



### IMPORTANT DATES TO REMEMBER

President's Day	2/20
E-Cast Application	2/21
Assistant Principals' Meeting	2/22
<u>March 2017</u>	
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

Probationary I Recommendation	3/1
February Water Flushing	3/1
February Metal Detection Certif.	3/1

Local District Central

# Friday's Operation's Brief

BELIEVE • BEHAVE • BECOME

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## Because We Care...

School culture, school climate, instruction, budget, school safety, meetings, E-CAST, the list goes on and on...

Take the time to rest, enjoy your families, and take care of yourselves. Local District Central has great people leading the charge in making our school communities a safe haven for all.



## Schools a "Sensitive Location"

There have been numerous allegations (not substantiated) of ICE agents around and near schools. On February 14<sup>th</sup>, all principals received an email from Superintendent King with information regarding immigration-related issues. The District has prepared resources to support our school leaders in responding to questions around these issues and in managing immigration-related situations on campus, should the need arise. Attached please find "Frequently Asked Questions" about immigration policy and freedom from discrimination, which can be printed and distributed to your school community members, as deemed appropriate (translated into four additional languages) (Attachment 1).



## Consolidated Charitable Campaign

Week 2 of this year's CCC has come to a successful conclusion. 60 CCC Coordinators from Local District Central attended this year's Kick Off meeting at Charles White Elementary School. A special thank you to the Charles White staff and Ms. Irene Worrell, Principal, for hosting.

During our kick off event, coordinators were provided information regarding the campaign, strategies for maximizing this year's contributions, as well as making this year's campaign memorable. Speaking of making it memorable: Who's going to get slimed this year?

This year Mr. Hernandez has given Local District Central the challenge of raising \$60,000! As a team, we can meet this challenge and all for a good cause!

GO Team LD CENTRAL!



## Focus on Attendance in the Teen Years

According to a recent research from the University of Chicago shows that performance in middle school is an indicator as to whether or not a student will graduate from high school and move on to be successful in college. According to research article, *Looking Forward to High School and College*, students who attend school regularly are more likely to graduate and be college and career ready (Attachment 2).



### Key Findings Based on Research Article:

- Middle grade attendance and GPA provide the best indication of how students will perform in high school classes.
- Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation and eventually drop out of school.
- College readiness depends on very strong grades in middle school, as well as high school.
- Improving grades and attendance in the middle grades can have a large pay-off for high school success; even more so than improving test scores.

School leaders are strongly encouraged to address attendance and document interventions such as:

- Identifying and defining attendance expectations
- Connect attendance to future outcomes through assemblies and Attendance Improvement Meetings
- Address structural barriers to school attendance
- Ensure students develop positive relationships with adults on campus.
- Develop re-entry plans for students who return to school after being chronically absent.

Additional resources and tools are available at <http://www.attendanceworks.org/research/secondary-school-absenteeism/>

### Parents supporting their teens

Because chronic absenteeism, at any age, is an indicator for dropping out of school, it is imperative that students and parents/guardians understand the importance of daily attendance.

Pay Attention to Attendance: Keep Your Child On Track in Middle and High School (Attachment 3). is helpful resource for administrators to share with families.

How did your school do?  
See Attachment 4.

## Is Your School Gold?

ATTENDANCE SUBMITTAL			
Spring Semester Cumulative			
Level	Submittal %	Number of LDC Schools through 01/30/17 thru 2/3/17 (Spring)	Number of LDC Schools through 01/30/17 thru 2/10/17 (Spring)
<b>Gold</b>	100%	81	87
<b>Silver</b>	98% - 99.99%	69	72
<b>Bronze</b>	96% - 97%	19	10
	< 96%	3	3

## LA Academy Middle School

### A Safe, Nurturing Space through a Parents' Book Club

At LA Academy Middle School, PSW Marisol Alvarez observed that many parents seemed conflicted in sharing about the pain and struggle of family separation as a casualty of migration. Parents expressed an inclination in trying to forget it or avoid thinking about it, which is a common reaction to a traumatic event.

To provide the parents with a space and opportunity to process and share their story, PSW Alvarez decided to offer a healing space for parents to share their stories and experiences in the form of a Book Club/Club de Lectura en Español de Padres LAAMS in LA Academy the Parent Center. The parent book club's goals are to strengthen literacy, critical thinking skills, and promote self-care and emotional healing through reading. The current book is Reyna Grande's novel *La Distancia Entre Nosotros* (The Distance Between Us), which explores the topics on family separation, long-absent father figures, discrimination, assimilation, success, and resiliency.



Through the parent book club, many shared their experiences of being left behind by their own parents, leaving their own children, and struggling with the loss of not having their loved ones near. PSW Alvarez collaborated with Mr. Ford, Restorative, Justice Teacher Adviser in conducting a circle that addressed self-care with parents.

The Book Club is in its third week in a series of 10 sessions. Nine parents have actively participated in sessions to discuss their thoughts and feelings, coping skills, as well as explore family boundaries, traditions and relationships. PSW Alvarez states that the Book Club has been a rewarding experience for both the parents and herself as she helps them in processing emotional pain and in recognizing their own resiliency.

## Restorative Justice: Affective Statements Part I

Affective Statements:

- Are central to all of the more formal restorative practices.
- Are personal expressions of feeling in response to specific positive or negative behaviors of others.
- Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.
- Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.
- Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or "getting real" is what makes it possible to improve relationships in a school community.
- Have a significant and cumulative impact in a school community.





## Operation School Bell on Wheels

Operation School Bell on Wheels at 20th St. Elementary School was a great success! By the end of the day, 252 students from 30 Local District Central schools received back packs with school supplies, uniforms, and new shoes. We appreciate the efforts of the 20th Street staff, Principal Garcielita, Healthy Start Navigator O. Hernandez, Parent volunteers, and LD Central support staff to make this a smooth and successful event. We are especially grateful for the wonderful program the "Assistance League of Los Angeles" brings to our LAUSD schools. We look forward to future events and encourage schools to continue to participate. If any school wishes to make appointments for students outside an Operation School Bell on Wheels Day, please call the "Assistance League of Los Angeles" at (323) 469-1973 to schedule an appointment.



# Reminders



## Evaluations: Classified Personnel

Friendly reminder that all classified personnel are to be evaluated on an annual basis. See attached due dates (Attachment 5). Please reach out to your Operations Coordinator or our Classified Staff Relations Representative, Stacie Smith, should you need assistance.

## 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 6) 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 7).



## Mandated 2017 Spring Child Abuse Training Resources

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.

### Breaking the Silence Child Abuse Awareness

If you suspect that a child is being abused...  
**REPORT** Neglect  
Physical Abuse  
Sexual Abuse Exploitation



“NO PERSON  
HAS THE RIGHT TO  
RAIN ON YOUR  
DREAMS.”

- MARTIN LUTHER KING JR.



## **Responses to Frequently Asked Questions:**

### **Immigration Policies and Freedom from Discrimination**

One of the top priorities of the Los Angeles Unified School District (L.A. Unified) is to create safe spaces for learning, where all students – regardless of immigration status, religion, disability, nationality, race, ethnicity, gender, or sexual orientation – are respected and have access to a quality education.

Below are answers to questions many have raised concerning immigration policies and freedom from discrimination and harassment.

#### **Immigration Policies**

**Question 1: How may President Trump’s executive orders on immigration impact students and families who do not have lawful immigration status?**

Answer 1: On January 25, 2017, President Trump signed executive orders related to immigration and border security, including increasing resources to enforce immigration laws, identifying resources for the construction of a wall along the U.S.-Mexico border, and withholding federal grants to what the administration could identify as “sanctuary jurisdictions.” It is possible these executive orders will be challenged in courts or by lawmakers. On January 27, 2017, President Trump signed an executive order restricting travel from seven countries. This order is currently being challenged in court.

The executive orders on immigration do not change L.A. Unified’s commitment to providing a free quality education to all District students, regardless of immigration status.

**Question 2: Are public K-12 schools in the United States required to provide a free public education to students, regardless of immigration status?**

Answer 2: Yes. All children in the United States have a Constitutional right to equal access to a free public education regardless of their immigration status or that of their parents. That right was confirmed in the United States Supreme Court case *Plyler v. Doe*. Discrimination is also prohibited by federal laws, including Titles IV, VI, and IX of the Civil Rights Act of 1964.

**Question 3: Does L.A. Unified ask for the immigration status of a student or family member for enrollment or educational purposes?**

Answer 3: No. L.A. Unified does not ask for the immigration status of a student or family member for enrollment or educational purposes. This includes applications for transportation, free/reduced-price meals, academic programs, extracurricular activities, and other services.

**Question 4: Does L.A. Unified ever share a student’s immigration status or confidential student records information with federal immigration officials?**

Answer 4: L.A. Unified does not collect a student’s immigration status and information (unless a student or parent informs the District that he or she is enrolling under a foreign student or business visa). Therefore, L.A. Unified would not have this information to provide to federal immigration officials. If L.A. Unified inadvertently becomes aware of a student’s status, that information is not retained.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties with student education records. However, there may be exceptional circumstances under which the District could be *required* to provide pupil records information to federal immigration officials, including the following: 1) if there is a valid subpoena, warrant, or court order; and 2) if there are emergency circumstances, such as a confirmed danger to public safety.

**Question 5: Does the Los Angeles School Police Department (LASPD) play a role in federal immigration investigations?**

Answer 5: The LASPD's primary mission is to promote a safe learning environment at schools. Members of the LASPD do not inquire about immigration status. Additionally, the LASPD does not interact with immigration officials, unless there is an emergency situation concerning the immediate safety of students or employees.

**Question 6: Can federal immigration officials come onto L.A. Unified campuses?**

Answer 6: Federal immigration officials have a policy restricting enforcement actions at "sensitive locations," including schools, hospitals, and institutions of worship. The policy is still valid at the time of this writing. Also, as with other law enforcement agencies, federal immigration officials may come onto campuses under exceptional circumstances, such as immediate public safety issues, or when there is a valid search warrant, subpoena, or court order. Additional information may be found in the District's Reference Guide [\*REF-6767.1: LAUSD Campuses as Safe Zones and Resource Centers\*](#).

**Question 7: What could happen if I am a recipient of DACA?**

Answer 7: Deferred Action for Childhood Arrivals ([DACA](#)) is a policy implemented under the Obama Administration in June 2012. At this time, the new presidential administration has not released guidance on whether it will modify or remove DACA. Information about DACA can be found on the National Immigration Law Center webpage at <https://www.nilc.org/issues/daca/>.

**Question 8: What resources are available to help students and families who are newcomers to the country and are seeking to enroll in the District?**

Answer 8: The District's School Enrollment Placement and Assessment (S.E.P.A.) Center connects students and families with resources to support academic, social, and emotional success. The S.E.P.A. Center also provides referrals to other social services and legal assistance programs that are not affiliated with the District, but are available at the discretion of families. The main S.E.P.A. Center is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, at 1339 Angelina St., Los Angeles, and can be contacted at (213) 482-3954.

In addition, the District has opened temporary extended support sites in each region of the District, which provide similar resources to the S.E.P.A. Center. You can find the extended support site nearest you by calling a hotline that has been set up to respond to questions around these issues and others. The hotline number is (866) 742-2273.

**Question 9: What should I do if I have more questions about immigration laws and procedures?**

Answer 9: District personnel cannot give legal advice concerning specific immigration matters. However, it is the District's opinion that licensed immigration attorneys are the most likely to provide reliable legal advice on immigration matters. For your protection, the District does not recommend seeking legal advice from non-attorney "notarios." A directory of free or low-cost nonprofit immigration legal services providers can be found at <https://www.immigrationlawhelp.org>. Please note that the advice provided by people found on this website do not necessarily reflect the opinions of the District. Additional information and resources can be accessed at <http://achieve.lausd.net/familyresources>.

It is recommended that families with immigration questions contact an immigration legal services provider as soon as possible, because such providers are becoming very busy.

For additional questions regarding enrollment or access to resources, please contact the S.E.P.A. Center at (213) 482-3954.



## Freedom from Discrimination and Harassment

### **Question 10: What is L.A. Unified's policy on discrimination and harassment?**

Answer 10: The District is committed to educational excellence, equity, and access. Our policies prohibit discrimination against or harassment of our students, families, or employees on the basis of actual or perceived religion, disability, nationality, race, ethnicity, gender, sexual orientation, or other protected classes.

To learn more about the District's nondiscrimination policies, please visit the Educational Equity Compliance Office website at <http://achieve.lausd.net/eeco>.

### **Question 11: What should I do if I believe my child or I have been the victim of discrimination or harassment?**

Answer 11: The District takes allegations of discrimination and/or harassment very seriously. Please immediately report the behavior to a school leader, supervisor, Office of the Superintendent, or your local law enforcement agency. For information about school-based discrimination, please contact the Educational Equity Compliance Office at (213) 241-7682 or visit their website at <http://achieve.lausd.net/eeco>.

For updated information, please visit the District's homepage at [lausd.net](http://lausd.net).





## **Respuestas a las preguntas más frecuentes:**

### **Políticas migratorias y libertad contra la discriminación**

Una de las prioridades principales del Distrito Escolar Unificado de Los Angeles (LAUSD) consiste en crear espacios seguros para el aprendizaje, donde todos los estudiantes - sin importar a su estatus migratorio, religión, discapacidad, nacionalidad, origen racial, origen étnico, género, u orientación sexual - sean respetados y tengan acceso a una educación de calidad.

Las siguientes son respuestas a preguntas que se han planteado en gran medida sobre las políticas de inmigración y libertad contra la discriminación y el acoso.

