



IMPORTANT DATES TO REMEMBER

Principals' Meeting	2/15
Consolidated Charitable Campaign	2/16
President's Day	2/20
Ecast Application	2/21
Assistant Principals' Meeting	2/22
March 2017	
Assistant Principals'	3/15
Principals Meeting	3/22
SAA Meeting	3/23
After the Bell Training	3/30
Safe Passages	3/30

WHAT'S DUE

January's Water Flushing Logs	2/1
January's Metal Detection Certification	2/1
Consolidated Charitable Campaign Coordinator Assignments Due	2/14

Local District Central

Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

VOLUME 4, ISSUE 25

FEBRUARY 10, 2017

LAUSD: Safe Zone



The recent executive order on immigration has impacted the lives of many families in Local District Central. The Board of Education ("Board") reaffirmed its position regarding immigration reform, as noted in Board Resolution 032, entitled "LAUSD Campuses as Safe Zones and Resource Centers." **The Board declared that every LAUSD site will be a place of support and resource for all students and families, regardless of immigration status.** As such, the District has provided site administrators and District staff guidance on the process and procedures (Attachment 1) to follow if federal immigration officials, including Immigration and Customs Enforcement ("ICE") agents or designees, request access to a school site or District facility, student, or student records. According to a policy memorandum released by ICE in 2011, commonly referred to as the "sensitive locations memo," ICE officers and agents are to refrain from enforcement actions at the following locations and events: **schools**; hospitals; institutions of worship, funerals, weddings and other public religious ceremonies; and public demonstrations. The sensitive locations policy is intended to establish a non-disruptive environment during specific activities.

If ICE agents or other federal immigration officials come on campus for any reason immediately notify your Local District Administrator of Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631. Please refer to School Site Notification Checklist (Attachment 2).

Presidents Day Holiday—Monday, February 20, 2017



We may see an increase of student and staff absences before and after holiday breaks. In order to reduce the number of absences during this time, remind staff and families of the importance of being at school each and every day.

For Staff, remember your presence the day before a holiday is critical to the continuity of instruction. Remind parents that student attendance is also critical.

Be mindful of your facility and make sure that all doors, entrances, windows and gates are tightly secured. Attached is a sample interoffice correspondence memo that can be distributed to staff before holidays for school security (Attachment 3).

Consolidated Charitable Campaign

This year's Consolidated Charitable Campaign has begun! Local District Central kicked off its campaign with an "Empty Your Pockets" Week.



Friendly reminder to all school leaders that Local District Central will host a special training for your school's coordinator at Charles White Elementary School on February 16, 2016. **Please have your school Coordinator sign-up to attend one of two sessions offered on this day at <https://goo.gl/forms/yKIBQz0QaXIMB80V2> no later than Tuesday, February 14, 2017.** Please direct your questions to Local District Central Coordinators, Marlene Correa (213) 241-3903 or Veronica Real (213) 241-3906. Sharing brings hope and together we can make a difference! Let's make LD Central #1 in this campaign!

100th day of school Celebrations

LDC schools celebrated the 100th day of school to promote student attendance.



West Adams Prep



Liechty Middle School



Angelou Community



Roybal Learning Center



RFK NOW celebrated the 100th day with "conchitas" for students.



Clinton Middle School



City Year partners with Pupil Services to celebrate the 100th day at Jefferson High School and Clinton MS



Jefferson High School

How did your school do?
See Attachment 4

Is Your School Gold?

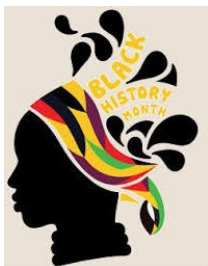
ATTENDANCE SUBMITTAL			
Spring Semester Cumulative			
Level	Submittal %	Number of LDC Schools through 01/23/17 thru 1/27/17 (Spring)	Number of LDC Schools through 01/30/17 thru 1/3/17 (Spring)
Gold	100%	80	81
Silver	98% - 99.99%	71	69
Bronze	96% - 97%	17	19
	< 96%	4	3

Working With Chronic Absences

The following training, Working with Chronically Absent Students & Attendance Improvement Strategies, is being offered to schools without PSA Counselor services on 2/16/17, 1:30 pm – 3:30 pm at RFK HS Library (Attachment 5). This training will address strategies to both improve attendance and address chronic absenteeism and an overview of intensive case management process such as SART meetings and SARB.



Black History Month—February



February is African American History Month. This month we pay tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society. The Division of Access, Equity, and Acceleration have created a treasure trove of resources at your fingertips! To access instructional resources, follow the link: <http://achieve.lausd.net/site/Default.aspx?PageID=12050>.



How do you celebrate African American History Month? LD Central would love to highlight your school! Let your Operations Coordinator know of any special activity, concerts, or performances your school will host in honor of Black History Month!

Mandated 2017 Spring Child Abuse Train-

Spring semester is here! All schools and offices are required to complete the 2017 Spring Child Abuse Training. The revised Child Abuse Training materials are posted at <http://caat.lausd.net>. It is recommended that Firefox or Chrome browsers are used to access them. Prior to your professional development session, please review MEM-6338.2, Child Abuse Awareness Training and Resources to plan your session.



School Experience Survey Update

We ask that you actively encourage your families and staff to complete this year's School Experience Survey. Please let parents know that we value their opinion and feedback.

To help you track responses, we are providing an updated spreadsheet of response rates for students and staff as well as counts of parents who have taken the online survey at <http://www.bit.ly/lausd2017>.



