of instruction.	REF-6086 REF-6087

Review all teacher Certification forms and resolve any insufficiencies by:
   o   Searching in Destiny
   o   Contacting your Local District
	BUL-5772.2

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).	REF-6086 REF-6087
Conduct internal textbook and instructional materials audit at least twice a year.	BUL-5772.2