#### **Estatus migratorio**

**Pregunta 1: ¿Cuántas órdenes ejecutivas del presidente Trump sobre la inmigración afectan a los estudiantes y a las familias que no cuentan con un estatus migratorio legal?**

Respuesta 1: El 25 de enero de 2017, el presidente Trump firmó órdenes ejecutivas con relación a la seguridad migratoria y fronteriza, que incluyen aumentar recursos para hacer cumplir las leyes migratorias, identificar recursos para la construcción de un muro a lo largo de la frontera entre EEUU y México, y retener subvenciones federales dirigidas a jurisdicciones que la administración podría identificar como “jurisdicciones santuario”. Es posible que estas órdenes ejecutivas sean cuestionadas en los tribunales o por parte de legisladores. El 27 de enero de 2017, el presidente Trump firmó una orden ejecutiva restringiendo (limitando) los viajes a personas provenientes de siete países. Esta orden actualmente está siendo impugnada (cuestionada) en los tribunales.

Las órdenes ejecutivas sobre la inmigración no cambian el compromiso del Distrito Escolar Unificado de L.A. de proporcionar una educación gratuita y de calidad para todos los estudiantes sin importar su estatus migratorio.

**Pregunta 2: ¿Se requiere que las escuelas públicas de Kinder a 12º en Estados Unidos proporcionen una educación pública y gratuita para los estudiantes sin considerar su estatus migratorio?**

Respuesta 2: Sí. Todos los niños en los Estados Unidos tienen el derecho Constitucional de obtener acceso a una educación pública y gratuita sin considerar su estatus migratorio o el de sus padres. Ese derecho se ha confirmado en el caso *Plyler v. Doe* de la Corte Suprema de los Estados Unidos. Las leyes federales también prohíben la discriminación, así como los Títulos IV, VI, y IX de la Ley de Derechos Civiles de 1964.

**Pregunta 3: ¿En LAUSD preguntan sobre el estatus migratorio de un estudiante o miembro de la familia, para la inscripción o para fines educativos?**

Respuesta 3: No. En el Distrito Escolar Unificado de L.A. no se pregunta sobre el estatus migratorio de un estudiante o miembro de la familia para la inscripción o para fines educativos. Esto incluye solicitudes para transporte, alimentos gratuitos a o precios reducidos, programas académicos, actividades extracurriculares, y otros servicios.

**Pregunta 4: ¿En LAUSD comparte el estatus migratorio de los estudiantes, o información confidencial del expediente escolar, a agentes federales de inmigración?**

Respuesta 4: El Distrito Escolar Unificado de L.A. no documenta el estatus migratorio y demás información de los estudiantes (a menos que el estudiante o padre le informen al Distrito sobre la inscripción mediante una visa de estudiante o de negocios). Por lo tanto, el Distrito Escolar Unificado de L.A. no tiene esta información para proporcionársela a agentes federales de inmigración. Si el Distrito Escolar

Unificado de L.A. por casualidad se entera del estatus de un estudiante, dicha información no se documenta en nuestros archivos.

La Ley sobre los Derechos de la Familia a la Educación y a la Privacidad (FERPA, por sus siglas en inglés) generalmente prohíbe que los distritos escolares proporcionen a partes terceras los expedientes educativos de los estudiantes. No obstante, posiblemente se presenten circunstancias excepcionales -bajo las cuales se le requiera al Distrito que proporcione información del expediente estudiantil a agentes federales de inmigración- incluyendo las siguientes: 1) si se presenta un citatorio judicial, orden de ejecución u orden de la corte; y 2) ante circunstancias de emergencia, como peligro confirmado a la seguridad pública.

**Pregunta 5: ¿El Departamento de la Policía Escolar de Los Ángeles (LASPD, por sus siglas en inglés) desempeña algún papel en las investigaciones federales de inmigración?**

Respuesta 5: La misión primordial de LASPD consiste en promover un ambiente de aprendizaje seguro en las escuelas. Los miembros de LASPD no preguntan sobre el estatus migratorio. Además, LASPD no interactúa con oficiales de inmigración, a menos de que se presente una situación de emergencia que afecte directamente la seguridad de los estudiantes o de los empleados.

**Pregunta 6: ¿Pueden ingresar agentes federales de inmigración a las escuelas del Distrito Escolar Unificado de L.A.?**

Respuesta 6: Los agentes federales de inmigración tienen una política que les limita proceder con sus funciones en “zonas vulnerables”, entre ellas, escuelas, hospitales, e instituciones religiosas. Esta política sigue en vigor al momento de la presente redacción. Asimismo, al igual que con otras entidades del orden público, los agentes federales de inmigración pueden ingresar a los planteles escolares bajo circunstancias excepcionales, como cuestiones urgentes de seguridad pública, o habiendo una orden válida de cateo, orden judicial, u orden de la corte. Para mayor información, consulte la Guía de Consulta del Distrito [\*REF-6767.1: Zonas seguras y Centros de Recursos en LAUSD\*](#).

**Pregunta 7: ¿Qué podría suceder si recibo DACA?**

Respuesta 7: La consideración de Acción Diferida para los Llegados en la Infancia ([\*DACA\*](#)) es una política implementada bajo la Administración de Obama en junio de 2012. En estos momentos, la nueva administración presidencial no ha publicado una guía indicando que se modificará o eliminará la política DACA. Para mayor información sobre la política DACA visite la página Web de *National Immigration Law Center* (Centro Nacional de Derecho Migratorio): <https://www.nilc.org/issues/daca/>.

**Pregunta 8: ¿Qué recursos están disponibles para ayudar a estudiantes y familias recién llegadas al país que soliciten inscripción en el Distrito?**

Respuesta 8: El Centro de Inscripción, Colocación y Evaluación del Distrito (S.E.P.A.) pone en contacto a estudiantes y familias con los recursos de apoyo para que tengan éxito académico, social y emocional. El Centro S.E.P.A. también proporciona referencias para otros servicios sociales y programas de asistencia legal no están afiliados con el Distrito, pero disponibles conforme las familias los soliciten. Las oficinas principales del centro S.E.P.A. están abiertas de 8:00 a.m. a 4:30 p.m., de lunes a viernes, en 1339 Angelina St., Los Angeles, y reciben llamadas al (213) 482-3954. Además, el Distrito ha establecido temporalmente sitios de apoyo adicional en cada región del Distrito, para proporcionar recursos similares a los del centro S.E.P.A. Para ubicar el centro de apoyo más cercano, llame a la línea de consulta que se creó para responder a preguntas sobre este y otros temas, al (866) 742-2273.

**Pregunta 9: ¿Qué puedo hacer si tengo más preguntas sobre las leyes y los procedimientos de inmigración?**

Respuesta 9: El personal del Distrito no puede proporcionar asesoría legal sobre cuestiones específicas de inmigración. Sin embargo, es la opinión del Distrito, que para obtener asesoría confiable sobre asuntos migratorios, los profesionales más apropiados son los licenciados en derecho migratorio. Para su protección, el Distrito no recomienda que se solicite asesoría legal con “notarios” que no son abogados. Para obtener acceso a un directorio de servicios migratorios gratuitos o de bajo costo visite la página: <https://www.immigrationlawhelp.org>. Favor de tener en cuenta que la asesoría proporcionada por los especialistas de este sitio Web no necesariamente refleja las opiniones del Distrito. Para información y recursos adicionales visite: <http://achieve.lausd.net/familyresources>

Se recomienda que las familias con preguntas de inmigración se pongan en contacto con un proveedor de servicios legales de inmigración lo antes posible, ya que dichos profesionales están siendo muy solicitados.

Para preguntas adicionales sobre la inscripción o acceso a recursos, favor de comunicarse al centro S.E.P.A. al (213) 482-3954.

## Libertad contra la Discriminación y el Acoso

### **Pregunta 10: ¿Cuáles son las políticas del Distrito Escolar Unificado de L.A. sobre la discriminación y el acoso?**

Respuesta 10: El Distrito está comprometido con la excelencia, equidad y acceso en la educación. Nuestras políticas prohíben la discriminación o el acoso en contra de nuestros estudiantes, familias o empleados, con base en la religión, discapacidad, nacionalidad, raza, origen étnico, género, orientación sexual u otras características protegidas -reales o percibidas.

Para mayor información sobre las políticas del Distrito que prohíben la discriminación, favor de visitar la página Web de la Dirección para el Cumplimiento de la Equidad Educativa:

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

### **Pregunta 11: ¿Qué debo hacer si pienso que mi hijo -o yo- hemos sido víctimas de discriminación o acoso?**

Respuesta 11: El Distrito se toma muy en serio las denuncias sobre la discriminación y/o el acoso. Favor de reportar inmediatamente dicha conducta a un líder escolar, supervisor, a la oficina superintendente, o su agencia local del orden público. Para mayor información sobre la discriminación en las escuelas, favor de comunicarse con la Oficina para el Cumplimiento de la Equidad Educativa al (213) 241-7682 o visitar su página Web: <http://achieve.lausd.net/eeco>.

Para información actualizada, favor de visitar la página principal del Distrito: [lausd.net](http://lausd.net).





# Պատասխաններ Հանձնարարական Տրվող Հարցերին՝ Ներգաղթյալ ին քաղաքականությունը Ազատությունը և Խտրականությունը

Լոս Անջելեսի միասնական դպրոցական շրջանի (ԼԱՄԴՇ) հիմնական նպատակներից մեկն է ստեղծել անվտանգ միջավայր ուսուցող մի իրականացնելու համար, որտեղ բոլոր ուսանողները անկախ ներգաղթյալ ին կարգավիճակի, կրոնի, հաշմանդամության, ազգության, ցեղատեսակի, էթնիկ պատկանելիության, սեռի կամ սեռական ուղղվածության, արժանանում են հարգանքի և ունեն հնարավորություն ստանալ որակյալ կրթություն:

Ստորև ներկայացվում են ներգաղթյալ ին քաղաքականությունը և Խտրականությունը, ճնշման գործադրման դեմ պայքարի վերաբերյալ նրանց կողմից առաջադրված հարցերի պատասխանները:

## Ներգաղթյալ ին Կարգավիճակ

**Հարց 1: Ներգաղթի վերաբերյալ Նախագահ Թրամփի կողմից տրված հրամանագրերից քանի՞սն են ազդեցություն թողել այն ուսանողների և նրանց ընտանիքների վրա, ովքեր չունեն օրինական ներգաղթյալ ին կարգավիճակ:**

Պատասխան 1: 2017թ.-ի հունվարի 25-ին Նախագահ Թրամփը ստորագրել է հրամանագրեր ներգաղթի և սահմանների անվտանգության վերաբերյալ, այդ թվում՝ ռեսուրսների ավելացում ներգաղթի օրենքը իրագործելու համար, ռեսուրսների ընդունում ԱՄՆ-Մեքսիկա սահմանին պատկանող ցեղաբնակչության համար և դաշնային դրամաշնորհների դադարեցում և դրանց փոխարինում ԱՄՆ Կառավարության խոսքերով «պատժամիջոցների իրավագործության»:

Այս հրամանագրերը կարող են բողոքարկվել դատարանում կամ օրենսդիր մարմինների կողմից: 2017թ.-ի հունվարի 27-ին Նախագահ Թրամփը նաև ստորագրեց հրամանագիր, որ երկրներից ԱՄՆ մուտք գործելու սահմանափակման վերաբերյալ: Այս հրամանագիրը ներկայապահին բողոքարկվում է դատարանում:

Ներգաղթի վերաբերյալ հրամանագրերը չեն փոփոխում Լոս Անջելեսի պարտավորությունը նորամադրել անվճար որակյալ կրթություն և Տարածաշրջանի բոլոր ուսանողներին անկախ նրանց ներգաղթի կարգավիճակից:

**Հարց 2: Արդյոք պետական K-12 դպրոցները պարտավոր են ապահովել անվճար պետական կրթություն ուսանողներին անկախ ներգաղթյալ ին կարգավիճակից:**

Պատասխան 2: Այո: ԱՄՆ-ի բոլոր երեխաները ունեն սահմանադրական իրավունք հավասարապես հնարավորություն ունենալ անվճար պետական կրթության անկախ նրանց ծնողների ներգաղթյալ ին կարգավիճակի: Այդ իրավունքը հաստատվել է ԱՄՆ-ի Գերագույն

Դատարանի կողմից, Փլիեր և Դոե գործի շրջանակներում:  
Խորականու թյուր նաև արգելված է դաշնային օրենքով համաձայն  
1964թ.-ի Քաղաքացիական իրավունքների մասին օրենքի IV, VI, և IX  
բաժիններին:

- **Հարց 3:** Արդյոք **Լոս Անջելեսի Միասնական դպրոցական շրջանը**  
պահանջում է ուսանողի կամ նրա ընտանիքի անդամի ներգաղթային  
կարգավիճակի մասին տեղեկատվություն կրթական հաստատությունում  
ընդունելության կամ այլ կրթական ծրագրեր իրականացնելու համար:

**Պատասխան 3:** Լոս Անջելեսի Միասնական դպրոցական շրջանը չի պահանջում  
ուսանողի կամ նրա ընտանիքի անդամի ներգաղթային  
կարգավիճակի մասին տեղեկատվություն կրթական  
հաստատությունում ընդունելության կամ այլ կրթական ծրագրեր  
իրականացնելու համար: Այն ներառում է դիմումներ փոխադրման,  
անվճար/ցածր գներով սննդի տրամադրման, ուսումնական  
ծրագրերի, արտադպրոցական միջոցառումների և այլ  
ծառայությունների համար:

- **Հարց 4:** Արդյոք **Լոս Անջելեսի Միասնական դպրոցական շրջանը**  
հրապարակում է ուսանողի ներգաղթային կարգավիճակի կամ  
ուսանողի անձնական տվյալների մասին դաշնային ներգաղթի  
մարմիններին:

**Պատասխան 4:** Լոս Անջելեսի Միասնական դպրոցական շրջանը չի  
հավաքագրում ուսանողի ներգաղթային կարգավիճակի մասին  
տեղեկատվություն (եթե ուսանողը կամ ծնողը չեն տեղեկացնում  
Տարածաշրջանին, որ նագրանցվել է օտարերկրյա ուսանող  
կարգավիճակով կամ ծառայողական վիզայի միջոցով): Ուստի Լոս  
Անջելեսի Միասնական դպրոցական շրջանը չունի այդպիսի  
տեղեկատվություն դաշնային ներգաղթի մարմիններին հայտնելու  
համար: Եթե Լոս Անջելեսի Միասնական դպրոցական շրջանը  
պատահաբար իմանում է ուսանողի կարգավիճակի մասին, այդ  
տեղեկատվությունը ենթակա է չբացահայտման:  
Ընտանեկան կրթական իրավունքների և գաղտնիության պահպանման  
մասին օրենքով սովորաբար արգելվում է, որպեսզի դպրոցները  
երրորդ անձանց տրամադրեն ուսանողի կրթության վերաբերյալ  
տվյալներ: Այնուամենայնիվ կարող են լինել բացառություններ  
կազմող հանգամանքներ, որոնց հետևանքով Տարածաշրջանից  
կարող են պահանջել տրամադրել աշակերտի մասին տվյալներ  
դաշնային ներգաղթի մարմիններին, ներառյալ հետևյալը՝ 1) եթե  
նրանց ներկայացվում է օրինական դատական ծանուցում,  
ձերբակալման մասին օրդեր կամ դատական որոշում և 2) առկա է  
արտակարգ իրավիճակներ, ինչպես օրինակ հաստատված վտանգ  
հասարակության անվտանգությանը:

- **Հարց 5:** Արդյոք **Լոս Անջելեսի դպրոցական Ոստիկանության բաժինը** որևէ  
կերպ մասնակցում է դաշնային ներգաղթի  
ուսումնասիրություններին գործում:

**Answer 5:** Լոս Անջելեսի դպրոցական Ոստիկանության բաժնի առաջնային  
նպատակն է դպրոցներում ապահովել անվտանգ միջավայր

ուսուցում իրականացնել ու համար: Լոս Անջելեսի Դպրոցական Ոստիկանության բաժնի աշխատակիցները չեն հետաքրքրվում ներգաղթի կարգավիճակի մասին: Դեռավել ինչ, Լոս Անջելեսի Դպրոցական Ոստիկանության բաժնին չի համագործակցում ներգաղթի մարմինների հետ, եթե չկա արտակարգ իրավիճակ, որը վերաբերում է ուսանողների կամ աշխատակիցների անվտանգությանը:

**Հարց 6: Կարո՞ղ են դաշնային ներգաղթի մարմինները ներխուժել Լոս Անջելեսի միասնական դպրոցական շրջանի կամպուս:**

Պատասխան 6: Դաշնային ներգաղթի մարմինները առաջնորդվում են «խոցելի վայրերում», այ դժվոր մ` դպրոցներում, հիվանդանոցներում և ժամերգությունների անցկացման հաստատության ներքո միարկադիո գործողությունների կատարելու ցզերծմնալ ու քաղաքականությանը ամբ: Քաղաքականությանը գործում է այս փաստաթղթի կազմելու ժամանակ: Բացի այդ ինչպես այլ իրավապահ մարմինները, այնպես էլ դաշնային ներգաղթի մարմինները կարող են ներխուժել կամպուս բացառությամբ ու կազմող հանգամանքների առկայության դեպքում, ինչպես օրինակ անհապաղելու ծում պահանջող հասարակության անվտանգությանը առնչվող հարցեր, կամ եթե առկա է օրինական խուզարկության անցկացման հրաման, դատարանի ծանուցում կամ դատական որոշում: Լրացուցիչ տեղեկատվություն կարելի է ստանալ Տարածաշրջանի տեղեկատու ուղեցույցից [REF-6767.1: ԼՄԴԾ Կամպուսները որպես ապահով գոտի և ռեսուրսային կենտրոն](#).

**Հարց 7: Ի՞նչ կարող է պատահել, եթե ես օգտվում եմ հետաձգված գործողությունների ԱՄՆ մոլտք գործած անչափահասների վերաբերյալ քաղաքականությանից (DACA):**

- Պատասխան 7: Հետաձգված գործողությունների ԱՄՆ մոլտք գործած անչափահասների վերաբերյալ ([DACA](#)) քաղաքականությանը իրականացվել է 2012թ.-ի հուլիսին Օբամայի Կառավարության օրոք: Ներկա պահին Նախագահի նոր աշխատակազմը չի արձակել հրահանգայն մասին, թե արդյոք այն փոփոխելու կամ վերացնելու է DACA ծրագիրը: DACA-ի մասին տեղեկատվություն կարելի է գտնել Ազգային Ներգաղթի Օրենքի կենտրոնի <https://www.nilc.org/issues/daca/> կայքից:

**Հարց 8: Ի՞նչ ռեսուրսներ կան օգնելու համար այն ուսանողներին և ընտանքներին, ովքեր նոր են մոլտք գործել երկիր և ցանկություն ունեն ընդունվել Տարածաշրջանի դպրոց:**

Պատասխան 8: Տարածաշրջանի Դպրոց ընդունելության և արդյունքների գնահատման Կենտրոնը (S.E.P.A.) տրամադրում է ուսանողներին և նրանց ընտանիքներին ռեսուրսներ ուսումնական, սոցիալական և էմոցիոնալ առումով հաջողության հասնելու համար: S.E.P.A կենտրոնը նաև առաջարկում է դիմել այլ սոցիալական ծառայությունների և իրաքանական օգնության ցուցաբերման ծրագրերի, որոնք կապված չեն Տարածաշրջանի հետ, սակայն

հասանելի են ընտանիքներին: S.E.P.A գլխամասային կենտրոնը բաց է ժամը 08:00-ից մինչև 16:30, երկու շաբթի օրվանից մինչև ուրբաթ օրը հետևյալ հասցեով՝ 1339 Անգելինափող., Լոս Անջելես, հեռախոսահամարը՝ (213) 482-3954:

Բացի այդ Տարածաշրջանը բացել է ժամանակավոր մեծամաշտաբ աջակցության կայքեր տարածաշրջանում, որոնք տրամադրում են նմանատիպ մեծություններ S.E.P.A. կենտրոնին: Կարող եք գտնել Ձեր մոտակա մեծամաշտաբ աջակցության կենտրոնը գանգահարելով թեժ գծին, որը ստեղծվել է այսնայլ հարցերին պատասխանելու համար: Թեժ գծի հեռախոսահամարն է՝ (866) 742-2273.

**Չարգ 9: Ի՞նչ անել, եթե ես ունեմ Լրացուցիչ հարցեր ներգաղթի օրենքի և ընթացակարգի վերաբերյալ:**

Պատասխան 9: Տարածաշրջանի աշխատակազմը չի կարող տրամադրել նեղ մասնագիտական իրավաբանական խորհրդատվություն ներգաղթի հարցերի շուրջ: Այնուամենայնիվ Տարածաշրջանը կարծում է, որ ներգաղթի հարցով զբաղվող արտոնագրված փաստաբանները հավանաբար կարող են տրամադրել վստահելի իրավաբանական խորհրդատվություն ներգաղթի հարցերի շուրջ: Ձեր ապահովության համար Տարածաշրջանը խորհուրդ է տալիս դիմել ոչ արտոնագրված փաստաբանների իրավաբանական խորհրդատվության ստանալու համար: Կարելի է գտնել անվճար կամ ցածր գնով շահույթ չհետապնդող ներգաղթային իրավաբանական ծառայություններ մատուցող հաստատություններ <https://www.immigrationlawhelp.org>. կայքից: Ցանկանում ենք նշել, որ այս կայքից ստացված իրավաբանական խորհրդատվություն տրամադրող մարմինների խորհուրդները միջոց է, որ համընկնում են Տարածաշրջանի կարծիքի հետ: Լրացուցիչ տեղեկատվություն և մեծություններ կարելի է գտնել <http://achieve.lausd.net/familyresources> կայքից:

Խորհուրդ է տրվում ներգաղթի վերաբերյալ հարցեր ունեցող ընտանիքներին դիմել ներգաղթի հարցերով զբաղվող իրավաբանական ծառայություններ հնարավորինս շուտ, քանի որ նրանց աշխատանքային ժամերը խիստ ծանրաբեռնված են:

Ընդունելության կամ մեծությունների ստացման վերաբերյալ Լրացուցիչ հարցերի դեպքում խնդրում ենք կապվել S.E.P.A. Կենտրոն (213) 482-3954 հեռախոսահամարով:



**Չարց 10: Ինչ պիտի՞ն է Լոս Անջելեսի Միասնական դպրոցական շրջանի քաղաքականությունը խտրակականության և ճնշման գործադրման վերաբերյալ :**

Answer 10: Տարածաշրջանը ձգտում է կրթական ոլորտում հաջողություններին, հավասարության և հասանելիության ապահովմանը: Մեր քաղաքականությունը արգելում է խտրակականություն կամ ճնշման գործադրում մեր ուսանողներին, ընտանիքներին կամ աշխատակիցներին դեմ անկախորակ կամ կարծեցյալ կրոնի, հաշմանդամության, ազգության, ցեղատեսակի, էթնիկ պատկանելիության, սեռի, սեռական ուղղվածության

Տարածաշրջանի խտրակականության դեմ պայքարի մասին լրացուցիչ տեղեկատվություն ստանալու համար, խնդրում ենք այցելել Կրթական հավասարության պահպանման գրասենյակի կայք <http://achieve.lausd.net/eeco>.

**Չարց 11: Ի՞նչ անել, եթե իմ երեխան կամ ես խտրակականության կամ ճնշման ենք ենթարկվել :**

Պատասխան 11: Տարածաշրջանը խտրակականության և/կամ ճնշման գործադրման մասին դիմումներին շատլուրջ մոտեցում է ցուցաբերում: Խնդրում ենք անմիջապես զեկուցել այդ մասին դպրոցի ղեկավարին, փոխտնօրենին, կամ Ձեր տեղական իրավապահ մարմիններին: Դպրոցական խտրակականության մասին տեղեկատվություն ստանալու համար խնդրում ենք կապ հաստատել Կրթական հավասարության պահպանման գրասենյակ (213) 241-7682 հեռախոսահամարով կամ այցելել <http://achieve.lausd.net/eeco> կայքը:

Ավելի թարմ տեղեկատվություն համար այցելեք Տարածաշրջանի գլխավոր էջ [lausd.net](http://lausd.net)



## 常見問題回答：

### 移民政策與反對歧視

洛杉磯聯合學區(L.A. Unified)的首要任務之一就是創建安全的學習環境，讓全部學生（不論是否是移民學生、不論宗教信仰、不論是否殘疾、不論國籍、種族、民族、性別或性取向）都可以獲得尊重，享受優質的教育。

以下是關於移民政策、反對歧視和性騷擾等問題的回答。

#### 移民身份

**問題1：** 對於沒有合法移民身份的學生和家庭，總統Trump的行政命令會有怎樣的影響？

**回答1：** 2017年1月25日，總統Trump簽訂了關於移民和邊境安全的行政命令，內容包括為實施移民法提供更多資源，確定負責方，沿美國-墨西哥邊境建設一道牆，暫停聯邦授予行政機構提供「避難裁定」的權利。這些行政命令很可能會受到聯邦法院或立法者的反對。2017年1月27日，總統Trump簽訂了限制七國赴美的行政命令。聯邦法院目前正在質詢這一行政命令。

關於移民的行政命令並不會改變洛杉磯聯合學區為學區內全部學生（不論是否是移民）提供免費、優質教育的承諾。

**問題2：** 美國的公立K-12學校必須向學生提供免費的公立教育嗎，不論學生是否是移民身份？

**回答2：** 是的。憲法規定，美國的全部兒童都擁有獲得免費公立教育的平等權利，不論兒童或其父母是否是移民身份。美國聯邦最高法院*Plyler v. Doe* 案例確認了這一權利。聯邦法律禁止歧視，包括1964年民權法案第4、第6和第9章規定。

**問題3：** 洛杉磯聯合學區是否會以招生或教育為目的詢問學生或其家庭成員是否是移民？

**回答3：** 不會。洛杉磯聯合學區不會以招生或教育為目的詢問學生或其家庭成員是否是移民。提供交通、免費/優惠餐飯、學習計劃、課外活動和其他服務時也不會詢問。

**問題4：** 洛杉磯聯合學區會給聯邦移民官員分享學生的移民身份或保密記錄資訊嗎？

**回答4：** L.A.洛杉磯聯合學區不會收集學生的移民身份和資訊（除非學生或家長通知學區他或她要按照外國學生或商務簽證入學）。因此，洛杉磯聯合學區不會擁有此資訊，無法向聯邦移民官員提供。若洛杉磯聯合學區意外了解到了學生的身份，也不會保留此資訊。

家庭教育權與隱私法案(FERPA)通常禁止學區向第三方提供學生的教育記錄。但是也存在例外情況，此時學區必須向聯邦移民官員提供小學生的記錄資訊，包括以下情況：1) 若存在有效的傳票、證明或法院判令；2) 若有緊急情況，如對公眾安全明確存在威脅時。

**問題5：** 洛杉磯校警察局(LASPD)參與聯邦移民調查嗎？

**回答5：** 洛杉磯校警察局(LASPD)的主要任務是改善學校的安全學習環境。洛杉磯校警察局(LASPD)警員不會詢問移民身份。此外，洛杉磯校警察局(LASPD)不會與移民官員接觸，除非存在威脅學生或校員工安全的緊急情況發生。

**問題6：** 聯邦移民官員能夠進入洛杉磯聯合學區內的學校校園嗎？

**回答6：** 有政策限制聯邦移民官員在「敏感地點」執法，包括學校、醫院和宗教機構。編寫本文時，該政策仍然有效。而且，與其他執法機構一樣，在特殊情況下（如危害公眾安全的緊急事

件），或者存在有效的搜尋證、傳票或法院判令時，聯邦移民官員可以進入校園。更多資訊請見學區的參考指南[REF-6767.1：洛杉磯聯合學區\(LAUSD\)校園是安全區域和資源中心](#)。