PSWs Address Trauma and Promote Resiliency through FOCUS (Families OverComing Under Stress)

Psychiatric Social Workers (PSWs) across LD Central have received training on an evidence-based trauma-informed intervention called FOCUS (Families OverComing Under Stress). Through FOCUS Skill Building Groups, students learn about a range of skills/strategies to support resiliency. The nine-module curriculum is customized to best meet the needs of the students through monthly groups over the course of an academic school year or for weekly groups across a two month period. It is a 9 module curriculum that provides training to children and teens in five core FOCUS resilience skills:

- **Emotional Regulation** helps children and teens learn about identifying their emotions, rating emotional intensity using the FOCUS Feeling Thermometer, and implementing coping strategies.
- **Problem Solving** helps children and teens learn an effective strategy for solving problems.
- **Managing Stress, Trauma, and Loss Reminders** provides children and teens with an understanding of how different situations can affect them later on and how to cope with difficult or uncomfortable reminders.
- **Communication** introduces children and teens to active communication and how feelings can affect their ability to communicate and listen effectively.
- **Goal-Setting** teaches children and teens how to set effective and achievable goals.

LD Central School Based PSWs have used FOCUS in the following capacities: as a weekly 45 minute classroom intervention, in smaller targeted student groups, 1-1 in individual sessions and even as a weekly parenting group.

At Berendo Middle School, PSW Eugene Alper along with 2 MSW interns have been facilitating classroom presentations to the Spanish-speaking newcomer student population.

FOCUS is also provided at the following Central schools by their assigned PSWs:

9th St ES - *Jessica Saba*

Contreras LC - *Karla Arnold & Maria Vaquerano*

Franklin HS - *Aron Powers*

LA Academy MS - *Marisol Alvarez*

Lockwood ES - *Guisela Carrera*

Los Angeles ES - *Ricardo Lopez*

Marshall HS - *Karla Alvarado Goldberg*

Normandie ES - *Tina Ying*

Ramon Cortines VPA - *Laura Travnitz*

Roybal LC - *Alina Antonyants*

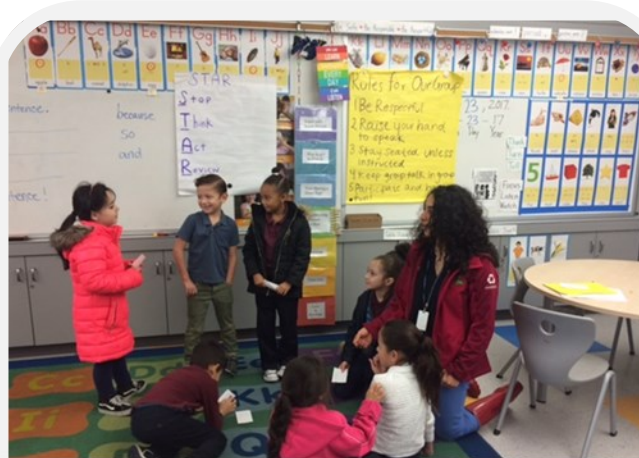
Santee EC - *Olga Jurado & Nicole Marroquin*

Union ES - *Jeannette Guerra*

Vermont ES - *Guisela Carrera*

West Adams Prep - *Efrem Bryant, Andrea Moreno, & Nidia San Jose.*

White ES - *Guisela Carrera*



Ninth Street 1st Graders learning problem solving skills-
STAR facilitated PSW Jessica Saba

If you are interested in getting more information on FOCUS skill-building groups or other PSW information you can reach the Maria Chua, Central SMH Coordinator at maria.chua@lausd.net.

Restorative Justice: Informal Restorative Practices

The restorative paradigm is manifested in many informal ways beyond the formal processes. Informal restorative practices include affective statements, which communicate people's feelings, as well as affective questions, which cause people to reflect on how their behavior has affected others.



A teacher in a classroom might employ an affective statement when a student has misbehaved, letting the student know how he or she has been affected by the student's behavior: "When you disrupt the class, I feel sad" or "disrespected" or "disappointed." Hearing this, the student learns how his or her behavior is affecting others. Or that teacher may ask an affective question, perhaps adapting one of the restorative questions used in the conference script. "Who do you think has been affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the student has a chance to think about his or her behavior, make amends and change the behavior in the future.

Asking several affective questions of both the person who caused the harm and those harmed creates a small impromptu conference. If the circumstance calls for a bit more structure, a circle can quickly be created.

The use of informal restorative practices dramatically reduces the need for more time-consuming formal restorative practices. Systematic use of informal restorative practices has a cumulative impact and creates what might be described as a restorative milieu—an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than our current reliance on punishment and sanctions.

Fiscal Updates

Current Year Reminders:

- **Budget Adjustments** – Please plan to submit budget adjustments as soon as possible for funds in pending distribution. As we enter the period of budget development, the turnaround time for budget adjustments will be extended as Compliance Coordinators, Fiscal Specialist and Instructional Directors will be meeting with schools.
- **Receivers** – Please continue to enter receivers as soon as goods/services are delivered by vendors. Use the PC010 report to determine what POs may still be pending receivers as discussed in the last SAA meeting. Job aides for PC010 (Purchase Order History report), FM010 (Budget Availability Report), PCard Reconciliation Report, and FM010 (Budget Availability Report) can be found in the School Fiscal Services Website under "Job Aides". Please follow the link: <http://achieve.lausd.net/Page/1462>



Budget Development 2018

- **BD Dates** – The tentative timeline for budget development is from mid-March to Early April. Official information and specific dates are forthcoming and will be shared as soon as available. In the meantime, please plan to attend a Local District Central Budget Development Training session that will be taking place in early March. Please follow the link below to sign up for one of three sessions: March 6, 10, 13 at the Beaudry Bldg., 2nd floor, conference room 131: <http://bit.ly/ldcentralbudget2018>.



