CHAPTER 1
INTRODUCTION

1.0 Overview
1.1 Rationale For Change
1.2 Curricular Reform and Standards
1.3 Accountability
1.4 Legislation
1.5 Programs
1.6 Information Management

1.0 OVERVIEW

Much has changed since the counseling handbook’s last revision. In fact, the word revision, which implies some heavy editing, vastly understates the difference between this handbook and its predecessor.

The purpose of this introductory chapter is to present the framework of the book by addressing the following questions: how has the world changed to necessitate an ambitious overhaul of the educational system; what has been done at the state, national, and local levels to ensure that rigorous academic standards are the foundation of public education; how have LAUSD and the Division responded to address these external calls for change?

1.1 RATIONALE FOR CHANGE

The District’s philosophy of maximizing every student’s potential by providing lifelong educational opportunities has remained its unalterable guiding principle. The way of achieving that goal has been greatly influenced by change at the state, national, and even global levels. Of the world’s 30 largest free-market economies, the United States is the only nation where young adults today are less educated than the previous generation. For the United States to maintain its historically competitive advantage, educational reform must be undertaken in earnest. Over the past decade, strategies have been developed and reforms have been implemented to provide every student with the knowledge and skills to succeed.
1.2 CURRICULAR REFORM AND STANDARDS

Reform and accountability have been the catchwords for the changes enacted over the past two decades. Two of the primary agents of change were the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS) in 1991 and the California State Content Standards of 1997. SCANS identifies foundation knowledge, skills and abilities, and essential workplace competencies necessary to be competitive in a global, information-based economy. The California State Content Standards define the knowledge, concepts, and skills a student should acquire at each grade level.

The California Career Technical Education (CTE) Curricular Standards developed in 2006 emphasize what students actually need to know and do to be successful in today’s job market. The standards are organized in 15 industry sectors of interrelated occupations and industries. Each sector has two or more career pathways. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary coursework related to the careers in which they are interested.

The English as a Second Language (ESL) Model Standards document, originally published by the California Department of Education (CDE) in 1992 and currently being updated, reflects current research on the developmental stages in second-language acquisition and the process for achieving communicative competence.

The District responded to the need for more challenging and relevant curricula with the Board of Education’s revised graduation requirements (April 9, 2002), and a resolution to implement the A-G course sequence as a part of the requirements (June 14, 2005). This resolution requires that, beginning in fall 2008, all students complete a fifteen-course college preparatory sequence that meets the subject requirement for freshman admission to a University of California (UC) or California State University (CSU) schools. The Division’s CTE classes, which teach rigorous academic concepts within the context of career education, strengthen the education and workforce preparedness of Californians.

1.3 ACCOUNTABILITY

The need for accountability has resulted in the California High School Exit Exam (CAHSEE) for high school diploma students (adult and secondary) and the
Comprehensive Adult Student Assessment Systems (CASAS) testing for students enrolled in federally supported adult education classes. The CAHSEE was developed to elevate the level of local proficiency standards to be in line with the state’s standards and to ensure that students who graduate from high school can demonstrate grade level competence in reading, writing, and mathematics. CASAS testing is a component of the Workforce Investment Act (WIA) data collection and accountability requirements established on July 1, 1999 to comply with state and federal demands for information pertaining to student demographics and educational progress.

The ESL program has placement and promotional exams standardized across the Division. The content and instructional strategies of the course outlines have been revised to reflect the English as a Second Language Model Standards for adult education programs. Community Based English Tutoring (CBET) and SCANS activities are incorporated at all learning levels.

The current series of General Education Development (GED) tests released in 2002 incorporates content standards developed at the state and national levels. Students must be able to understand, apply, analyze, and synthesize information in Language Arts and Mathematics. The tests are an authoritative measure of high school level skills and knowledge.

1.4 LEGISLATION

New legislation, specifically California Education Code §52301, 52302 (AB 2448), has shifted funding for a greater emphasis on preparing secondary high school students for entry into the workforce. By July 1, 2011, ninety percent of funding for Regional Occupational Centers and Programs (ROCP) will be targeted to students enrolled in grades 9-12. AB 1802 provides funding for additional counseling support at District secondary schools to implement the A-G Initiative, the Individualized Culmination Plan (ICP), and the Individualized Graduation Plan (IGP). The legislation also provides for annual conferences for students in grades seven through twelve. "At-risk" students are a specific focus.

Revisions to the California State Education Code (EC) have contributed to much of the change over the past decade. More change will be forthcoming in an effort to close achievement gaps, a primary concern of the CDE.
1.5 PROGRAMS

The Alternative Education and Work Center (AEWC) program, the Division’s dropout recovery component, was instituted to provide educational options to at risk, out of school youth ages 16 to 18 for whom independent study is an appropriate option. The Division inaugurated the program with 13 sites in 1987 and currently serves students at 26 sites, with plans for additional sites in the future. Enrollment has increased by over 60 percent during the past ten years.