**問題7：** 如果我收到了暫緩遣返青少年(DACA)指令，會發生什麼？

**回答7：** 暫緩遣返青少年(DACA)是一項2012年6月在總統Obama執政期間實施的政策。此時，新總統團隊並未表示是否要修改或廢除暫緩遣返青少年(DACA)。關於暫緩遣返青少年(DACA)政策的資訊，請見國家移民法律中心網頁，網址：<https://www.nilc.org/issues/daca/>。

**問題8：** 對於剛來到美國，並想要在本學區入學的學生和家庭，有什麼資源可以提供幫助嗎？

**回答8：** 學區的學校招生安排與評估(S.E.P.A.)中心可以為學生和家庭提供資源，支持學生在學習、社交和情商上取得成功。學校招生安排與評估中心還向被推薦人提供與本學區無關的其他社會服務和法律援助計劃，由家庭自行決定是否使用。主要的招生安排與評估中心開放時間為星期一到星期五的上午8:00到下午4:30，地址：1339 Angelina St., Los Angeles；電話：(213) 482-3954。

此外，學區已在學區內各個地區開設臨時的擴展支援中心，為家長們提供與學校招生安排與評估(S.E.P.A.)中心類似的資源。Center.若要查找距離您最近的擴展支援中心，您可以撥打專門設立的熱線電話詢問。熱線電話號碼：(866) 742-2273

**問題9：** 如果我對移民法律和流程還有很多問題，該怎麼辦？

**回答9：** 學區工作人員無法就具體移民問題給出法律建議。但是，對於移民問題，學區的建議是：執業移民律師最有可能為您提供可靠的法律建議。為保護您，學區不建議您向並非律師的「notarios（公證人）」諮詢法律建議。以下是一份免費或低價的非營利性移民法律服務提供商的目錄：<https://www.immigrationlawhelp.org>。請注意，此網站上人士提供的建議並不一定反映學區的意見。更多資訊和資源請見：<http://achieve.lausd.net/familyresources>

建議有移民問題的家庭盡快連絡移民法律服務提供商，因為預計未來幾個月內，這些服務商會非常忙碌。

關於入學或使用資源的更多問題，請連絡招生安排與評估中心。電話：(213) 482-3954。

## 反對歧視與性騷擾

**問題10：What is L.A.洛杉磯聯合學區對歧視與性騷擾的政策是什麼？**

回答10： 本學區致力於提供優質、平等和方便的教育。我們的政策禁止因為真實存在或感知到的宗教信仰、殘疾、國籍、種族、民族、性別、性取向或其他受保護的人群而歧視或性騷擾我們的學生、家庭或員工。

若要更多了解學區的反歧視政策，請訪問保護教育公平辦公室網站：<http://achieve.lausd.net/eeco>。

**問題11：如果我的孩子或我本人是歧視或性騷擾的受害者，該怎麼做？**

回答11： 本學區非常反對歧視和/或性騷擾的行為。請立刻將此行為報告給學校領導、監督、督學辦公室，或您本地的執法機構。有關在校歧視的資訊，請致電(213) 241-7682連絡保護教育公平辦公室，或訪問網站：<http://achieve.lausd.net/eeco>。

如需最新資訊，請訪問學區主頁：[lausd.net](http://lausd.net)。





## 이민 정책 및 차별금지:

### 자주 제시되는 질문과 이에 대한 답변

로스앤젤레스 통합교육구(L.A. Unified)의 최우선 순위들 중에 하나는 모든 학생들에게 안전한 학습 공간을 만들어 주는 것이며 – 이는 이민 신분, 종교, 장애, 국적, 인종, 성별 또는 성적 경향과 관계없이 – 질적으로 우수한 교육을 제공하고 이에 대한 기회를 제공하는 것입니다.

아래 내용은 이민 정책 관련 문제 그리고 차별 및 괴롭힘 금지 정책과 관련되어 제기된 여러 질문에 대한 답변들입니다.

#### 이민 신분

**질문 1:** 트럼프 대통령의 행정 명령이 합법적 이민 신분이 없는 학생과 패밀리에 어떤 영향을 미칠 수 있습니까?

**답변 1:** 2017년 1월 25일, 트럼프 대통령은 이민 및 국경 안전 관련 행정 명령에 서명했으며, 이에에는 이민법 집행용 자원 증가, 미국-멕시코 국경 장벽 설치용 자원 식별, 그리고 행정부가 “보호 관할 구역”으로 식별할 수 있는 지역에 연방 무상보조금을 보류하겠다는 내용이 포함되어 있습니다. 이런 행정명령들은 사법기관 또는 입법자들에게 의해 이의제기가 제소될 가능성이 있습니다. 2017년 1월 27일, 트럼프 대통령은 7개국 국가로부터 들어오는 입국자를 제한하는 행정 명령에 서명했습니다. 이 명령은 사법 기관에 현재 제소된 상태입니다.

이런 이민 행정명령으로 인해, 이민 신분과 관계없이 교육구 소속 모든 학생들에게 무상의 우수 교육 제공할 것이라는 L.A. Unified의 공약을 바꾸지 않을 것입니다.

**질문 2:** 미국의 K-12 공립학교들은 이민 신분과 관계없이 무상 공립교육을 제공해야만 합니까?

**답변 2:** 예. 미국에 있는 모든 아동들은 자신의 이민신분 또는 부모의 이민 신분과 관계없이 무상 공립교육을 받을 동등한 기회에 대한 헌법상 권리가 있습니다. 이런 권리는 미 대법원 사건 *Plyler v. Doe*에 의해 확증되었다. 차별행위도 연방법에 의해 금지되며 이에에는 1964 인권법 타이틀 IV, VI, 및 IX가 포함됩니다.

**질문 3:** L.A. Unified는 등록 또는 교육적 목적으로 학생 또는 패밀리의 이민 신분을 요구합니까?

**답변 3:** 아닙니다. L.A. Unified는 등록 또는 교육적 목적으로 학생 또는 패밀리의 이민 신분을 요구하지 않습니다. 이에에는 학교버스 신청, 무료/할인 가격 급식, 학업 프로그램, 과외활동 및 기타 서비스가 포함됩니다.

**질문 4:** L.A. Unified는 학생의 이민 신분 또는 기밀 학생 기록 정보를 연방 이민국 직원들과 공유한 적이 있습니까?

**답변 4:** L.A. Unified는 학생의 이민 신분과 정보를 수집하지 않습니다(단지 학생이나 부모가 외국 학생 또는 비지니스 비자로 학생을 등록시킨다고 교육구에알려주는 경우는 예외입니다). 따라서, L.A. Unified는 연방 이민국 직원에게 제공할 이런 정보가 갖고 있지 않습니다. L.A. Unified가 우연히 학생의 신분을 알게된 경우, 그 정보는 보유되지 않습니다.

패밀리 교육적 권리 및 사생활 보호권(FERPA)은 교육구가 학생의 교육적 기록을 제삼자에게 제공하는 것을 전반적으로 금지합니다. 하지만, 다음의 경우, 교육구는 연방 이민국 직원들에게 학생의 기록을 제공하도록 요구되는 예외적인 상황들이 있을

수 있습니다: 1) 유효한 소환장, 영장 또는 법정 명령이 있는 경우; 그리고 2) 공공 안전에 대한 검증된 위협과 같은 비상 상황의 경우.

**질문 5:** 로스앤젤레스 학교 경찰청 (LASPD)은 연방 이민 조사에 담당하는 역할이 있습니까?

**답변 5:** LASPD의 주요 사명은 학교의 안전한 학습 환경을 조성하는 것입니다. LASPD는 이민 신분에 대해 묻지 않습니다. 더불어, LASPD는 이민국 직원들과 연관되어 일하지 않으며 단지 학생 또는 고용인들에 대한 임박한 안전 관련 비상 상황의 경우는 예외입니다.

**질문 6:** 연방 이민국 직원 L.A. Unified 교정에 들어올 수 있습니까?

**답변 6:** 연방 이민국 직원들은 “민감한 장소”에서의 집행 조치를 제한하는 정책을 가지고 있으며 이에 학교, 병원 그리고 종교 기관이 포함됩니다. 이런 정책은 현시점에서도 유효합니다. 더불어, 여러 법 집행기관과 마찬가지로, 연방 이민국 직원들은 예외적인 상황 하에서는 교정에 들어올 수 있으며, 이에 임박한 공공 안전 사안, 유효한 수색 영장 또는 소환장이나 법정 명령이 포함됩니다. 추가 정보를 원한다면 교육구 참고 지침서 [REF-6767.1: LAUSD 안전 지역 및 자원 센터](#)로서의 교정을 참고하십시오.

**질문 7:** 본인이 DACA 수혜자일 경우, 무슨 일이 발생할 수 있습니까?

**답변 7:** 아동으로 입국한 경우 유예 조치는 (DACA) 2012년 6월 오바마 행정부가 실행한 정책입니다. 현시점에서 새 대통령 행정부는 DACA의 수정 또는 삭제 지침서를 공개하지 않았습니다. DACA 정보는 내셔널 이민법 센터 웹페이지에서 <https://www.nilc.org/issues/daca/> 알아볼 수 있습니다.

**질문 8:** 미국에 새로운 학생이 교육구에 등록을 원할 때 어떤 자원으로 도와줄 수 있습니까?

**답변 8:** 교육구 학교 등록 배정 및 평가 (S.E.P.A.) 센터는 학생과 패밀리를 자원과 연결시켜서, 학업, 사회성 및 정서적 성공을 지원합니다. 더불어, S.E.P.A. 센터는 여러 소셜 서비스와 법적 지원 프로그램 의뢰를 제공하며, 이런 자원은 교육구와 연계되어 있지는 아니지만 패밀리의 재량에 따라 제공될 수 있습니다. 주요 S.E.P.A. 센터는 월요일부터 금요일까지 8:00 a.m.부터 4:30 p.m.까지 오픈합니다. 주소는 1339 Angelina St., Los Angeles에 소재하며 그리고 (213) 482-3954으로 연락할 수 있습니다.

더불어, 교육구는 교육구의 여러 학군에 임시 연장 지원 장소를 오픈했고, S.E.P.A. 센터가 제공하는 유사한 자원을 제공합니다. 핫라인에 전화하여 인근 연장 지원 장소를 알아볼 수 있으며, 이런 핫라인은 이런 문제 관련 질문과 다른 질문에 답하기 위해 설치한 전화번호입니다. 핫라인 전화번호는 (866) 742-2273입니다

**질문 9:** 이민법과 절차에 대해 추가 질문이 있다면 어떻게 해야 할까요?

**답변 9:** 교육구 직원들은 특정 이민 관련 사안에 대해 법적 조언을 줄 수 없습니다. 하지만 공인 이민법 변호사가 이민 관련 사안에 대해 신뢰성있는 법적 조언을 제공할 가능성이 가장 많다는 것이 교육구의 소견입니다. 안전적으로 자신을 보호하기 위해, 교육구는 비-변호사 “공증인”으로부터 법적 조언을 구하는 것을 추천하지 않습니다. 무료 또는 저렴한 비영리 이민 법적 서비스 제공자들은 다음 웹사이트에서 알아볼 수 있습니다 <https://www.immigrationlawhelp.org>. 이 웹사이트에 실린 제공자들이 제공한 정보는 교육구의 의견을 반드시 반영하는 것은 아니라는 점을 알려드립니다. 추가 정보와

자원은 다음에서 찾아볼 수 있습니다 <http://achieve.lausd.net/familyresources>

법적 서비스 제공자들은 조만간 매우 바쁘게될 것이기 때문에, 이민 관련 질문이 있는 패밀리들은 가급적 신속히 이런 제공자들에게 연락할 것을 추천합니다.

등록 또는 자원에 대한 접근법에 대한 추가 정보가 필요하다면, S.E.P.A. 센터에 (213) 482-3954 으로 연락하십시오.

### 차별 및 괴롭힘 금지

**질문 10:** 차별 및 괴롭힘과 관련하여 L.A. Unified 는 어떤 방침을 갖고 있습니까?

**답변 10:** 본 교육구는 우수한 교육, 형평성 및 기회를 중요하게 생각합니다. 본 교육구 방침에 의거하여 우리 학생들, 패밀리 또는 고용인을 상대로 실질적 또는 인지된 종교, 장애, 국적, 인종, 민족, 성별, 성적 경향 또는 여러 보호된 영역을 토대로 행해진 차별 또는 괴롭힘 행위는 금지됩니다.

본 교육구의 비차별 방침에 대해 더 알고 싶다면, 교육적 형평성 준수 부수 웹사이트를 검색하십시오: <http://achieve.lausd.net/eeco>.

**질문 11:** 자녀 또는 본인이 차별 또는 괴롭힘의 피해자인 경우 어떻게 해야 합니까?

**답변 11:** 교육구는 차별 그리고/또는 괴롭힘 혐의주장을 매우 심각하게 간주합니다. 학교 지도자, 수퍼바이저, 총교육감 부서 또는 관할 법집행기관에 즉각적으로 신고하십시오. 학교에서 발생한 차별 행위에 대한 정보를 원한다면 교육적 형평성 준수부서에 (213) 241-7682 으로 연락하거나 해당 웹사이트를 검색하십시오: <http://achieve.lausd.net/eeco>.

업데이트된 정보를 원한다면, 교육구 홈페이지를 검색하십시오: [lausd.net](http://lausd.net).

# 5 Key Findings for Middle Grades

## from *Looking Forward To High School and College*

We often hear that preparation for college and careers begins when students are young. Yet, it can be difficult for middle grade educators to know how best to prepare these students for future success. Middle grade practitioners need to know what to pay attention to and who needs additional support. Without knowing how to identify students who are on-track for high school or college graduation in the middle grades, it can be difficult to set appropriate performance goals, or intervene when students struggle.

The study *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools* shows how students' middle grade (grades five through eight) performance can be used to determine students' likelihood of graduating from high school and leaving high school with a strong probability of success in college. This brief summarizes a few key findings relevant for schools serving students in the middle grades.