Reminders

2017 Teacher of the Year Nomination

All stakeholders are invited to nominate teachers with at least eight years of teaching experience in the District for the **LAUSD Teacher of the Year Program**. The Teacher of the Year (TOY) Program honors stellar teachers with a strong commitment to their students, school and community. Nominations will be accepted February 1 - 28, 2017.



For questions or additional details, contact Lalaine Tan, Teacher Quality Specialist: Ltan3@lausd.net

To submit a nomination, please visit: <http://TINYURL.COM/LAUSDTOY>

Summer School Program Applications (Tentative)



The 2017 High School Summer Term, Extended Learning Opportunity Summer (ELOS) Program, and ESY informational memos will be available mid-February 2017.

The dates for the High School Summer Term will be from June 22, 2017 - July 27, 2017. Extended School Year programs will be June 29, 2017 – July 26, 2017 and the ELOS Program will be from June 20, 2017 – July 19, 2017.

Administrators may submit their applications beginning **February 6, 2017 – at 5:00 p.m.** School sites hosting summer programs will be listed once the memos have been finalized.

Teacher applications for Summer programs will open on the following dates:

ESY: February 13, 2017

ELOS/Summer Term: February 21, 2017

Staff interested in an assignment must apply online at <http://summer.lausd.net>.





LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: LAUSD CAMPUSES AS SAFE ZONES AND
RESOURCE CENTERS

NUMBER: REF-6767.1

ISSUER: Dr. Thelma Melendez, Chief Executive Officer
Educational Services

Dr. Earl Perkins, Associate Superintendent
Division of District Operations

Steven Zipperman, Chief
Los Angeles School Police Department

Erika F. Torres, Executive Director
Student Health and Human Services

DATE: February 2, 2017

PURPOSE: The purpose of this Reference Guide is to provide guidance to site administrators and District staff on the process and procedures to follow if federal immigration officials, including Immigration and Customs Enforcement (“ICE”) agents or designees, request access to a school site or District facility, student, or student records.

MAJOR CHANGES: This revises REF-6767.0 and specifies the steps school sites, Local District (LD) Administrators of Operations and LD Operations Coordinators shall follow when federal immigration officials, including ICE agents, request access to a school site or District facility, student, or student records. Additionally, it includes a school site notification checklist. Refer to Attachment A: School Site Notification Checklist.

BACKGROUND: On February 9, 2016, the Board of Education (“Board”) reaffirmed its position regarding immigration reform, as noted in Board Resolution 032, entitled “LAUSD Campuses as Safe Zones and Resource Centers.” The Board declared that every LAUSD site will be a place of support and resource for all students and families, regardless of immigration status.

The 1982 U.S. Supreme Court case *Plyler v. Doe* held that undocumented children have a constitutional right to receive a free public K-12 education which provides the means to becoming a “self-reliant and self-sufficient participant in society” and instills the “fundamental values necessary to the maintenance of a democratic political system.” The Board resolved that the Superintendent shall establish all K-12 schools, early education centers, adult schools, and parent centers as resource and information sites for students and their families. Further, the Board encouraged the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations that provide resources for families facing immigration challenges. Additionally, the Board encouraged that a rapid response network be created to assist

ROUTING
All Schools
All Local District
Superintendents
Local District
Administrator of
Operations
Instructional Directors
Operations Coordinators
Los Angeles School Police
SAA
Non-School Site
Administrators
Charter School Division
Early Education Centers
Beyond the Bell
Adult Schools



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children whose family members have been detained through providing crisis management and support services.

KEY TERMS

Below are key terms that will help District staff understand language which may be used when referring to students who have recently arrived to the United States. Although the District does not inquire about a student's immigration status, this reference guide aims to better support and assist our students and families that may be impacted by immigration matters.

Accompanied Immigrant Youth

Youth who had entered the U.S. with a biological parent and were apprehended and placed in a detention center. Release occurs once a sponsor is identified. The deportation process begins; however, unlike unaccompanied youth, families do not have the pro-bono (free) legal services available.

Unaccompanied Immigrant Youth

Youth under 18 years of age who entered the U.S. without a biological parent, were apprehended and placed in a detention center. These youth are held until a sponsor can be identified. Once released, the deportation process is initiated, and youth must attend court hearings to determine whether relief will be granted. Pro-bono legal services may be available for these youth.

Undocumented Student

Anyone who does not have the legal documentation to live in the U.S. or who has overstayed his or her visa.

Enforcement Actions

Pre-planned arrests of immigrants working, studying or living in the United States without lawful immigration status. These arrests can target a wide range of immigrants, from long-term lawful permanent residents who may have committed a minor offense, to undocumented immigrants who have final deportation orders.

Exigent Circumstances

Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

Extended Support Site (ESS)

The Extended Support Sites are located at each Local District and in key high volume areas. Student Health and Human Services staff at these sites assess student and family needs related to school enrollment, attendance, medical referrals, health insurance enrollment, legal resources and mental health referrals and connect them with services to ensure academic success.