While much of what is new has specifically targeted the younger adult population, there has been considerable change in programs serving the adult learner. The Division is implementing Community-Based English Tutoring program goals with the expectation that CBET students will learn English and tutor English learners. This two-pronged approach of learning and tutoring of K-12 students empowers parents to help their children succeed in school.

English Literacy and Civics Education (EL Civics) is a federally supported program that helps ESL students understand and navigate through American cultural, educational, financial, government, health, legal, and medical systems.

Adult literacy, while always a priority of the Division, has recently taken on even greater importance. In Reach Higher, America (2008), the National Commission on Adult Literacy has presented compelling evidence that adult education and workforce skills development programs are not meeting the needs of America’s citizens or its workers. The Commission concludes that, while the situation is of "grave urgency," we have the power to reverse it.

Distance Learning gives students the opportunity to learn outside the classroom. Courses in ESL (Beginning Low to Intermediate High), Parent Education, Citizenship, and GED are offered on DVDs that students check out through Division schools. The program is particularly beneficial to students whose work, family, and other obligations preclude attendance at regular classes.

1.6 INFORMATION MANAGEMENT

The Adult Student Information System (ASIS) has evolved significantly since its inception. Up until 2002, schools were not part of a centralized database. They reported and collected data as stand alone entities. Response time from data
analysis to program modification presented a challenge because factors that influenced decision making changed as information was compiled and evaluated.

Centralization has refined the data collection, reporting, and analysis process. Many of these labor-intensive tasks have been off-loaded to the central office. Decisions can be made that respond to changing trends and address areas of deficiency with less lag time.

The next step in the evolutionary process will be data presented in a graphic format (visual overlay) in near real time. Visual tools (tables, charts, and graphs) will enhance data interpretation possibilities more than spreadsheets alone. Data will be available in a time frame that permits a more immediate response. Timely, user-friendly data will provide for more effective management of information and possible additional funding.
CHAPTER 2
THE COUNSELING OFFICE

2.1 Academic and Career Counseling
2.1.1 Assistant Principal, Adult Counseling Services
2.1.2 Adult Teacher Counselor
2.1.3 Young Adult Counselor (Regional Occupational Center)
2.1.4 Adult Teacher Advisor
2.1.5 Outreach Consultant
2.1.6 Career Advisor
2.1.7 Credit Clerk (Office Technician)
2.2 Counseling Office Physical Layout
2.3 Planning and Scheduling Counseling Office Operations
2.4 Communication

2.1 ACADEMIC AND CAREER COUNSELING

Under the principal's direction, the Assistant Principal, Adult Counseling Services (APACS), administers guidance and counseling services for all students. Activities common to counseling and guidance programs are: student assessment, evaluation and maintenance of records, registration and placement, monitoring of student progress, verification of course completion and high school diploma requirements, and completion of the Adult Division Survey.

The initial intake interview often sets the tone for the student’s entire academic experience. A positive orientation where the student’s goals are discussed and the school program is explained creates a favorable first impression and enhances the possibility for the student's long-term success. The orientation generally precedes assessments to determine placement. By balancing the student’s abilities, interests, and educational objectives, the counselor can better support the student’s academic and career goals.

Many students have had little, if any, formal academic or career counseling. The intake interview is a perfect opportunity to communicate that returning to school was an excellent decision and that Division counseling staff will be available to provide support along the way. At the conclusion of the interview, students should have a real sense not only of what they will be doing in the coming weeks but how it relates to their broader educational goals. Students should leave with the belief that the initial intake interview is just the beginning of a mutually-invested
relationship, and that the counseling staff looks forward to being a part of each student’s educational experience.

Counselors are called upon on a regular basis to make sound professional judgments. These judgments often involve determining whether a particular class listed on a transcript meets the intent of the graduation requirements. While the Division allows APACS some flexibility in adapting certain aspects of the counseling program, counselors should look first to policy established by California Education Code (EC) and District and Division directives. When exercising professional judgment in the interpretation of student records, counselors consult with the principal before acting and document any actions taken.

2.1.1 ASSISTANT PRINCIPAL, ADULT COUNSELING SERVICES (APACS)

The APACS is assigned to a Community Adult School (CAS) or Regional Occupational or Skills Center (ROC/SC) from an eligibility list or is appointed by the Assistant Superintendent when no eligibility list exists. The position requires a valid California Pupil Personnel Services (PPS) credential and a master’s degree from an accredited university.

The APACS plans and organizes the counseling and assessment programs, serves as a member of the management team responsible for the guidance and counseling program, secures and maintains student records, and assists in the coordination of the guidance and instructional programs.