### THE 5 KEY FINDINGS

- 1. Middle grade attendance and GPA provide the best indication of how students will perform in high school classes.** These are better indicators than test scores or background characteristics, such as race and neighborhood poverty level, for identifying which students are at risk of failing ninth-grade classes or earning low grades in high school.
- 2. Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation in ninth grade, and eventually dropping out of school.** These students are already in need of intervention during the middle grades, before they end up failing in high school. Many other students end up off-track in high school, but cannot be identified as at high risk until after they make the transition to high school.
- 3. College readiness depends on very strong grades in middle school, as well as high school.** Students need to earn all As and Bs during the middle grades to have at least a modest chance at college readiness by the end of high school.
- 4. Improving grades and attendance in the middle grades can have a large pay-off for high school success; even more so than improving test scores.** Students who improve their attendance or grades from fifth through eighth grade have better on-track rates, higher grades, and higher test scores in high school than students who start out with the same achievement in fifth grade but do not improve during the middle grades. Modest improvements in attendance or grades from fifth through eighth grade are associated with substantial differences in high school outcomes.
- 5. High school selection matters for whether students graduate and earn the credentials needed for college.** Students with the same eighth-grade GPAs, attendance, and test scores have much different probabilities of being on-track and earning high grades in high school, depending on which high school they attend. The high schools where students have the best pass rates and highest grades are not necessarily the schools with the highest test scores.





## ACKNOWLEDGEMENTS

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THIS BRIEF IS AN EXCERPT from Allensworth, E.M., Gwynne, J.A., Moore, P., and de la Torre, M. (2014). *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School*. Chicago, IL: University of Chicago Consortium on Chicago School Research.

To download the full report, visit [ccsr.uchicago.edu/publications](http://ccsr.uchicago.edu/publications).

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This report was produced by UChicago CCSR's publications and communications staff: Emily Krone, Director for Outreach and Communication; Bronwyn McDaniel, Senior Manager for Outreach and Communications; and Jessica Puller, Communications Specialist.

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# 1 GPA and Attendance Are Critical Indicators

**Students' middle grade attendance and overall GPA provide the best indication of how students will perform in high school classes, compared to other potential indicators such as test scores, suspensions, or background characteristics.**<sup>1</sup> There are many different indications of how students are performing in school, including test scores, grades, attendance, and disciplinary records. Recently, there has also been attention focused on “*noncognitive factors*,” such as students' academic perseverance (grit) and study habits, which are not measured by standardized tests. It is also common to hear that students' high school performance is strongly related to their background characteristics, such as their race, gender, or family income. With so many factors potentially related to later outcomes, it may seem difficult to identify which students are at risk for poor performance in high school. It turns out, however, that the best prediction of passing classes and

getting high grades in high school comes from a combination of just two indicators—grades and attendance. Adding other information about students, including their test scores, suspensions, eighth-grade study habits, and background characteristics, does not improve the prediction of whether students will be successful in high school classes, once their grades and attendance are considered.

## Implications

Middle school staff and teachers can use eighth-grade GPA and attendance to create simple indicator systems to identify students who are at risk of failing classes in high school, even before they enter ninth grade. To get more students on the path to college-readiness, middle grade practitioners can also use eighth-grade GPA and attendance to identify students' risk for earning grades lower than As and Bs in high school.

## The Role of Test Scores and Course Grades (GPAs) for Students' Future Achievement

**Prior research shows passing classes and earning high grades in high school are essential for high school and college graduation, while test scores primarily matter for college access.** There is often a perception that students' performance on tests is what matters for high school and college graduation. While there are innumerable studies showing significant relationships between test scores and educational attainment, grades are more strongly and consistently found to be related to educational attainment than test scores.<sup>A</sup> Furthermore, the relationship of test scores to high school and college graduation becomes small, once we take into account students' GPAs.<sup>B</sup> It is students'

grades that ultimately matter more for high school and college graduation than their test performance, and grades are affected by many factors other than test scores. This does not mean that test scores are irrelevant—it is easier for students with higher tested skills to get good grades—but a focus on test scores as the dominant factor affecting college readiness would be misplaced. It is crucial that students are engaged and working hard in their classes, as indicated by their course grades. It is by working hard in their classes that students gain the academic skills, the behavioral skills, and the noncognitive skills they need to be successful in college and careers.<sup>C</sup>

<sup>A</sup> Rumberger and Lim (2008); Allensworth and Easton (2007).

<sup>B</sup> Geiser and Santelices (2007); Roderick et al. 2006; Bowen, Chingos, and McPherson (2009). Allensworth (2013).

<sup>C</sup> Farrington et al. (2012).

<sup>1</sup> See Chapters 4 and 7 of the full report for details about the relationships between middle grade indicators and high school performance.



# 2 Off-Track in High School Often Starts in the Middle Grades

**Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation in ninth grade and eventually dropping out of school.** Students who are chronically absent in eighth grade—missing more than 10 percent of the school year—are more likely to be off-track than on-track when they get to high school (see Figure 1.A). If students are attending school less than 85 percent of the time in any of the earlier grades in middle school (grades five through seven), they are at high risk of failing when they get to high school. If they are attending less than 80 percent of the time, they are almost certain to be off-track at the end of ninth grade.

Many students who are chronically absent in eighth grade have also been chronically absent in earlier grades. In fact, almost 70 percent of chronically absent eighth-graders have been chronically absent for more than one year during the middle grades (grade five through eight); over a quarter have been chronically absent four years or more. Students who are chronically absent during the middle grade years are at very high risk for not earning a high school diploma.

Another group of students at high risk for failure in high school are students who get Ds and Fs and have high absence rates in the middle grades (see Figure 1.B).<sup>2</sup> For eighth-grade students with middle grade GPAs below a 2.0, those with attendance rates below 95 percent have less than a 50/50 chance of being on-track for graduation in their first year of high school. For students in grades five through seven, a GPA of less than 1.5 means they are more likely to be off-track for graduation in high school than on-track. The combination of low attendance and low grades is a clear signal that

students are very likely to fail in high school.

While middle grade students with low grades and poor attendance are at high risk for being off-track for graduation, many other students still are at some risk. Only students whose eighth-grade GPA is a 3.0 or higher and who attend school at least 95 percent of the time are at very low risk of being off-track by the end of ninth grade.

## Implications

Students who are chronically absent during the middle grades are set up for failure before they even enter high school. They are in need of strategies for improving their attendance—for coming to school every day that they are not sick. Their attendance is likely to further decline when they enter high school, leading them to eventually drop out, unless they develop new patterns around school attendance. This may take an adult mentor, teacher, counselor, or other school staffer reaching out to find out why the student is missing school and working with their family or other service provider to address the issue that is leading to low attendance.

Likewise, students who are receiving Ds and Fs in the middle grades have very little chance of eventually graduating from high school. Grades tend to drop in high school, compared to middle school, by about half a GPA point.<sup>3</sup> Students receiving Ds in the middle grades are likely to receive Fs in high school. There are many different reasons that a student may be earning poor grades—it is not just that students have weak academic skills.<sup>4</sup> If they are to graduate, it will likely take an adult to find out why they are having difficulties, develop a plan for overcoming those difficulties, and monitor

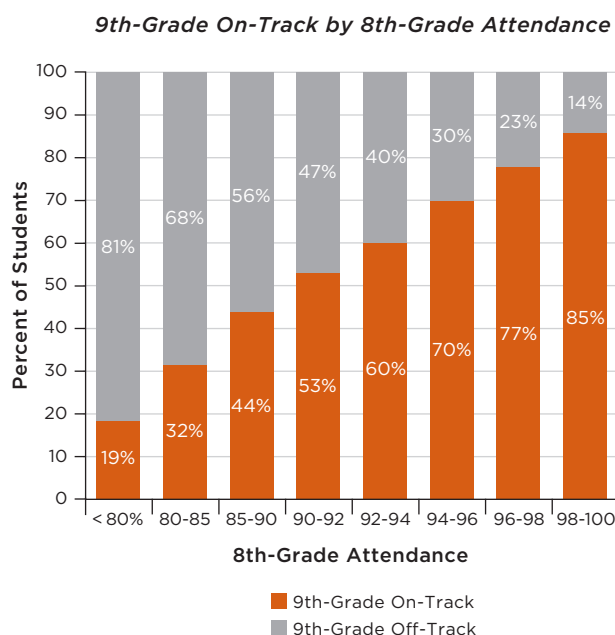
2 These are the same patterns identified by researchers studying Philadelphia schools—students with below 80 percent attendance in the middle grades or a final grade of F in math or English had a greater than 75 percent chance of eventually dropping out of school (Neild and Balfanz, 2006; Balfanz, Herzog, and Mac Iver, 2007).

3 Rosenkranz et al. (2014). See Chapter 3 in the full report for more information about how performance drops from eighth to ninth grade.

4 There is a wide range in students' tested skills among students who receive Ds and Fs. Low academic skill levels are only one of many reasons that students receive poor grades.

**FIGURE 1.A**

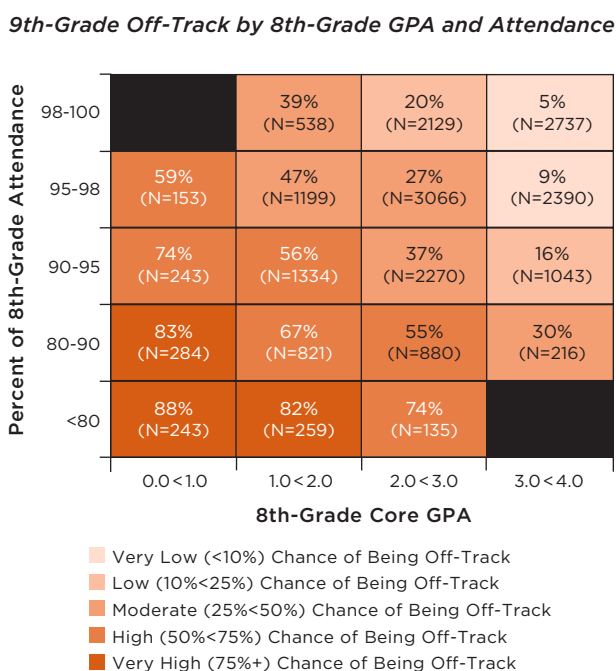
**Chronically-Absent Eighth Graders Are More Likely to be Off-Track Than On-Track in Ninth Grade**



**Note:** Based on students entering ninth grade in the 2009-10 school year, followed through the 2011-12 school year.

**FIGURE 1.B**

**Students With High Absence Rates or Low Grades in the Middle Grades Are Likely to Be Off-Track for Graduation in High School**



**Note:** Based on students who began ninth grade in the 2009-10 school year.

them closely to make sure their grades are improving.

Grades and attendance can change over time, and students' experiences in school matter for whether they show improvements or declines in those areas.<sup>5</sup> There are a number of initiatives that provide examples of successful strategies for improving the academic performance of at-risk students. One example is the Check-and-Connect program, in which mentors monitor students' attendance and course performance,

providing support as they need it.<sup>6</sup> For students with a moderate risk of failure, low-cost programs, such as the NYC Success Mentors, have had success at improving students' attendance, grades, and test scores.<sup>7</sup> For students at extremely high risk of failure, more intensive programs, such the model developed by Match Education, have been shown to improve students' performance, although they require a greater expense.<sup>8</sup>

<sup>5</sup> There is significant variation in change over time in students' grades and attendance from fifth through eighth grade and about half of the variation can be attributed to school effects. See chapter 3 in the full report for more information.

<sup>6</sup> Sinclair et al. (1998); Lehr, Sinclair, and Christensen (2004).

<sup>7</sup> Balfanz and Byrnes (2013).

<sup>8</sup> Cook et al. (2014).

# 3 Strong Grades Are Critical for College Readiness

**College readiness depends on very strong grades in middle school, as well as high school.** Almost all students want to go to college, but the vast majority of students who leave eighth grade in Chicago do not even have a 1-in-4 chance of finishing high school with the qualifications that indicate they will succeed in college. *The biggest stumbling block is students' course grades.*

Research in Chicago and other parts of the country shows that only students who graduate high school with at least a 3.0 GPA have a 50/50 chance of earning a college diploma in six years. ACT scores are less predictive of college graduation than students' high school GPAs.<sup>9</sup>

Many middle grade students are already off the path to college readiness without realizing it. If students earn less than a 3.0 GPA in the middle grades, they have a slim chance of earning at least a 3.0 GPA in high school—less than a 23 percent chance, regardless of eighth-grade ISAT scores or attendance rates. Even those middle grade students earning As and Bs are not guaranteed the same success in high school. As shown in **Figure 2.A**, students with an eighth-grade GPA between 3.0 and 3.3 have no more than a 31 percent chance of earning As or Bs in ninth grade if they have ISAT math scores that exceed standards (above 310). Only students with at least a 3.7 GPA in eighth grade have a relatively good chance of

earning As and Bs in high school. Among these students, having higher test scores increases their likelihood of earning As and Bs. But for students with an eighth-grade GPA below 3.7, higher test scores do not substantially increase their likelihood of earning As and Bs. Higher attendance rates, on the other hand, are associated with improved likelihoods of earning As and Bs in ninth grade for students with eighth-grade GPAs above 3.0, as shown in **Figure 2.B**.