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Immigration and Customs Enforcement (ICE)

The U. S. Immigration and Customs Enforcement (“ICE”) enforces federal laws governing border control, customs, trade and immigration to promote homeland security and public safety. ICE consists of three directorates including Homeland Security Investigations (“HSI”), Enforcement and Removal Operations (“ERO”) and Management and Administration (“M&A”). Although ICE is the main immigration enforcement body, there may be other federal immigration officials or designated agents who may request access to school sites and facilities, students, or student records.

GUIDELINES:

According to a policy memorandum released by ICE in 2011 (Attachment B: ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations), commonly referred to as the “sensitive locations memo,” absent exigent circumstances or other related exceptions mentioned below, ICE officers and agents are to refrain from enforcement actions at the following locations and events:

- schools
- hospitals
- institutions of worship
- funerals, weddings and other public religious ceremonies
- during public demonstrations

The sensitive locations policy is intended to establish a non-disruptive environment during specific activities. It is important to note that there are exceptions to this policy, such as where prior approval must be obtained from a higher ranking ICE official before conducting enforcement operations in a sensitive location. In some cases, prior approval is not required, such as when there is an extraordinary circumstance involving public safety. Although this policy has not been rescinded to date, there may be subsequent changes under the new Presidential administration.

Notwithstanding the ICE “sensitive locations” policy, the typical circumstances under which law enforcement officers, including federal law enforcement officers, ICE agents, federal immigration officials, or designees may have a need to come to District campuses or facilities, when acting in the scope and course of their employment, include the following scenarios:

- Request for information or for general investigative purposes
- Service of a subpoena for records
- Service of a search warrant
- Action pursuant to exigent circumstances

Note: Exigent circumstances include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

These exigent circumstances are no different for any other law enforcement agency that



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may come onto District property.

I. RESPONSIBILITIES OF SCHOOL ADMINISTRATOR/DESIGNEE

A. A School Administrator/Designee must complete the following tasks if ICE agents or other federal immigration officials come on campus for any reason:

1. Immediately notify your Local District Administrator of Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631. (Refer to Attachment A: School Site Notification Checklist)
2. Request the name and badge number of the ICE agent or federal immigration official or designee, phone number of the agent's supervisor and purpose of the visit.
3. Obtain any documentation from the agent (e.g., subpoena; search warrant).
4. Advise the agent that prior to proceeding with their request, and absent exigent circumstances, notifications and direction from specific District offices must take place.
5. Wait for further direction and advice from the Local District Administrator of Operations to appropriately respond to the ICE agent request.
6. Activate the School Site Crisis Team, as needed. (Refer to Attachment C)
7. Create an iSTAR incident report, as soon as practicable: Indicate incident type as on or off campus activity. In the Issue Type tab, select Law Enforcement Activity, sub-category *Immigration and Customs Enforcement (ICE) Inquiry/Investigation*.
8. Obtain additional guidance from the AOO on any necessary notification to parents/caregiver of the student who may be the focus of the ICE inquiry.

Note: Should an agent declare that exigent circumstances exist and demand immediate access to the campus, administrators should comply with the order of ICE or federal immigration official and immediately contact the LD AOO and LASPD Watch Commander.

B. If ICE agents or other federal immigration officials/designee are rumored or verified to be in the community, and this information may have an impact on school operations or students attending school, the School Administrator/Designee shall do the following:

1. Immediately notify your Local District Administrator of Operations for further guidance and direction.

II. RESPONSIBILITIES OF LOCAL DISTRICT (LD) ADMINISTRATORS OF OPERATIONS (AOO)

A. A Local District (LD) Administrator of Operations must complete the following tasks in all ICE-related situations.

1. When an AOO is notified by any school that an ICE agent or federal



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immigration official is on site or they have received an ICE request, immediately notify the Division of District Operations.

2. Assess the situation, identify the level of crisis and respond as needed.
3. Designate LD staff to ensure the school site team is provided with guidance and support, as needed.
4. Verify that the LASPD Watch Commander has been notified.
5. Verify that an iSTAR incident report has been created. If needed, assist school administrator/designee in creating the iSTAR.
6. Contact the Office of General Counsel for guidance needed pertaining to access to student records, subpoena or search warrant service.
7. Follow up with affected school site administrator to provide necessary direction or advice.

B. On a case by case basis, the AOO must do the following:

1. Continue to assess and monitor the situation to determine if LD resources are needed. Possibly activate the Rapid Response Team (Local District Crisis Team). (Refer to BUL-5800, Crisis Preparedness Response and Recovery for more information).
2. Consult with the Office of Communications.
3. Provide consultation in notifying neighboring schools and local districts as needed.
4. Determine if other communication methods are needed (Blackboard Connect message, parent meeting, letters, resources, talking points, etc.).

C. If a situation escalates to a Tier III crisis response, (i.e. crisis requires central office crisis team to provide direct intervention services, assistance with communications and memos, etc.) LD Administrator of Operations shall coordinate additional support and guidance with the District Office Crisis Response Team.

D. If ICE agents are rumored or verified to be in the community, the LD Administrator of Operations shall do the following:

1. Attempt to verify that ICE is conducting enforcement actions/immigration raids in the area.
2. Determine if this might affect the school or students attending school.
3. If it is determined that ICE activity might affect the District or school-site operations, the LD Administrator of Operations will execute responsibilities outlined above (section II A) as needed.
4. Contact the Division of District Operations and the Los Angeles School Police Department (LASPD) Watch Commander at 213-625-6631.