2.1.2 ADULT TEACHER COUNSELOR

The Adult Teacher Counselor is assigned from an eligibility list or is appointed by the Assistant Superintendent when no eligibility list exists. The position requires a valid California PPS credential.

The Adult Teacher Counselor performs counseling and guidance duties as determined by the APACS, the Assistant Principal, School Operations (APO), or the principal of the school to which he or she is assigned.
2.1.3 YOUNG ADULT COUNSELOR (REGIONAL OCCUPATIONAL CENTER)

The Young Adult Counselor is assigned from an eligibility list or is appointed by the Assistant Superintendent when no eligibility list exists. The position requires a valid California PPS credential.

The Young Adult Counselor coordinates the young adult counseling and guidance program and counsels young adults (concurrents and minor non-concurrents) regarding the Career Technical Education (CTE) program.

2.1.4 ADULT TEACHER ADVISOR

The Adult Teacher Advisor position requires a valid California teaching credential authorizing service in classes for adults.

The Adult Teacher Advisor receives administrative direction from the APACS, the Assistant Principal of Operations (APO), and the principal. The Adult Teacher Advisor's duties involve providing guidance as well as assessing, placing, registering, and monitoring students.

2.1.5 OUTREACH CONSULTANT

Outreach Consultants (OC) are assigned to Alternative Education and Work Center (AEWC) programs. The OC is hired by the principal or by the principal's designee. The AEWC Coordinator is generally a part of the hiring process. The position requires a valid California teaching credential authorizing service in classes for adults.

The Outreach Consultant recruits, enrolls, and counsels high risk, out of school youth, and young adults between the ages of 16 and 18. The OC also facilitates AEWC students’ participation in high school diploma, GED, apprenticeship, and CTE programs.
2.1.6 CAREER ADVISOR

Career Advisor is a secondary school position funded by the Division of Adult and Career Education (DACE).

The Career Advisor maintains records and compiles reports relevant to secondary students who are enrolled in Regional Occupational Centers or Programs (ROCP). The Career Advisor recruits students and arranges transportation when necessary. It is also the Career Advisor's task to follow up on enrolled students and determine credits earned while enrolled in CTE classes.

2.1.7 CREDIT CLERK (OFFICE TECHNICIAN)

Credit Clerk is a term often used to describe an Office Technician assigned to the counseling office. The principal, the APACS, and the School Administrative Assistant (SAA) select the Credit Clerk.

The Credit Clerk performs general office tasks for the APACS. Specific duties may include typing, filing, appointment scheduling, and routing of phone inquiries. The updating of records in a timely and efficient manner is a primary function of this position.

2.2 COUNSELING OFFICE PHYSICAL LAYOUT

A separate, self-contained location is desirable for the counseling office. When such a space is not available, shared locations should be evaluated on the basis of minimal interference from ambient noise or extraneous foot traffic. Ideally, the counseling office should contain sub-divided spaces which provide students with the privacy often critical to effective counseling.

In some instances, the APACS may have to negotiate appropriate space and improvements with the principal or the K-12 administration.
2.3 PLANNING AND SCHEDULING COUNSELING OFFICE OPERATIONS

Comprehensive planning contributes to the smooth flow of counseling services. Since time, personnel, and resources are limited, good scheduling assures their optimum usage. Timelines and updated calendars will help staff avoid task overloads and scheduling conflicts. For planning purposes, APACS should carefully review District and Division calendars early in the year, noting statistical reporting periods, term beginning and end dates, due dates for reports, and California High School Exit Exam (CAHSEE) test dates. This will facilitate the timely scheduling of counseling-related functions such as pre-enrollment assessment and Comprehensive Adult Student Assessment (CASAS), 8th Grade Diploma, General Education Development (GED), and promotional testing.

At shared sites, the APACS should regularly check the K-12 calendar to avoid conflicts in plant usage. At the start of the school year, counselors block out time for graduation (ceremony and rehearsals), on-site GED testing, orientation assemblies, and other special events.

When planning the schedule, the APACS may want to consider the following:

- Regularly scheduled group intake assessments, keeping in mind that delayed registration might adversely impact ADA.

- Pre-registration of adult high school, continuing English as a Second Language (ESL), and CTE students. This is often accomplished more efficiently in the classroom. However, staff other than the classroom teacher should oversee classroom pre-registration to ensure the equitable distribution of students.

- On-line registration when possible.
2.4 COMMUNICATION

All members of the school staff, particularly those assigned to the counseling office, should be familiar with Division and school policies and procedures, and with the short- and long-term plans of the counseling office. When changes in policies, procedures, or plans occur, all staff members should be notified. To increase communication, APACS are encouraged to hold regularly scheduled staff meetings. This task is particularly challenging at schools with multiple sites and extensive schedules. In the event that counseling personnel cannot attend a scheduled meeting, the APACS should meet with those absent to keep them informed. Upcoming events may be planned and updated information may be disseminated at these meetings.