## Implications

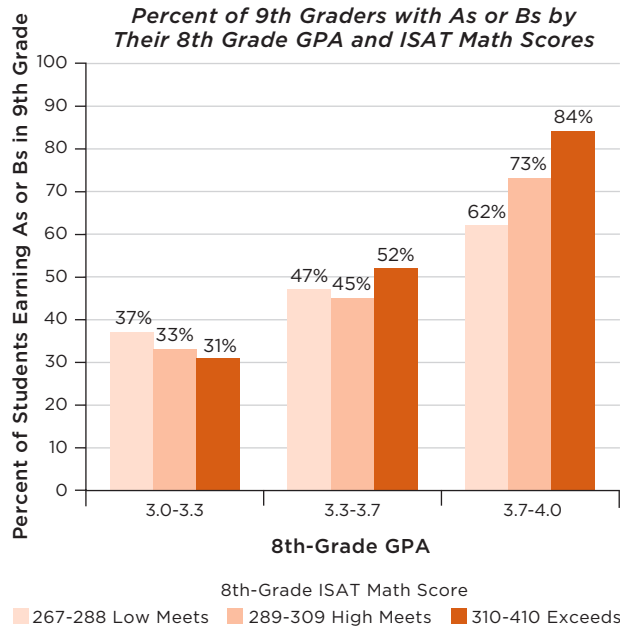
Students who plan to go to college need to understand that college requires very strong levels of effort in school, effort that produces A- or B-quality work in the middle grades as well as in high school. Families should know that high standards are needed to prepare for college so that they can work with middle grade teachers to ensure students are putting in the effort required to earn high grades. Other research shows that teachers can support students' grades and work effort by providing high levels of support; this includes: 1) monitoring students' performance closely with regular updates; 2) reaching out right away with help for specific academic problems; and 3) providing clear explanations and checking for understanding.<sup>10</sup>

<sup>9</sup> Roderick et al. (2006); Bowen, Chingos and McPherson (2009); Healey, Nagaoka, and Michelman (2014).

<sup>10</sup> Rosenkranz et al. (2014); Allensworth et al. (2014).

**FIGURE 2.A**

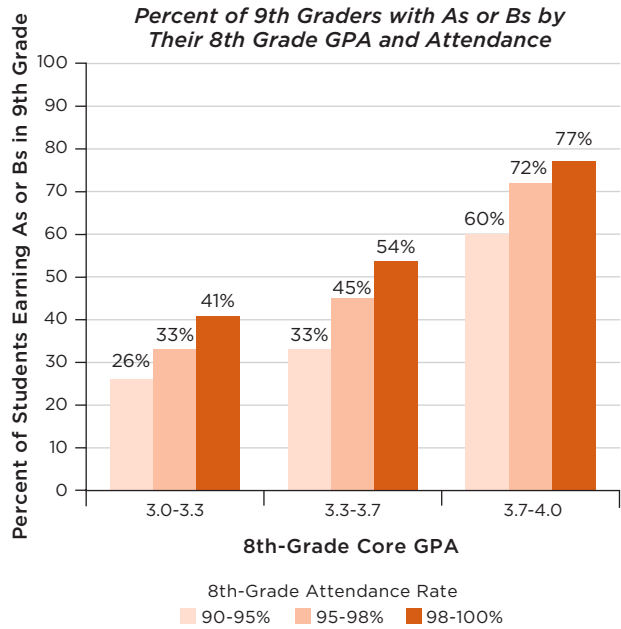
**Students With an Eighth-Grade GPA of Less Than 3.7 Have No More Than a 52% Chance of Earning As and Bs in High School, Regardless of Their Test Scores**



**Note:** The percentages are based on students entering ninth grade in the 2009-10 school year. Students with an eighth-grade GPA of less than 3.0 (not shown) have no greater than a 23 percent chance of earning As or Bs in ninth grade, even with ISAT math scores greater than 310. For additional details and probability calculations for other GPA ranges, see Figure 21 of the full report.

**FIGURE 2.B**

**Higher Attendance Rates are Associated With Improved Likelihoods of Earning As and Bs in Ninth Grade for Students With Eighth-Grade GPAs above 3.0**



**Note:** The percentages are based on students entering ninth grade in the 2009-10 school year. Students with an eighth-grade GPA of less than 3.0 (not shown) have no greater than a 23 percent chance of earning As or Bs in ninth grade, even with perfect attendance in eighth grade. For additional details and probability calculations for other GPA ranges, see Figure 21 in the full report.

# 4 Improving Attendance and GPA Matters for High School

**Improving grades and attendance in the middle grades can have a large pay-off for high school success; even more so than improving test scores.** Improvements in attendance and grades are related to substantially better high school outcomes. As shown in **Figure 3**, a student with an average GPA (2.8), average attendance (97 percent), and average test scores (225 math ISAT and 215 reading ISAT) in fifth grade who improves attendance to 99 percent by the end of eighth grade has a 93 percent chance of being on-track for graduation in high school.<sup>11</sup> In comparison, a student with exactly the same records in fifth grade whose attendance declines over the middle grades to 93 percent, has only a 66 percent chance of being on-track in high school.

The student who improves attendance also earns better grades (2.4 vs. 2.1 GPA) and has higher test scores (16 vs. 15 on PLAN) in high school than the similar fifth-grade student whose attendance declines by eighth grade (see **Figure 4**). All high school outcomes are substantially better among students who improve their attendance in the middle grades, compared to students with the same achievement in fifth grade who do not improve their attendance.

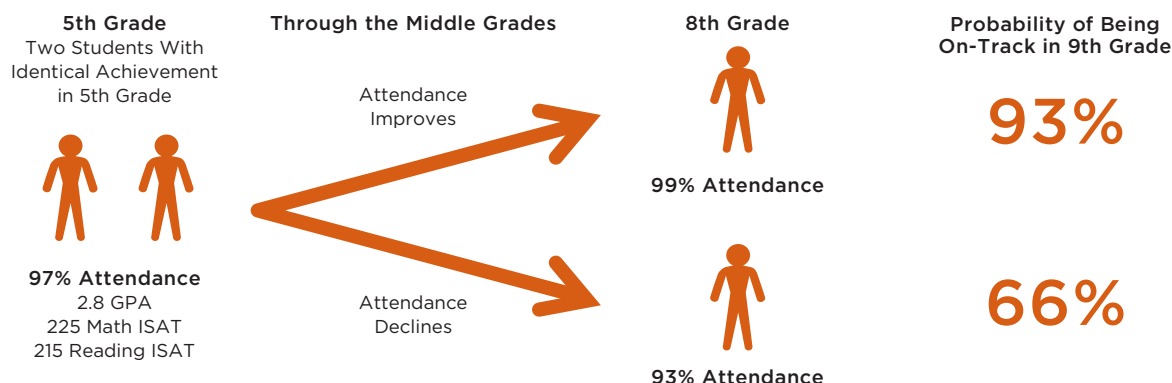
Students who improve their course grades during the middle grades show even better high school outcomes than students who improve their attendance. A student with average GPA, attendance, and test scores in fifth grade whose GPA rises to 3.3 by eighth grade has a 95 percent chance of being on-track (see **Figure 4**). If this student's GPA had declined between fifth grade and eighth grade to 2.0, however, the student would have only a 54 percent chance of being on-track. That's a spread of 41 percentage points in the likelihood of being on-track, and the difference in ninth-grade GPA between these scenarios would be 0.5 GPA points, which is a substantial difference on a four point scale.

Contrast these outcomes with those that result from increases or decreases in test scores during the same period. A student at the 95th percentile of test-score growth with average GPA, attendance, and test scores in fifth grade whose math ISAT score rises from 225 to 276 by eighth grade has a 77 percent chance of being on-track and will likely earn a GPA of 2.2 and a PLAN score of 16 in ninth grade (see **Figure 4**). If this student's ISAT math

**FIGURE 3**

**Small Improvements in Attendance Are Associated With Large Improvements in Later Outcomes**

*Predicted Probability of Being On-Track in Ninth Grade For Students With the Most and Least Improvement in Middle Grade Attendance*



**Note:** Analysis compares students with similar attendance, GPA, and test scores in fifth grade. See note on Figure 4 for information about calculations and other outcomes

<sup>11</sup> The average attendance in fifth grade is 97 percent, GPA is 2.8, and ISAT math scores is 225.

score instead only improves to 253 by eighth grade (representing the fifth percentile of test-score growth between those grades), this student would have a 68 percent chance of being on-track and would likely earn a GPA of 2.1 and a PLAN score of 15 in ninth grade. That is a spread of only 9 percentage points in the likelihood of being on-track and of only 0.1 ninth-grade GPA points. The improvement in tenth-grade test scores associated with improving middle grade test scores is the same (one point) as among students who improve their attendance.

## Implications

Strategies aimed at improving attendance or GPA in middle school would likely have a large pay-off for high school and college graduation, even more so than efforts aimed at improving test scores. Problems with attendance and grades may not be seen as being of low importance compared to progress on tests. Students who improve their grades or attendance from fifth through eighth grade, however, have much better high school outcomes than students who start with similar grades, attendance, and test scores in fifth grade but do not improve their grades or attendance. Making sure

students come to school every day and work up to their potential—completing homework, participating in class, and demonstrating strong work effort—could have substantial pay-off in their eventual success in college and careers.

There are many reasons students miss school, from sickness to transportation and family issues, to a lack of interest in coursework. If students do not figure out how to keep obstacles from interfering in middle school attendance, it will be even more difficult when they get to high school and may have less teacher support and more responsibilities. Improving attendance requires strong partnerships and communication with families and school-wide strategies to meet the particular issues in the school community that prevent students from attending school.<sup>12</sup>

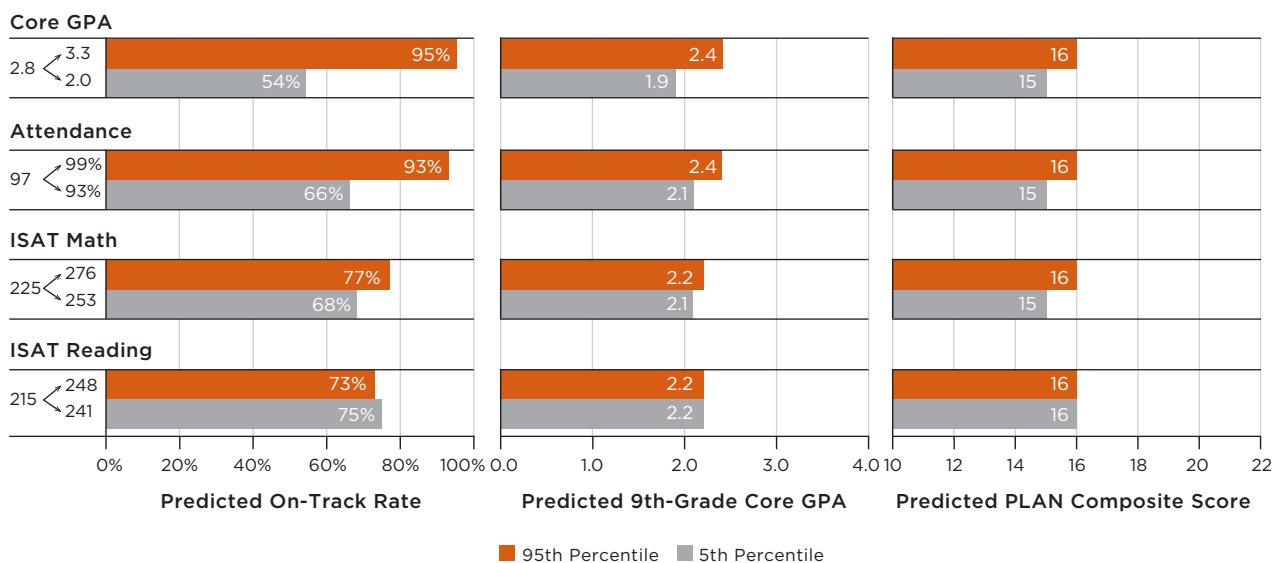
Likewise, grades are strongly determined by students' academic behaviors—coming to class, turning in assignments, participating, and doing high-quality work over the course of the entire year. Students who develop these behaviors in the middle grades are developing the work habits they will need in order to be successful in high school. Schools, teachers, and families can help to foster these behaviors in middle grade students.

7

**FIGURE 4**

### Improving Grades and Attendance During the Middle Grades Has A Big Pay-Off for High School Outcomes

*Predicted Ninth-Grade Outcomes for Students With the Most and Least Improvement in Attendance, GPA, and Test Scores in the Middle Grades (Fifth Through Eighth Grade)*



**Note:** Change from fifth through eighth grade represents improvement that is at the 95th percentile (top line) or fifth percentile (bottom line) in terms of change from fifth through eighth grade in each indicator. The predicted ninth-grade outcome is based on the eighth-grade indicator level, and controls for GPA, attendance rates, and ISAT scores in fifth grade (predicting outcomes for a student with average fifth-grade achievement: 97 percent attendance, 2.8 GPA, 225 math ISAT, 215 reading ISAT).

<sup>12</sup> Sheldon (2007).



# 5 High School Choice Matters

**High school selection matters for whether students graduate and earn the credentials needed for college.** Students with the same academic records in the middle grades have large differences in high school outcomes, depending on which high school they attend. For example, among students with typical eighth-grade achievement levels—an eighth-grade GPA of 2.2, an attendance rate of 95 percent, and a score of 253 on the math portion of the ISAT—on-track rates range from 31 to 75 percent, depending on which high school they attend, and taking into account any differences due to their middle school. That is a difference of over 40 percentage points.

High school effects are largest for students with average achievement levels. Students with very low eighth-grade achievement are unlikely to do well at any high school. For example, among students with an eighth-grade GPA of 1.0, an attendance rate of 77 percent, and a score of 247 on the math portion of the ISAT, the probability of being on-track ranges from 3 to 12 percent, depending on which high school they attend—a difference of just nine percentage points. Students with high achievement have a good chance of being on-track at all high schools, although at some high schools they are at some risk of being off-track. For example, for a student with an eighth-grade GPA of 3.2, an attendance rate of 97 percent, and a 279 on the math portion of the ISAT, the probability of being on-track ranges from 77 to 98 percent, depending on which high school they attend.

Choice of high school also matters for whether students earn As and Bs in their ninth-grade classes, especially for students with high eighth-grade achieve-

ment. For students with very high achievement (e.g., eighth-grade GPA of 3.6, 98 percent attendance, and a 294 on ISAT), their likelihood of earning high grades can vary by as much as 40 percentage points, depending on the high school they choose. Students with an eighth-grade GPA of less than a 3.0 are unlikely to earn high grades in high school, regardless of which high school they attend.