E. The Division of District Operations, in collaboration with the LASPD Watch Commander, will assist with providing support from District Headquarters (Beaudry) on a case-by-case basis. To prevent duplicate communication, further guidance to local districts will be articulated through the LD Administrator of



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Operations.

III. COMMUNICATION DURING NON-SCHOOL HOURS

If an ICE agent is on site during non-school hours (weekdays or weekends), conducting official ICE business, the administrator/designee on campus should immediately call the LASPD Watch Commander. Examples of activities or locations in which ICE agents may have a need to come to a District-site during non-school hours include, but are not limited to, Early Education Programs, Youth Service Programs, athletic events, parent conferences, school dances, etc. The Watch Commander will coordinate further notifications and assist involved staff with providing support to the school.

IV. LAUSD SUPPORT SERVICES

The LAUSD has staff available throughout the District to provide support and assistance with accessing information and resources for students and families. The School Enrollment Placement and Assessment (S.E.P.A.) center located in LD Central provides families with enrollment assistance, immunizations, medical and mental health referrals, legal service referrals and health insurance enrollment. In addition, Extended Support Sites (ESS) are available to connect students and families to LAUSD programs and community resources. An ESS is located at each local district and in key high volume areas. Refer to Attachment D: Extended Support Sites.

ASSISTANCE: For assistance or further information, please contact your Local District Administrator of Operations. Additionally, the following District offices can provide support:

Office of the Superintendent
(213) 241-7000

Division of District Operations
(213) 241-5337
<http://achieve.lausd.net/Page/1604>

Crisis Counseling and Intervention Services
(213) 241-3841
<http://achieve.lausd.net/smh>

Los Angeles School Police Department (LASPD)
(213) 625-6631
<http://www.laspd.com/>

Office of the General Counsel
(213) 241-7600
<http://achieve.lausd.net/Page/2573>

Student Health and Human Services (SHHS)
(213) 241-3840



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<http://achieve.lausd.net/shhs>

School Enrollment Placement & Assessment (S.E.P.A) Center
(213) 482-3954

<http://achieve.lausd.net/Page/8703>

**RELATED
RESOURCES:**

- [BUL-5800.0, Crisis Preparedness Response and Recovery](#)
- [BUL-2469, Pupil Records: Access, Confidentiality, and Notice of Educational Rights](#)

ATTACHMENTS: ATTACHMENT A – School Site Notification Checklist
ATTACHMENT B – ICE Memorandum: Enforcement Actions at or Focused on Sensitive Locations
ATTACHMENT C – School Site Crisis Response Action Plan Checklist
ATTACHMENT D – Extended Support Sites

SCHOOL SITE NOTIFICATION CHECKLIST

Responsibilities of School Administrator/Designee

IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) REQUESTS ACCESS TO SCHOOL SITE

A School Administrator/Designee must complete the following tasks if ICE agents or other federal immigration officials come on campus for any reason:

- ☐ 1. **IMMEDIATELY NOTIFY**
 - ☐ Local District Administrator of Operations (LD AOO) _____
 - ☐ Los Angeles School Police Department (LASPD) Watch Commander (213) 625-6631
- ☐ 2. **REQUEST THE NAME AND BADGE NUMBER** of the ICE agent or federal immigration official or designee, phone number of the agent's supervisor and purpose of the visit
- ☐ 3. **OBTAIN ANY DOCUMENTATION FROM THE AGENT** (e.g., subpoena; search warrant)
- ☐ 4. **ADVISE THE AGENT** that prior to proceeding with their request, and absent exigent circumstances, notifications and direction from specific District offices must take place
- ☐ 5. **WAIT FOR FURTHER DIRECTION AND ADVICE** from the Local District Administrator of Operations to appropriately respond to the ICE agent request
- ☐ 6. **ACTIVATE THE SCHOOL SITE CRISIS TEAM** as needed (Attachment C)
- ☐ 7. **CREATE ISTAR INCIDENT REPORT**, as soon as practicable: Indicate incident type as on or off campus activity. In the Issue Type tab, select Law Enforcement Activity, sub-category *Immigration and Customs Enforcement (ICE) Inquiry/Investigation*
- ☐ 8. **OBTAIN ADDITIONAL GUIDANCE FROM AOO** on any necessary notification to parents/caregiver of the student who may be the focus of the ICE inquiry

ICE RUMORED OR VERIFIED IN COMMUNITY

If ICE agents or other federal immigration officials/designee are rumored or verified to be in the community, and this information may have an impact on school operations or students attending school, the School Administrator/Designee shall do the following:

- ☐ 1. **IMMEDIATELY NOTIFY YOUR LOCAL DISTRICT ADMINISTRATOR OF OPERATIONS**
_____ for further guidance and direction

Exigent Circumstances

Include, but are not limited to:

- National security/terrorism
- Imminent risk of death, violence, or physical harm to any person
- Fresh pursuit of dangerous felon
- Protection of evidence in a criminal case

NOTE:

Should an agent declare that exigent circumstances exist and demand immediate access to the campus, administrators should comply with the order of ICE or federal immigration official and immediately contact the LD AOO and LASPD Watch Commander.