APACS notify non-counseling office personnel of counseling office plans and schedules. A calendar of upcoming activities, placed in a visible location, may be helpful in the overall coordination of school activities.

The informal counseling network (classified staff) often provides initial program information to students. A well-informed staff is a valuable resource in the dissemination of information to students and non-counseling personnel.
CHAPTER 3  
CREDIT EVALUATION

3.1 CREDIT EVALUATION

When evaluating student records, counselors grant full credit for previous qualifying educational accomplishments. This expedites the student's education and often provides the motivation necessary to carry the student through to graduation. Credit can be granted for qualifying 9th through 12th grade coursework. Credit can also be granted for qualifying accomplishments in a variety of non-school settings.

Granting credit for previously completed courses does not necessarily validate the student's competence in the credited subject areas. Assessment is critical in the
placement of the adult high school diploma student. Although the counselor may
grant credit for a class taken in secondary school, the student may require
remediation to make the successful completion of additional coursework possible.
"Students who possess equivalent credit in reading, English, and mathematics, but
do not demonstrate sufficient skills through appropriate placement instruments,
will be counseled and enrolled accordingly."

*Division of Adult and Career Education, Guideline No. 12, July 6, 2005*

This is especially significant if the student has not passed the state-mandated
California High School Exit Exam (CAHSEE) or is planning to take the General
Education Development (GED) Test to satisfy specific graduation requirements.

Uniformity is vital in evaluating students' previous educational accomplishments
and in granting credits. Uniformity is necessary among the Division's schools,
among different counselors at the same school, and in the individual counselor's
evaluations of different students. Keeping clear notes in the student file or
cumulative record will eliminate any uncertainty as to why certain counseling
decisions were made. Counselors initial and date all notations in order for other
counseling personnel to be able to clarify information as needed.

To assist the counselor in achieving uniformity in the evaluation of students’
previous educational experiences and the granting of credit for coursework
completed at other schools, this chapter addresses various credit systems and
provides the counselor with a review of some common non-school experiences for
which credits may be granted.

### 3.1.1 CREDIT SYSTEMS

Different school districts often use different credit systems. The following sections
of the handbook will be helpful in equating different systems and understanding
how credit is granted for Division of Adult and Career Education (DACE)
academic and Career Technical Education (CTE) courses.
3.1.2 THE SEMESTER CREDIT SYSTEM USED IN ADULT HIGH SCHOOL CLASSES

Competency-based education adheres to the Division’s philosophy of instructional accountability. Credit is only granted when a student can demonstrate mastery of specific competencies—clearly stated outcomes interwoven into the curriculum of all Division courses.

Sixty hours (five credits) and 120 hours (ten credits) of instruction are rough approximations of the time needed to complete a particular course. Individualized Instruction (II) Lab and Adult Independent Study (AIS) students receive credit by achieving a score of 80 percent or better on each assignment on a District-approved learning contract. Students (adult and concurrent) enrolled in teacher-directed academic classes at Division schools accomplish this by hours of attendance and attainment of course competencies. English as a Second Language (ESL) students earn credit based on promotional exams. For Adult Basic Education (ABE) students, credit is awarded for course completion.

The career advisor or high school counselor (for concurrent students) and the adult school teacher (for adults) determine credits earned. Credit for CTE classes is apportioned according to hours of attendance and completion of course competencies.

Division of Adult and Career Education, Guideline No. 40, January 28, 2008

Challenge tests for Psychology, Career Planning, and Health are available to adult high school diploma students who can demonstrate competency without instruction. Students may earn five credits per exam. The Business Education program has challenge tests for credit and placement in some of its courses (see appendix 3-A). These tests are designed to measure competency in some Business Education Certificate program courses. The tests are for business program students only, and may not be taken by concurrently enrolled, AEWC, or adult high school diploma students.

The ABE mathematics curriculum (Basic Mathematics Beginning, Intermediate, and Advanced) allows for post-tests to be used in conjunction with pretests for the purpose of validating the student’s competency and granting equivalent credit.
Students may also earn up to 40 credits for demonstrating competency in Spanish on the Modern Language Association (MLA) tests.

The GED Test is not a credit-granting instrument; however, a student may use the test in conjunction with coursework to satisfy high school diploma requirements.

*Division of Adult and Career Education, Guideline No. 13, July 6, 2005*

There is no Division policy which permits partial credit or a reduction of semester period credits for any reason. However, credits from a transcript may be combined to arrive at the five-credit minimum.