## Implications

Middle schools would benefit from learning at which high schools their students actually end up with the highest GPAs, graduation rates, and on-track rates. These may not be the schools with the highest average ACT test scores. One method of discerning whether students receive sufficient support in high school is to compare ninth-grade on-track and graduation rates at schools that have similar incoming test scores. If students with similar academic skills are more likely to be on-track or graduate at one school than another that has students with similar tested skills, then they likely receive better supports at the school with higher ninth-grade on-track or graduation rates. Middle schools might also consider the college-going rates among high schools that serve similar populations of students; this is another indicator of whether high schools are providing the supports students need to succeed in high school and beyond. Middle school practitioners can use this information to help guide students in their choice of high school so that they can maximize their chances of getting good grades and being ready for college.

# Summary

Everyone is concerned about getting students to graduate from high school and ready for college. Middle school practitioners can use students' performance in middle school to identify and intervene with students at high or very high risk of not performing well in high school, even before they enter high school. For students with 80 percent or lower attendance or a GPA of less than 1.0, interventions are strongly warranted while they are in middle school, if students are to have a chance of graduating from high school. Middle grade students with an attendance rate of 90 percent or lower or a GPA of less than a 1.5 are also more likely to fail than to succeed in high school, unless they get support. In order to be college-ready, students need to be getting As and Bs in their classes, even in the middle grades. That means they need to attend school every day—in both middle school and high school—and get all of their work done, every day. These are the basic requirements for improving achievement—both for getting higher grades and for learning and improving test scores. Middle schools can also help students by helping them enroll in high schools that are likely to give them strong academic support. During the transition to high school,

attendance and work effort often diminish dramatically, so that even high-achieving students encounter performance problems. Some high schools offer more supports than others, leading students with similar middle school performances to do very differently.

High schools in Chicago have shown substantial success at getting more students on-track in the ninth-grade year by monitoring students' grades and attendance closely and reaching out right away when students fall behind.<sup>13</sup> It is easy to lose focus on supporting students' academic behaviors, with all of the changing demands around curriculum, pedagogy, and assessments. Monitoring indicators, such as attendance, is not a substitute for improving instruction or creating engaging environments. But figuring out why students have low grades and poor attendance, and addressing those issues, is essential to establish an engaging classroom environment with challenging instruction.<sup>14</sup> Otherwise, the best-planned lesson falls flat. Getting students to be more engaged in their classes—coming every day they are not sick, turning in all assignments, and putting in their best effort—is what matters the most for their later outcomes.

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<sup>13</sup> Roderick et al. (2014).

<sup>14</sup> Allensworth et al. (2014).





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*Urban Prep Charter Academy  
for Young Men*

**LILA LEFF**  
*Umoja Student  
Development Corporation*

**RUANDA GARTH  
MCCULLOUGH**  
*Young Women's  
Leadership Academy*

**LUISIANA MELÉNDEZ**  
*Erikson Institute*

**CRISTINA PACIONE-ZAYAS**  
*Latino Policy Forum*

**PAIGE PONDER**  
*One Million Degrees*

**LUIS R. SORIA**  
*Chicago Public Schools*

**BRIAN SPITTLE**  
*DePaul University*

**MATTHEW STAGNER**  
*Mathematica Policy  
Research*

**AMY TREADWELL**  
*Chicago New Teacher Center*

**ERIN UNANDER**  
*Al Raby High School*

**ARIE J. VAN DER PLOEG**  
*American Institutes for  
Research (Retired)*



# UCHICAGOCCSR

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**OUR MISSION** The University of Chicago Consortium on Chicago School Research (UChicago CCSR) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand communication among researchers, policymakers, and practitioners as we support the search for solutions to the problems of school reform. UChicago CCSR encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.



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EDUCATION  
INSTITUTE

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## Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

*Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.*

### DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

### WHAT YOU CAN DO

#### **Make school attendance a priority**

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

#### **Help your teen stay engaged**

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

#### **Communicate with the school**

- Know the school's attendance policy – incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.



# Help Your School and Community Improve School Attendance:

## PUSH FOR BETTER TRACKING OF CHRONIC ABSENCE DATA

Every report card includes a box showing parents just how many absences their children have. But does your school look at absenteeism numbers for the whole student body? And can the principal tell you how many students are missing so much school that it interferes with their academic performance? Keep in mind, too much absenteeism isn't just a problem for the students missing school but can disrupt learning for the whole classroom.

All parents should know this sort of information about their children's school. But many schools and districts don't track or release what's known as chronic absence data – the percent of students missing 10% or 18 days over an entire school year. They look at the average number of students who show up for school, rather than at the number who are missing too much school due to any kind of absence, excused or unexcused. Average figures can mask large numbers of chronically absent, at-risk students.

***Parents can make a difference!***

## WHAT YOU CAN DO

### In Your Community

- **Get the data:** Ask your school and district to calculate chronic absence rates and share them with parents, teachers and principals.
- **Identify barriers to attendance:** Work with your school to find out from parents and students what prevents them from getting to school.
- **Make a plan:** Encourage your school to make a plan and partner with community agencies to address identified attendance barriers.
- **Create incentives:** Help your school recognize students and families for good and improved attendance. Assist with award ceremonies and certificates or even reach out to local businesses to contribute incentives like gift cards or food items.
- **Educate parents:** Help all parents in your school understand the importance of attendance and who to call for the health, transportation or social services resources they need.



### In Your State

- **Encourage tracking:** State regulations or laws should ensure that more school districts track chronic absence data and report it to the state.
- **Urge better reporting:** Your state education department should release chronic absence data statewide, just like they release test scores for districts and schools.
- **Advocate for accountability:** Your state department of education and districts should hold schools accountable for addressing chronic absence in their school improvement plans.

**Families  
In Schools**   
Building Partnerships for Student Success





Advancing Student Success By Reducing Chronic Absence

[www.attendanceworks.org](http://www.attendanceworks.org)

## Ponga atención a la Asistencia Escolar: Mantenga a su hijo por el buen camino en la Secundaria y la Preparatoria

*La asistencia escolar tiene un gran impacto en el éxito académico de un estudiante. Aún cuando los niños crecen y se vuelven más independientes, las familias siguen jugando un rol clave en asegurarse que asistan diariamente a la escuela, porque la asistencia es importante para el éxito escolar y en el trabajo.*

### ¿Sabía usted que...?

- Los estudiantes no deberían faltar más de 9 días a la escuela durante el año escolar, para permanecer motivados y exitosos.
- Las ausencias pueden indicar que el estudiante pierde interés en la escuela, tiene problemas con el trabajo escolar, está siendo acosado por otro estudiante o enfrenta algún otro problema.
- En el sexto grado, el ausentismo es un indicador de que el estudiante pudiera abandonar la secundaria.
- En el noveno grado, la buena asistencia escolar es mejor pronóstico para los índices de graduación, que los resultados de los exámenes del octavo grado.
- Faltar a la escuela un 10% o alrededor de 18 días durante el año escolar, puede afectar el éxito académico.
- Se considera ausencia crónica si el estudiante falta uno o dos días en varias semanas.
- La asistencia escolar es un hábito de vida importante que ayudará a su hijo a graduarse de la Universidad y a mantener un empleo.

### ¿Qué puede hacer usted?

#### **Hacer que la asistencia escolar sea una prioridad**

- Hable sobre la importancia de ir a la escuela todos los días, haga que se convierta en una expectativa.
- Ayude a sus hijos a mantener rutinas diarias, como terminar la tarea y dormir bien por la noche.
- Trate de no programar citas con el dentista y el médico durante el día escolar.
- No deje a su hijo en casa a menos que realmente esté enfermo. Las quejas de dolores de cabeza o de estómago pueden ser signos de ansiedad.

#### **Ayude a su adolescente a estar involucrado.**

- Averigüe si su hijo se siente motivado por sus clases y profesores y si se siente a salvo del acoso de estudiantes y de otras amenazas. Asegúrese que no está perdiendo clases debido a una mala conducta. Si tiene cualquiera de estos problemas, trabaje con personal de la escuela.
- Manténgase al tanto de su progreso académico y busque la ayuda de maestros o tutores si es necesario.
- Manténgase al tanto de los contactos sociales de su hijo. La presión de grupo puede llevarlo a faltar a la escuela.
- Fomente actividades relevantes después de la escuela, incluyendo deportes y clubes.

#### **Comuníquese con la escuela**

- Conozca las reglas de asistencia de la escuela - incentivos y sanciones.
- Hable con los maestros si nota algún cambio repentino en el comportamiento de su hijo.
- Verifique la asistencia de su hijo para asegurarse que las ausencias no se están acumulando.
- Pida ayuda a las autoridades escolares, recurra a programas después de clases, otros padres o agencias de la comunidad, si está teniendo problemas para conseguir que su hijo vaya a la escuela.

# Ayude a su Escuela y Comunidad Mejorar la Asistencia Escolar de Estudiantes:

## Un Empujo para Mejor Seguimiento de la Ausencia Crónica de Estudiantes

Cada tarjeta de informe incluye un cuadro que muestra a los padres las cantidades de ausencias que sus hijos han tenido. Pero sabe si... ¿Sus escuelas recopilan los números de absentismos para todo el cuerpo estudiantil? ¿Y puede el director de la escuela identificar cuantos estudiantes están faltando clases y como les impacta su rendimiento académico y también el rendimiento académico de toda una clase?

Todos los padres deben saber este tipo de información sobre las escuelas de sus hijos. Sin embargo, muchas escuelas y distritos escolares no realizar un seguimiento o publican los datos que se conoce como datos de ausencias crónicas. Las escuelas se fijan sólo en el promedio de estudiantes que se presentan a la escuela y no en el número de estudiantes que faltan a la escuela debido a cualquier tipo de ausencia, justificada o no. Esta información puede revelar grandes poblaciones de estudiantes que están en alto o extremadamente en riesgo académico.

***¡Los padres pueden hacer la diferencia!***

## Lo Que Puede Hacer

### En Su Comunidad:

- **Obtener los datos:** Pídale a su escuela y el distrito para el cálculo de las tasas de ausencia crónicas y compartirlos con los padres, maestros y directores de escuelas.
- **Identificar las barreras de la asistencia:** Trabaje con su escuela para saber de los padres y a los estudiantes que les impide llegar a la escuela.
- **Haga un plan:** Anime a su escuela para hacer un plan y sea socios con negocios de la comunidad para identificar los obstáculos contra la asistencia escolar de estudiantes.
- **Crear incentivos:** Ayude a su escuela a reconocer a los estudiantes y sus familias que han logrado buena o han mejorado su asistencia escolar. Asiste a las escuelas con ceremonias y presentación de certificados a estudiantes con buena asistencia, o incluso contacte negocios locales para que contribuyan incentivos, como tarjetas de regalo o otros tipos de premios para estudiantes y familias con buena asistencia.
- **Ayude a otros padres:** Ayude a los padres en la escuela comprender la importancia de la asistencia escolar y a quién debe de llamar para obtener recursos de salud, de transporte o servicios sociales que necesiten.

### In Your State

- **Fomenta el seguimiento de datos:** las regulaciones o leyes del Estado deben garantizar que los distritos escolares cumplan con el seguimiento de los datos de ausencia crónicas y que lo reporten al Estado.
- **Urja mejores informes:** El departamento de educación estatal debe publicar los datos de la ausencia crónica en todo el estado, al igual cuando como publican los resultados de las pruebas de los distritos y las escuelas.
- **Abogar por la responsabilidad:** Urge al departamento de educación estatal y los distritos escolares que hagan a las escuelas responsables en enfrentar el caso de la ausencia crónica de sus estudiantes en sus planes de mejoramiento escolares.







Los Angeles Unified School District

Local District Central

Attendance Submittal

01/02/17 - 02/10/17

LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/10/17)
C	7082	10th St El	1/1/2017	2/10/2017	100.00%
C	7274	20th St El	1/1/2017	2/10/2017	100.00%
C	7301	24th St El	1/1/2017	2/10/2017	100.00%
C	7288	28th St El	1/1/2017	2/10/2017	100.00%
C	2833	28th St El DLC Sp	1/1/2017	2/10/2017	100.00%
C	3932	49th St El	1/1/2017	2/10/2017	100.00%
C	5505	9th St El	1/1/2017	2/10/2017	100.00%
C	2027	Aldama El	1/1/2017	2/10/2017	100.00%
C	5111	Alexander Sci Ctr Sch	1/1/2017	2/10/2017	100.00%
C	2810	Alexander SCS DLC Sp	1/1/2017	2/10/2017	100.00%
C	2041	Alexandria Ave El	1/1/2017	2/10/2017	100.00%
C	2068	Allesandro El	1/1/2017	2/10/2017	100.00%
C	2069	Allesandro El CL Mag	1/1/2017	2/10/2017	100.00%
C	2178	Aragon Ave El	1/1/2017	2/10/2017	100.00%
C	2233	Atwater Ave El	1/1/2017	2/10/2017	100.00%
C	4685	Aurora El	1/1/2017	2/10/2017	100.00%
C	2604	Buchanan St El M/S Mg	1/1/2017	2/10/2017	100.00%
C	8066	Burbank MS	1/1/2017	2/10/2017	100.00%
C	2699	Cahuenga El	1/1/2017	2/10/2017	100.00%
C	2783	Cahuenga El DLC Ko	1/1/2017	2/10/2017	100.00%
C	2780	Cahuenga El DLC Sp	1/1/2017	2/10/2017	100.00%
C	2786	Castelar St El DL Ma	1/1/2017	2/10/2017	100.00%
C	3110	Clifford St M/T Mag	1/1/2017	2/10/2017	100.00%
C	2277	Commonwlth Ave El Mg	1/1/2017	2/10/2017	100.00%
C	3329	Dahlia Hts El	1/1/2017	2/10/2017	100.00%
C	3356	Dayton Heights El	1/1/2017	2/10/2017	100.00%
C	2386	Del Olmo El	1/1/2017	2/10/2017	100.00%
C	3397	Delevan Drive El	1/1/2017	2/10/2017	100.00%
C	3507	Eagle Rock El	1/1/2017	2/10/2017	100.00%
C	4165	Eagle Rock El GHA Mag	1/1/2017	2/10/2017	100.00%
C	3508	Eagle Rock El HG Mag	1/1/2017	2/10/2017	100.00%
C	3575	Elysian Heights El	1/1/2017	2/10/2017	100.00%
C	2383	Esperanza El	1/1/2017	2/10/2017	100.00%
C	2774	Esperanza El DLC Sp	1/1/2017	2/10/2017	100.00%
C	3877	Fletcher Dr El	1/1/2017	2/10/2017	100.00%
C	4082	Garvanza El	1/1/2017	2/10/2017	100.00%
C	4123	Glassell Park El	1/1/2017	2/10/2017	100.00%
C	4164	Glenfeliz Blvd El	1/1/2017	2/10/2017	100.00%
C	2385	Gratts LA for YS	1/1/2017	2/10/2017	100.00%
C	2775	Gratts LA for YS DLC	1/1/2017	2/10/2017	100.00%
C	4548	Hobart Blvd El	1/1/2017	2/10/2017	100.00%
C	4575	Hooper Ave El	1/1/2017	2/10/2017	100.00%