Los Angeles Unified School District
INTEROFFICE CORRESPONDENCE
(Your School Name)

Sample

TO:

DATE:

FROM: , Principal

SUBJECT: SECURITY FOR HOLIDAY WEEKEND

Teachers, thank you for your cooperation in securing your classrooms during the previous weekends. As a reminder, please follow these guidelines for the upcoming Presidents Day Holiday.

- Close and secure all classroom windows at the end of the school day
- Ensure that all equipment is secured in locked cabinets
- Ensure that all interior doors to the classrooms are locked
- All media carts need to be locked and secured
- Lock desks and cabinets
- Unplug any non-essential electronic devices and roll up extension cords
- Turn off all computers
- Please have students place their chairs on desks

Please feel free to see me for any questions.

(This memo serves only as a sample, there are other things that are specific to your schools site.)



Los Angeles Unified School District

Local District Central

Attendance Submittal

01/02/17 - 02/03/17

LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/03/17)
C	7274	20th St El	1/1/2017	2/3/2017	100.00%
C	7301	24th St El	1/1/2017	2/3/2017	100.00%
C	7288	28th St El	1/1/2017	2/3/2017	100.00%
C	2833	28th St El DLC Sp	1/1/2017	2/3/2017	100.00%
C	3932	49th St El	1/1/2017	2/3/2017	100.00%
C	5111	Alexander Sci Ctr Sch	1/1/2017	2/3/2017	100.00%
C	2810	Alexander SCS DLC Sp	1/1/2017	2/3/2017	100.00%
C	2068	Allesandro El	1/1/2017	2/3/2017	100.00%
C	2069	Allesandro El CL Mag	1/1/2017	2/3/2017	100.00%
C	2178	Aragon Ave El	1/1/2017	2/3/2017	100.00%
C	4322	Arroyo Seco Mus/S Mag	1/1/2017	2/3/2017	100.00%
C	2233	Atwater Ave El	1/1/2017	2/3/2017	100.00%
C	4685	Aurora El	1/1/2017	2/3/2017	100.00%
C	2604	Buchanan St El M/S Mg	1/1/2017	2/3/2017	100.00%
C	8066	Burbank MS	1/1/2017	2/3/2017	100.00%
C	2699	Cahuenga El	1/1/2017	2/3/2017	100.00%
C	2783	Cahuenga El DLC Ko	1/1/2017	2/3/2017	100.00%
C	2780	Cahuenga El DLC Sp	1/1/2017	2/3/2017	100.00%
C	2863	Castelar St El	1/1/2017	2/3/2017	100.00%
C	2786	Castelar St El DL Ma	1/1/2017	2/3/2017	100.00%
C	3110	Clifford St M/T Mag	1/1/2017	2/3/2017	100.00%
C	2277	Commonwlth Ave El Mg	1/1/2017	2/3/2017	100.00%
C	3329	Dahlia Hts El	1/1/2017	2/3/2017	100.00%
C	2386	Del Olmo El	1/1/2017	2/3/2017	100.00%
C	3397	Delevan Drive El	1/1/2017	2/3/2017	100.00%
C	3507	Eagle Rock El	1/1/2017	2/3/2017	100.00%
C	4165	Eagle Rock El GHA Mag	1/1/2017	2/3/2017	100.00%
C	3508	Eagle Rock El HG Mag	1/1/2017	2/3/2017	100.00%
C	3575	Elysian Heights El	1/1/2017	2/3/2017	100.00%
C	2383	Esperanza El	1/1/2017	2/3/2017	100.00%
C	2774	Esperanza El DLC Sp	1/1/2017	2/3/2017	100.00%
C	3877	Fletcher Dr El	1/1/2017	2/3/2017	100.00%
C	4082	Garvanza El	1/1/2017	2/3/2017	100.00%
C	4123	Glassell Park El	1/1/2017	2/3/2017	100.00%
C	4164	Glenfeliz Blvd El	1/1/2017	2/3/2017	100.00%
C	2385	Gratts LA for YS	1/1/2017	2/3/2017	100.00%
C	2775	Gratts LA for YS DLC	1/1/2017	2/3/2017	100.00%
C	4548	Hobart Blvd El	1/1/2017	2/3/2017	100.00%
C	4575	Hooper Ave El	1/1/2017	2/3/2017	100.00%
C	4576	Hooper Ave PC	1/1/2017	2/3/2017	100.00%
C	4589	Hoover St El	1/1/2017	2/3/2017	100.00%