### 3.1.3 CARNEGIE UNITS

One Carnegie Unit represents one full-year course and is equivalent to ten semester credits. One-half of a Carnegie Unit represents one semester’s work in a subject and is equivalent to five semester credits. (10 credits = 1 Carnegie Unit; 5 credits = .5 Carnegie Unit)

Transcripts from districts using the Carnegie Unit will require conversion to the Division's credit system. For example the student's transcript may show:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Dates</th>
<th>Mark</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>9</td>
<td>9/91 – 6/92</td>
<td>B</td>
<td>1</td>
</tr>
</tbody>
</table>

Because the inclusive dates show the above course to be one year in length with one credit granted, the conversion would be to two equivalent semester courses granting 5 credits each and would be recorded as:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Code</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>9/91</td>
<td>(T1)</td>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>English 2</td>
<td>2/92</td>
<td>(T1)</td>
<td>B</td>
<td>5</td>
</tr>
</tbody>
</table>
3.1.4 CORRELATING UNCOMMON CREDIT SYSTEMS WITH THE DIVISION SYSTEM

The counselor may come across transcripts with other unique or unusual credit systems. A careful reading of the transcript and questioning of the student will usually help the counselor to correctly convert credits shown on the transcript to the Division system. This can usually be handled by using the ratio of instructional hours to credits granted. The student may be asked, "How many hours (per class, per day, or per week) did you attend this class?" The total hours of instruction are converted to 30, 60, or 120 hour blocks. Assuming the student received a passing grade for the course, the counselor will grant credit as shown below.

<table>
<thead>
<tr>
<th>Instructional Hours from Transcript</th>
<th>Adult Division Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>2.5</td>
</tr>
<tr>
<td>60</td>
<td>5.0</td>
</tr>
<tr>
<td>120</td>
<td>10.0</td>
</tr>
</tbody>
</table>

3.1.5 CONTACTING SENDING SCHOOL FOR CLARIFICATION

Counselors may need to contact the school of record to determine the subject area or credits earned. Documentation of this information should be noted on the student worksheet or cumulative record.

3.1.6 NO LETTER GRADE

If the sending school does not use a letter grading system but has a percentage or numerical system for example, the counselor can substitute the symbol "CR" (credit) for a grade.

Or, if the "lowest passing grade" used by the sending school is known, the counselor may use the following chart to convert between percentages and letter grades.
### SCALE FOR CONVERTING MARKS

<table>
<thead>
<tr>
<th>Lowest Passing Mark</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>75-77</td>
<td>78-82</td>
<td>83-92</td>
<td>93-100</td>
</tr>
<tr>
<td>70</td>
<td>70-72</td>
<td>73-79</td>
<td>80-90</td>
<td>91-100</td>
</tr>
<tr>
<td>65</td>
<td>65-68</td>
<td>68-76</td>
<td>77-89</td>
<td>90-100</td>
</tr>
<tr>
<td>50</td>
<td>50-56</td>
<td>57-67</td>
<td>68-83</td>
<td>84-100</td>
</tr>
</tbody>
</table>

---

**Office of the Deputy Superintendent, Secondary Instructional Services, Bulletin No. 1100, June 28, 2004**

#### 3.1.7 NO PARTIAL CREDIT

District policy requires that a student be granted full credit for a successfully completed course. There is no flexibility to grant partial credit for courses taken in the Division.

However, the counselor may come across transcripts from outside schools where the student has been granted some credit in a subject that is insufficient to satisfy the current graduation requirements. For example, a student may have earned three credits in U.S. History A. The requirement is five credits. Therefore, the student needs an additional two units. This may be accomplished by enrolling the student in the II Lab to complete the course by finishing the appropriate portions of the U.S. History 1 contract, as determined by teacher assessment and with APACS approval. Full credit may also be granted by combining similar credits into groups of five. The counselor will balance fairness to the student with program integrity when resolving partial credit issues.

Courses for which the student has received fewer than five credits may be posted as general electives.
3.2 GRANTING CREDIT

3.2.1 GRANTING CREDIT BASED ON FOREIGN TRANSCRIPTS

The student retains originals of foreign transcripts and supporting documents. The counselor will make copies to be evaluated and kept in the cumulative record. It is strongly suggested that students provide the counselor with a translated copy from an approved agency (see appendix 3-B).

The Country Index is a valuable tool in the assessment of foreign transcripts and can be obtained online at www.tenspeed.com (see appendix 3-C). The counselor will find schematics of various foreign educational systems, interpretations of grading systems, and other helpful information in this publication. It may be the counselor's first resource in evaluating a foreign transcript.