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LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/10/17)
C	4576	Hooper Ave PC	1/1/2017	2/10/2017	100.00%
C	4589	Hoover St El	1/1/2017	2/10/2017	100.00%
C	2944	Huerta El	1/1/2017	2/10/2017	100.00%
C	2943	Jones El	1/1/2017	2/10/2017	100.00%
C	5112	Jones PC	1/1/2017	2/10/2017	100.00%
C	2785	Kim El DLC Ko	1/1/2017	2/10/2017	100.00%
C	2784	Kim El DLC Sp	1/1/2017	2/10/2017	100.00%
C	2543	Lafayette Park PC	1/1/2017	2/10/2017	100.00%
C	2393	Lake St Primary	1/1/2017	2/10/2017	100.00%
C	1919	Lanterman HS	1/1/2017	2/10/2017	100.00%
C	2307	Lee El Med Hlth Mag	1/1/2017	2/10/2017	100.00%
C	5170	Lexington Ave PC	1/1/2017	2/10/2017	100.00%
C	4680	Lizarraga El	1/1/2017	2/10/2017	100.00%
C	2779	MacArthur Pk El DL Sp	1/1/2017	2/10/2017	100.00%
C	5113	Mack El	1/1/2017	2/10/2017	100.00%
C	2811	Mack El DLC Sp	1/1/2017	2/10/2017	100.00%
C	5068	Main St El	1/1/2017	2/10/2017	100.00%
C	7220	Maple PC	1/1/2017	2/10/2017	100.00%
C	2812	Mayberry St El DL Sp	1/1/2017	2/10/2017	100.00%
C	5288	Micheltorena St El	1/1/2017	2/10/2017	100.00%
C	2813	Micheltorena St El DL	1/1/2017	2/10/2017	100.00%
C	5384	Monte Vista St El	1/1/2017	2/10/2017	100.00%
C	7614	Nava College Prep	1/1/2017	2/10/2017	100.00%
C	5699	Norwood St El	1/1/2017	2/10/2017	100.00%
C	2392	Olympic PC	1/1/2017	2/10/2017	100.00%
C	3247	Plasencia El	1/1/2017	2/10/2017	100.00%
C	6080	Plasencia El M/S Mag	1/1/2017	2/10/2017	100.00%
C	2311	Poindexter LaMotte El	1/1/2017	2/10/2017	100.00%
C	2384	Politi El	1/1/2017	2/10/2017	100.00%
C	2772	RFK Ambsdrr Gbl Ed Ko	1/1/2017	2/10/2017	100.00%
C	2771	RFK Ambsdrr Gbl Ed Sp	1/1/2017	2/10/2017	100.00%
C	2369	RFK Ambsdrr Gbl Edu	1/1/2017	2/10/2017	100.00%
C	5385	Riordan PC	1/1/2017	2/10/2017	100.00%
C	6329	Rockdale VAPA Mag	1/1/2017	2/10/2017	100.00%
C	6370	Rosemont Ave El	1/1/2017	2/10/2017	100.00%
C	1955	Salvin Sp Ed Ctr	1/1/2017	2/10/2017	100.00%
C	6493	San Pascual El STEAM	1/1/2017	2/10/2017	100.00%
C	6507	San Pedro St El	1/1/2017	2/10/2017	100.00%
C	8577	Sotomayor LA LARS	1/1/2017	2/10/2017	100.00%
C	2134	Studio School	1/1/2017	2/10/2017	100.00%
C	7178	Toland Way El	1/1/2017	2/10/2017	100.00%
C	7589	Wadsworth Ave El	1/1/2017	2/10/2017	100.00%



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C	1914	Widney HS	1/1/2017	2/10/2017	100.00%
C	7959	Yorkdale El	1/1/2017	2/10/2017	100.00%
C	8774	Contreras LC Glbl St	1/1/2017	2/10/2017	100.00%
C	8580	Central HS	1/1/2017	2/10/2017	99.99%
C	8777	Kahlo HS	1/1/2017	2/10/2017	99.99%
C	2863	Castelar St El	1/1/2017	2/10/2017	99.99%
C	2544	MacArthur Pk El VAPA	1/1/2017	2/10/2017	99.99%
C	2838	RFK UCLA Comm Sch DLC	1/1/2017	2/10/2017	99.99%
C	2308	Ride El Smart Acad	1/1/2017	2/10/2017	99.98%
C	4890	Lockwood Ave El	1/1/2017	2/10/2017	99.98%
C	2768	Aldama El DLC Sp	1/1/2017	2/10/2017	99.98%
C	7654	West Vernon Ave El	1/1/2017	2/10/2017	99.98%
C	3986	Franklin Ave El	1/1/2017	2/10/2017	99.98%
C	2701	Kim El	1/1/2017	2/10/2017	99.97%
C	3192	Commonwlth Ave El	1/1/2017	2/10/2017	99.97%
C	2151	Annandale El	1/1/2017	2/10/2017	99.94%
C	8853	Orthopaedic Hsp SH Mg	1/1/2017	2/10/2017	99.93%
C	7722	Angelou Community SH	1/1/2017	2/10/2017	99.92%
C	8501	RFK LA SH Arts	1/1/2017	2/10/2017	99.91%
C	8991	CDS Tri-C	1/1/2017	2/10/2017	99.91%
C	7771	RFK Amsdr Glbl Ldsh	1/1/2017	2/10/2017	99.90%
C	2603	Buchanan St El	1/1/2017	2/10/2017	99.90%
C	5466	Nevin Ave El	1/1/2017	2/10/2017	99.87%
C	4681	Harmony El	1/1/2017	2/10/2017	99.85%
C	7479	Vermont Ave El	1/1/2017	2/10/2017	99.85%
C	2942	Estrella El	1/1/2017	2/10/2017	99.83%
C	5055	Magnolia Ave El	1/1/2017	2/10/2017	99.82%
C	6534	King Jr El	1/1/2017	2/10/2017	99.82%
C	8748	West Adams Prep SH	1/1/2017	2/10/2017	99.81%
C	8738	DBM	1/1/2017	2/10/2017	99.79%
C	4671	Ivanhoe El	1/1/2017	2/10/2017	99.78%
C	2806	Logan St El DLC Sp	1/1/2017	2/10/2017	99.78%
C	7219	Trinity St El	1/1/2017	2/10/2017	99.78%
C	4904	Logan St El	1/1/2017	2/10/2017	99.77%
C	4322	Arroyo Seco Mus/S Mag	1/1/2017	2/10/2017	99.76%
C	8517	Contreras LC Bus Tr	1/1/2017	2/10/2017	99.76%
C	8189	Irving MS MME Mag	1/1/2017	2/10/2017	99.75%
C	2542	White El	1/1/2017	2/10/2017	99.75%
C	7780	RFK UCLA Comm Sch	1/1/2017	2/10/2017	99.73%
C	5247	Menlo Ave El	1/1/2017	2/10/2017	99.72%
C	4986	Los Feliz STEMM Mag	1/1/2017	2/10/2017	99.71%
C	5205	Mayberry St El	1/1/2017	2/10/2017	99.68%



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01/02/17 - 02/10/17

LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/10/17)
C	3479	Dorris Place El	1/1/2017	2/10/2017	99.64%
C	5630	Normandie Ave El	1/1/2017	2/10/2017	99.56%
C	8057	Berendo MS	1/1/2017	2/10/2017	99.56%
C	8516	Cortines Sch of VAPA	1/1/2017	2/10/2017	99.55%
C	2809	Main St El DLC Sp	1/1/2017	2/10/2017	99.33%
C	8462	Virgil MS	1/1/2017	2/10/2017	99.30%
C	8045	Castro MS	1/1/2017	2/10/2017	99.27%
C	7151	Weemes El	1/1/2017	2/10/2017	99.27%
C	8009	Adams MS	1/1/2017	2/10/2017	99.27%
C	2671	Bushnell Way El	1/1/2017	2/10/2017	99.26%
C	2808	Magnolia Ave El DL Sp	1/1/2017	2/10/2017	99.18%
C	8544	Roybal LC	1/1/2017	2/10/2017	99.17%
C	8643	Franklin HS	1/1/2017	2/10/2017	99.08%
C	8645	Highland Park HS	1/1/2017	2/10/2017	98.96%
C	8058	Liechty MS	1/1/2017	2/10/2017	98.86%
C	2819	Normandie Ave El DLC	1/1/2017	2/10/2017	98.86%
C	8208	King MS Mag Flm/Mdia	1/1/2017	2/10/2017	98.83%
C	4982	Los Angeles El	1/1/2017	2/10/2017	98.77%
C	8132	Foshay LC	1/1/2017	2/10/2017	98.77%
C	4983	Mariposa-Nabi PC	1/1/2017	2/10/2017	98.67%
C	8750	Marshall SH	1/1/2017	2/10/2017	98.66%
C	6868	Obama Gbl Prep Acad	1/1/2017	2/10/2017	98.64%
C	1918	McAlister HS CYESIS	1/1/2017	2/10/2017	98.30%
C	7137	32nd St USC PA Mag	1/1/2017	2/10/2017	98.25%
C	2219	Ascot Ave El	1/1/2017	2/10/2017	98.20%
C	8527	Contreras LC Soc Jus	1/1/2017	2/10/2017	98.14%
C	8062	Clinton MS	1/1/2017	2/10/2017	98.13%
C	8200	Los Angeles Acad MS	1/1/2017	2/10/2017	98.12%
C	8094	Carver MS	1/1/2017	2/10/2017	98.11%
C	7783	RFK New Open Wld	1/1/2017	2/10/2017	98.10%
C	8743	Manual Arts SH	1/1/2017	2/10/2017	98.04%
C	8064	Kim Academy	1/1/2017	2/10/2017	98.03%
C	8716	Santee EC	1/1/2017	2/10/2017	98.01%
C	8745	LAUSD/USC CA/Eng Mag	1/1/2017	2/10/2017	97.89%
C	5411	Mt Washington El	1/1/2017	2/10/2017	97.74%
C	8206	RFK Sch Vis Arts/Hum	1/1/2017	2/10/2017	97.66%
C	8614	Eagle Rock HS	1/1/2017	2/10/2017	97.40%
C	8543	Belmont SH	1/1/2017	2/10/2017	97.09%
C	7707	Sotomayor LA HADA	1/1/2017	2/10/2017	97.02%
C	7356	Union Ave El	1/1/2017	2/10/2017	96.51%
C	8207	Contreras LC ALC	1/1/2017	2/10/2017	96.35%
C	8714	Jefferson SH	1/1/2017	2/10/2017	96.14%



Los Angeles Unified School District

Local District Central

Attendance Submittal

01/02/17 - 02/10/17

LD	LC	School	Begin Date	End Date	Cumulative Attendance Submittal Rate (01/02/17 - 02/10/17)
C	8545	Newmark HS	1/1/2017	2/10/2017	96.10%
C	5173	Nava LA Sch Bus&Tech	1/1/2017	2/10/2017	95.27%
C	8070	Nava LA Sch Art&Cult	1/1/2017	2/10/2017	94.64%
C	8710	Early College Academy	1/1/2017	2/10/2017	92.10%

OFFICE OF STAFF RELATIONS  
ANNUAL PERFORMANCE EVALUATION DUE DATES

<b>SCHOOL BASED CLASSIFIED EMPLOYEES 2016-17 SCHOOL YEAR</b>
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Employees in the bargaining Units listed below must have an annual performance evaluation issued no later than 20 working days prior to the end of the work year assignment. It is recommended you issue the evaluation by **Friday, May 5, 2017** to meet the deadline. If an employee is to receive a below standard rating on their performance evaluation, he/she must receive assistance and guidance no later than **March 17, 2017**. Assistance and Guidance may take the form of a conference memo or Letter or Reprimand, and should pertain to the specific area in need of improvement.

**Unit B** – Campus Aides, Education Aides, Instructional Aides, Special Education Trainees/Assistants, Early Education Center Aides, et al.

**Unit C** – Building and Grounds Workers, Food Service Workers, Early Education Center Attendants, Microcomputer Support Assistants, et al.

**Unit F** – Teacher Assistants

**Unit S** – School Administrative Assistant, Food Service Managers, Plant Managers

*Employees in the bargaining Units below must have a performance evaluation at least once a year.*

**Unit D** – Office Technicians, Clerks, Library Aides

**Unit G** – School Supervision Aides, Community Representatives

*Note: It is recommended that employee's performance evaluations be consistent with the Districts timeline as referenced above.*





# 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



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

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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.



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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**





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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.