Los Angeles Unified School District

Local District Central

Attendance Submittal

01/02/17 - 02/03/17

LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/03/17)
C	8189	Irving MS MME Mag	1/1/2017	2/3/2017	100.00%
C	2943	Jones El	1/1/2017	2/3/2017	100.00%
C	5112	Jones PC	1/1/2017	2/3/2017	100.00%
C	2785	Kim El DLC Ko	1/1/2017	2/3/2017	100.00%
C	2784	Kim El DLC Sp	1/1/2017	2/3/2017	100.00%
C	2543	Lafayette Park PC	1/1/2017	2/3/2017	100.00%
C	2393	Lake St Primary	1/1/2017	2/3/2017	100.00%
C	2307	Lee El Med Hlth Mag	1/1/2017	2/3/2017	100.00%
C	5170	Lexington Ave PC	1/1/2017	2/3/2017	100.00%
C	4986	Los Feliz STEMM Mag	1/1/2017	2/3/2017	100.00%
C	2779	MacArthur Pk El DL Sp	1/1/2017	2/3/2017	100.00%
C	2544	MacArthur Pk El VAPA	1/1/2017	2/3/2017	100.00%
C	5113	Mack El	1/1/2017	2/3/2017	100.00%
C	2811	Mack El DLC Sp	1/1/2017	2/3/2017	100.00%
C	5055	Magnolia Ave El	1/1/2017	2/3/2017	100.00%
C	5068	Main St El	1/1/2017	2/3/2017	100.00%
C	7220	Maple PC	1/1/2017	2/3/2017	100.00%
C	2812	Mayberry St El DL Sp	1/1/2017	2/3/2017	100.00%
C	2813	Micheltorena St El DL	1/1/2017	2/3/2017	100.00%
C	5384	Monte Vista St El	1/1/2017	2/3/2017	100.00%
C	7614	Nava College Prep	1/1/2017	2/3/2017	100.00%
C	5466	Nevin Ave El	1/1/2017	2/3/2017	100.00%
C	5699	Norwood St El	1/1/2017	2/3/2017	100.00%
C	2392	Olympic PC	1/1/2017	2/3/2017	100.00%
C	3247	Plasencia El	1/1/2017	2/3/2017	100.00%
C	6080	Plasencia El M/S Mag	1/1/2017	2/3/2017	100.00%
C	2311	Poindexter LaMotte El	1/1/2017	2/3/2017	100.00%
C	2772	RFK Ambdr Gbl Ed Ko	1/1/2017	2/3/2017	100.00%
C	2771	RFK Ambdr Gbl Ed Sp	1/1/2017	2/3/2017	100.00%
C	2369	RFK Ambdr Gbl Edu	1/1/2017	2/3/2017	100.00%
C	8501	RFK LA SH Arts	1/1/2017	2/3/2017	100.00%
C	2838	RFK UCLA Comm Sch DLC	1/1/2017	2/3/2017	100.00%
C	5385	Riordan PC	1/1/2017	2/3/2017	100.00%
C	6370	Rosemont Ave El	1/1/2017	2/3/2017	100.00%
C	1955	Salvin Sp Ed Ctr	1/1/2017	2/3/2017	100.00%
C	6493	San Pascual El STEAM	1/1/2017	2/3/2017	100.00%
C	6507	San Pedro St El	1/1/2017	2/3/2017	100.00%
C	7178	Toland Way El	1/1/2017	2/3/2017	100.00%
C	7589	Wadsworth Ave El	1/1/2017	2/3/2017	100.00%
C	7959	Yorkdale El	1/1/2017	2/3/2017	100.00%
C	5630	Normandie Ave El	1/1/2017	2/3/2017	99.99%



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C	4890	Lockwood Ave El	1/1/2017	2/3/2017	99.99%
C	6534	King Jr El	1/1/2017	2/3/2017	99.99%
C	8577	Sotomayor LA LARS	1/1/2017	2/3/2017	99.99%
C	2308	Ride El Smart Acad	1/1/2017	2/3/2017	99.98%
C	8777	Kahlo HS	1/1/2017	2/3/2017	99.98%
C	2701	Kim El	1/1/2017	2/3/2017	99.98%
C	3986	Franklin Ave El	1/1/2017	2/3/2017	99.97%
C	3192	Commonwlth Ave El	1/1/2017	2/3/2017	99.96%
C	8991	CDS Tri-C	1/1/2017	2/3/2017	99.96%
C	2151	Annandale El	1/1/2017	2/3/2017	99.93%
C	4904	Logan St El	1/1/2017	2/3/2017	99.89%
C	7771	RFK Ambdr Gbl Ldsh	1/1/2017	2/3/2017	99.86%
C	2041	Alexandria Ave El	1/1/2017	2/3/2017	99.84%
C	7219	Trinity St El	1/1/2017	2/3/2017	99.84%
C	2384	Politi El	1/1/2017	2/3/2017	99.82%
C	2942	Estrella El	1/1/2017	2/3/2017	99.78%
C	5505	9th St El	1/1/2017	2/3/2017	99.77%
C	8774	Contreras LC Gbl St	1/1/2017	2/3/2017	99.76%
C	4671	Ivanhoe El	1/1/2017	2/3/2017	99.73%
C	2944	Huerta El	1/1/2017	2/3/2017	99.72%
C	7082	10th St El	1/1/2017	2/3/2017	99.69%
C	7479	Vermont Ave El	1/1/2017	2/3/2017	99.69%
C	2542	White El	1/1/2017	2/3/2017	99.68%
C	5247	Menlo Ave El	1/1/2017	2/3/2017	99.68%
C	5288	Micheltorena St El	1/1/2017	2/3/2017	99.58%
C	4983	Mariposa-Nabi PC	1/1/2017	2/3/2017	99.58%
C	3356	Dayton Heights El	1/1/2017	2/3/2017	99.58%
C	7780	RFK UCLA Comm Sch	1/1/2017	2/3/2017	99.58%
C	8853	Orthopaedic Hsp SH Mg	1/1/2017	2/3/2017	99.57%
C	2603	Buchanan St El	1/1/2017	2/3/2017	99.57%
C	2671	Bushnell Way El	1/1/2017	2/3/2017	99.57%
C	8748	West Adams Prep SH	1/1/2017	2/3/2017	99.57%
C	7654	West Vernon Ave El	1/1/2017	2/3/2017	99.56%
C	2809	Main St El DLC Sp	1/1/2017	2/3/2017	99.51%
C	2768	Aldama El DLC Sp	1/1/2017	2/3/2017	99.50%
C	1919	Lanternman HS	1/1/2017	2/3/2017	99.40%
C	2808	Magnolia Ave El DL Sp	1/1/2017	2/3/2017	99.39%
C	8645	Highland Park HS	1/1/2017	2/3/2017	99.37%
C	8738	DBM	1/1/2017	2/3/2017	99.35%
C	7151	Weemes El	1/1/2017	2/3/2017	99.35%
C	4681	Harmony El	1/1/2017	2/3/2017	99.31%