To provide a uniform system of granting credits, the following criteria will be observed:

- Credits will be granted only for subjects completed, regardless of class hours shown on transcript.
- English courses taken in an English-speaking country will provide English credit.
- English courses taken in a non-English speaking country will be listed as foreign language credit.
- Biology will provide life science credit and chemistry or physics will provide physical science credit.
- Mathematics, algebra, and geometry will provide mathematics credit.
- Geography and history of a particular country will provide elective credit.
- World history studied in a foreign country will meet the District's graduation requirement.
• Courses in religion, physical education, driver training, and homeroom or record room will not receive credit.

As when working with transcripts issued by schools in the United States, uniformity should be maintained when evaluating foreign transcripts. The counselor will carefully and correctly determine the grade level of the classes listed on the transcript. Information in the Country Index or the student's age at the time of the class and the number of previous years of schooling may be helpful to the counselor in determining the grade level.

Foreign students who seek admission to District schools may not have or be able to obtain school records because of political unrest, loss, destruction, or policies which deny personal documents to certain persons seeking admission to other countries.

When such circumstances exist, an opportunity will be given to those students to reconstruct their school experiences in order to determine the appropriate credits to be granted. The final decision for acceptance of credit toward graduation is the responsibility of the local school administration, but every effort should be made to give the student the benefit of the doubt.

To assist the foreign student to reconstruct his or her educational experiences, schools are to provide Reconstructed Secondary Coursework and Educational Background forms (see appendix 3-D).

• The student must have the statement on the back of the Reconstructed Secondary Coursework form notarized, verifying that the reconstructed educational information is a true report of coursework completed.

• Credits granted shall be recorded on the cumulative record by subject area in the appropriate columns. Specific course titles and marks are not to be recorded on the cumulative record.

• The following statement is to be recorded on the cumulative record: "The subjects and credits indicated by "*" were obtained from the student's reconstruction of schoolwork in ___________ (name of country) for which no transcript was available."
The student must be informed that the granting of foreign credits toward a high school diploma by this District does not assure that another school district or institution of higher learning will accept these credits to fulfill graduation or entrance requirements.

Foreign transcripts are to be accurately translated before the evaluation process begins. If needed, a foreign language teacher or other qualified staff member may translate foreign documents or the student may submit a notarized translation.

*Office of the Chief Instructional Officer, Secondary Instructional Services, Bulletin No. 1545, February 14, 2005*

### 3.2.2 GRANTING CREDIT FOR ADULT BASIC EDUCATION (ABE)

Forty-five (45) elective high school credits in ABE may be earned after completion of the following courses:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course No.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning level courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Reading, Beginning</td>
<td>53-03-61</td>
<td>5</td>
</tr>
<tr>
<td>Basic Math, Beginning</td>
<td>53-03-71</td>
<td>5</td>
</tr>
<tr>
<td>Basic Language Arts, Beginning</td>
<td>53-03-81</td>
<td>5</td>
</tr>
<tr>
<td><strong>Intermediate level courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Reading, Intermediate</td>
<td>53-03-62</td>
<td>5</td>
</tr>
<tr>
<td>Basic Math, Intermediate</td>
<td>53-03-72</td>
<td>5</td>
</tr>
<tr>
<td>Basic Language Arts, Intermediate</td>
<td>53-03-82</td>
<td>5</td>
</tr>
<tr>
<td><strong>Advanced level courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Reading, Advanced</td>
<td>53-03-63</td>
<td>5</td>
</tr>
<tr>
<td>Basic Math, Advanced</td>
<td>53-03-73</td>
<td>5</td>
</tr>
<tr>
<td>Basic Language Arts, Advanced</td>
<td>53-03-83</td>
<td>5</td>
</tr>
</tbody>
</table>
3.2.3  GRANTING CREDIT FOR ENGLISH AS A SECOND LANGUAGE (ESL)

Thirty (30) elective high school credits may be earned only in the following courses:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course No.</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Beginning Low</td>
<td>50-01-51</td>
<td>5</td>
</tr>
<tr>
<td>ESL Beginning High</td>
<td>50-01-52</td>
<td>5</td>
</tr>
<tr>
<td>ESL Intermediate Low</td>
<td>50-01-53</td>
<td>5</td>
</tr>
<tr>
<td>ESL Intermediate High A</td>
<td>50-01-54</td>
<td>5</td>
</tr>
<tr>
<td>ESL Intermediate High B</td>
<td>50-01-55</td>
<td>5</td>
</tr>
<tr>
<td>ESL Advanced Low</td>
<td>50-01-56</td>
<td>5</td>
</tr>
</tbody>
</table>

Credit for Beginning Low through Intermediate High A (20 credits) should only be awarded after a student has completed Intermediate High A, and has successfully passed the promotional exam. Students may receive credit for Intermediate High/B and Advanced Low upon completing the level, and successfully passing the ESL Promotional Test for that level.

ESL and ABE provide credit as indicated in the Catalog of Authorized Courses. However, counselors may only apply a maximum of 20 credits earned in either ESL or ABE, or a combination thereof, toward completion of the adult diploma elective requirements. ESL and ABE credits should be entered in the "elective credit" section of the cumulative record.

Division of Adult and Career Education, Guideline No. 29, December 15, 2006

3.2.4  GRANTING CREDIT FOR ADULT STUDENTS ENROLLED IN CAREER TECHNICAL EDUCATION (CTE)

Students may earn between five and 40 credits for successfully completing Division CTE courses. These credits may be used to satisfy the elective requirements of the District’s high school diploma program.

The counselor will grant students credit in increments of five for every 60 hours of instruction successfully completed, up to the maximum credits allowed for the course as indicated in the Catalog of Authorized Courses.
The counselor will not grant credit for coursework beyond 480 hours, although successful completion of the course and realistic employment preparation may require as many as 1550 hours of attendance. The counselor will grant credit according to the following chart:

<table>
<thead>
<tr>
<th>Hours Attended</th>
<th>Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>120</td>
<td>10</td>
</tr>
<tr>
<td>180</td>
<td>15</td>
</tr>
<tr>
<td>240</td>
<td>20</td>
</tr>
<tr>
<td>300</td>
<td>25</td>
</tr>
<tr>
<td>360</td>
<td>30</td>
</tr>
<tr>
<td>420</td>
<td>35</td>
</tr>
<tr>
<td>480</td>
<td>40</td>
</tr>
<tr>
<td>481-1550</td>
<td>No additional credit</td>
</tr>
</tbody>
</table>

Division of Adult and Career Education, Guideline No. 40, January 28, 2008

3.2.5 GRANTING CREDIT FOR HIGH SCHOOL STUDENTS ENROLLED IN CAREER TECHNICAL EDUCATION (CTE)

For high school students concurrently enrolled in Regional Occupational or Skills Centers (ROC/SC) or in the Regional Occupational Program (ROP), the CTE teacher completes a credit slip 34-H-57 (see appendix 3-E). The credit slip shows "hours attended" and "mark," but the number of semester credits earned is not shown.

Division of Adult and Career Education, Guideline No. 53, October 1, 2008

The APACS or Young Adult Counselor will verify that the student has earned a passing grade for the course—A, B, C, or D, and forward the credit slip to the Career Advisor at the student's home school. The Career Advisor and high school counseling staff will grant credits according to the number of hours attended.

Division of Adult and Career Education, Guideline No. 40, January 28, 2008
No Credit for an "In Progress" Grade

The counselor will not grant credit for a grade of "In Progress" that may be given to a student who has not yet demonstrated the minimum proficiency to earn a letter grade.

3.2.6 GRANTING CREDIT FOR COLLEGE COURSES

The counselor will grant adult high school credit for successful completion of college courses, if the following conditions are met:

- The college course is included in the high school course of study, or is of equivalent level.
- The student has not graduated from college.
- The student requested in writing conversion of college credit to adult high school credits prior to taking the college course. (Principals may waive this requirement if the college work has already been completed.)

(See appendix 3-F for a student worksheet with Los Angeles Community College District equivalents.)

College Credit Conversion Value

The counselor will grant ten semester units of adult high school credit for 3 semester units of college credit, or 5 adult high school credits for 2 semester units of college credit.

College credits granted on a quarter basis should be converted to college semester units on the following basis. Quarter credits X 2 - 3. Example: 4 quarter credits X 2 = 8 - 3 = 5 semester credits.

Double Counting of Credit for College Courses

Counselors are no longer required to notify community colleges of their intent to apply units earned at the college level toward a high school diploma.
3.2.7 GRANTING CREDIT FOR COURSES IN SPECIALY-FUNDED PROGRAMS

The counselor will grant adult secondary education credit for successfully completed courses in specially-funded programs provided that those courses are the same as or equivalent to courses normally required for an adult high school diploma. However, the counselor will not grant duplicate credit if the specially-funded course duplicates one that the student has already completed in the regular adult high school program.

3.2.8 GRANTING CREDIT FOR SECONDARY CERTIFICATE PROGRAMS

The secondary certificate, normally earned by Special Education students, is not deemed equivalent to a high school diploma. Therefore, the counselor will not ordinarily grant credit for academic classes completed in a secondary certificate program. However, the counselor may use competency testing procedures such as those employed in the Individualized Instruction (II) Lab to validate the student's abilities and thereby grant credit for courses completed.

3.2.9 GRANTING CREDIT FOR QUALIFYING NON-SCHOOL ACHIEVEMENT

EC §51225.3 mandates the recognition of alternative means of completing the prescribed course of study. The following sections of the handbook are examples of how the Division grants credit for non-school achievement.