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C	8045	Castro MS	1/1/2017	2/3/2017	99.30%
C	7722	Angelou Community SH	1/1/2017	2/3/2017	99.26%
C	2027	Aldama El	1/1/2017	2/3/2017	99.19%
C	5205	Mayberry St El	1/1/2017	2/3/2017	99.12%
C	8057	Berendo MS	1/1/2017	2/3/2017	98.99%
C	8058	Liechty MS	1/1/2017	2/3/2017	98.95%
C	8516	Cortines Sch of VAPA	1/1/2017	2/3/2017	98.94%
C	8009	Adams MS	1/1/2017	2/3/2017	98.93%
C	5411	Mt Washington El	1/1/2017	2/3/2017	98.93%
C	2819	Normandie Ave El DLC	1/1/2017	2/3/2017	98.93%
C	6329	Rockdale VAPA Mag	1/1/2017	2/3/2017	98.90%
C	8544	Roybal LC	1/1/2017	2/3/2017	98.88%
C	8580	Central HS	1/1/2017	2/3/2017	98.82%
C	8643	Franklin HS	1/1/2017	2/3/2017	98.81%
C	8517	Contreras LC Bus Tr	1/1/2017	2/3/2017	98.80%
C	4982	Los Angeles El	1/1/2017	2/3/2017	98.77%
C	2134	Studio School	1/1/2017	2/3/2017	98.77%
C	3479	Dorris Place El	1/1/2017	2/3/2017	98.76%
C	8062	Clinton MS	1/1/2017	2/3/2017	98.67%
C	4680	Lizarraga El	1/1/2017	2/3/2017	98.56%
C	8208	King MS Mag Flm/Mdia	1/1/2017	2/3/2017	98.49%
C	8206	RFK Sch Vis Arts/Hum	1/1/2017	2/3/2017	98.34%
C	7783	RFK New Open Wld	1/1/2017	2/3/2017	98.22%
C	6868	Obama Gbl Prep Acad	1/1/2017	2/3/2017	98.16%
C	8132	Foshay LC	1/1/2017	2/3/2017	98.15%
C	8527	Contreras LC Soc Jus	1/1/2017	2/3/2017	98.07%
C	8462	Virgil MS	1/1/2017	2/3/2017	98.06%
C	1914	Widney HS	1/1/2017	2/3/2017	97.99%
C	8745	LAUSD/USC CA/Eng Mag	1/1/2017	2/3/2017	97.91%
C	7137	32nd St USC PA Mag	1/1/2017	2/3/2017	97.71%
C	8750	Marshall SH	1/1/2017	2/3/2017	97.68%
C	2806	Logan St El DLC Sp	1/1/2017	2/3/2017	97.59%
C	2219	Ascot Ave El	1/1/2017	2/3/2017	97.57%
C	8716	Santee EC	1/1/2017	2/3/2017	97.56%
C	8743	Manual Arts SH	1/1/2017	2/3/2017	97.50%
C	8614	Eagle Rock HS	1/1/2017	2/3/2017	97.36%
C	8094	Carver MS	1/1/2017	2/3/2017	97.27%
C	8064	Kim Academy	1/1/2017	2/3/2017	97.26%
C	7356	Union Ave El	1/1/2017	2/3/2017	97.04%
C	7707	Sotomayor LA HADA	1/1/2017	2/3/2017	97.01%
C	8200	Los Angeles Acad MS	1/1/2017	2/3/2017	97.00%



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C	8543	Belmont SH	1/1/2017	2/3/2017	96.88%
C	8714	Jefferson SH	1/1/2017	2/3/2017	96.47%
C	8545	Newmark HS	1/1/2017	2/3/2017	96.36%
C	8207	Contreras LC ALC	1/1/2017	2/3/2017	96.16%
C	1918	McAlister HS CYESIS	1/1/2017	2/3/2017	96.01%
C	5173	Nava LA Sch Bus&Tech	1/1/2017	2/3/2017	95.40%
C	8070	Nava LA Sch Art&Cult	1/1/2017	2/3/2017	95.15%
C	8710	Early College Academy	1/1/2017	2/3/2017	90.59%



PUPIL SERVICES & ATTENDANCE

Presents

Working with Chronically Absent Students & Attendance Improvement Strategies

Engaged Participant Outcomes

- ***How to address chronic absenteeism***
- ***Strategies to improve attendance***
- ***Overview of intensive case management***
- ***Overview of SART & SARB procedures***



DATE: Thurs., February 16, 2017 **TIME:** 1:30 P.M. – 3:30 P.M.

LOCATION: RFK Community Schools, High School Library
701 S. Catalina St., Los Angeles, CA 90005

PARKING: Enter Parking Structure on 8th street

For those that missed the Fall training, this is a repeat offering.

Please RSVP by 2/13/17 to:
rafael.rubalcava@lausd.net

Call Rafael Rubalcava (213) 241-0162 if you need additional information