3.2.10 GRANTING CREDIT FOR LICENSED OCCUPATIONS

Students who hold state licenses in various occupational fields can be granted credit toward a high school diploma for their licenses. Credits are granted based on the presumption that the student satisfactorily completed the coursework required to obtain the license, and that the coursework fulfills equivalent
requirements in the high school diploma program. Normally, credits for occupational courses fulfill general elective requirements. For holding a state occupational license, a maximum of 40 credits may be recorded in the general elective field on the student file or cumulative record. (See appendix 3-G for examples that illustrate the granting of credit for a particular license.)

3.2.11 GRANTING CREDIT FOR WORK ACHIEVEMENT

Granting credit for work achievement is one of the approved methods used to assist adult high school students in fulfilling high school diploma requirements. For specific guidelines that outline qualifying conditions, refer to the Division bulletin and see appendix 3-H.

*Division of Adult and Career Education, Guideline No. 52, October 1, 2008*

3.2.12 GRANTING CREDIT FOR MILITARY TRAINING

The counselor may grant credit for having completed certain types of military training programs, including:

- Service school courses
- Off-duty courses offered by the military
- Off-duty courses offered by accredited institutions
- Correspondence courses jointly offered by the Armed Forces Institute, the Coast Guard Institute, and cooperating colleges and universities
- Recruit basic training

See appendix 3-I for guidelines established by California Administrative Code, Title 5, §1634.
3.3 PREPARING THE STUDENT WORKSHEET

After gathering all applicable student records such as assessment tests, student transcripts, credit slips, state licenses, work achievement forms, and military records, the counselor may begin the process of evaluating the material, granting credits, preparing the worksheet, and planning the student's course of study.

Division of Adult and Career Education Guideline No. 12, Secondary Instructional Services Bulletin No. 1757 and the current Division Catalog of Authorized Courses are the primary publications used to prepare the worksheet. Using these sources, the counselor will correlate previously completed coursework with Division courses and grant credit on the worksheet where appropriate. When all coursework has been posted, the counselor will determine what graduation requirements have not yet been met and will program the student accordingly.

The counselor will check the following when preparing the worksheet:

- That both a grade and credit have been indicated on the transcript. A grade with no credit usually means student left without completing the course. Grades designated as "leaving grades" or "marks" indicate incomplete courses. The counselor will grant no credit in this case.

- That middle school credit is counted only if the course was taken in the 9th grade. For example, algebra taken in the 8th grade does not count for high school credit.

- That 8th or lower grade courses taken in the 9th grade are not counted for high school credit.

- That religion, homeroom or record room, and physical education classes do not receive credit in adult education. Classes normally taken in lieu of physical education such as marching band, ROTC, and dance are not granted credit unless taken in addition to physical education in the same term.

- That credit is not granted twice for the same class.
• That, if a student has taken a class twice, the highest grade for that course is the grade recorded.

• That special education courses that do not grant high school credit are not used for adult credit.

• That special education students fulfill the same graduation requirements as regular high school students.

### 3.4 IN PROGRESS MARK

Adult Secondary Education (ASE) teachers issue an "In Progress" grade when a concurrent student's home school requests an interim mark but the student has not yet completed the course contract. The mark "I" or "IP" will not be entered on the student’s cumulative record or electronic transcript until a credit certificate indicating the mark and credit earned has been issued. To warrant a regular letter grade and credit, minimum proficiency must be demonstrated.

*Division of Adult and Career Education, Guideline No. 53, October 1, 2008*

### 3.5 PASS/FAIL MARK

Prior to the end of the semester, the adult school may report a "pass" or "fail" mark to a concurrent student's home school if requested for graduation purposes. Credit will not be granted until a letter grade has been earned.

### 3.6 CR MARK

The counselor will record a mark of "CR" (credit) on the cumulative record when the student's transcript shows that he or she has earned credit but no letter grade for a successfully completed course.
3.7 MARKING STUDENT COMPLETION ON THE ATTENDANCE ROSTER

In order to track student achievement accurately, several steps need to be taken by the teacher when a student completes a class or course.

For ESL, ABE, ASE, and Parent Education students, a grade (if applicable) should be entered in the "Final Mark" field, credit earned in the "Credit" field, and "C" for completer in the "L or C" field.

For students in programs for Adults with Disabilities and Older Adults, "CR" should be entered in the "Final Mark" field and "C" for completer in the "L or C" field.

For CTE students, "C" should be entered in the "L or C" field for course completers and for students who leave prior to completing the class who have secured employment or a promotion in a course-related field.

No final grade is recorded unless the student has completed all course competencies even if the student has attended for the full term and plans to return.

Students who stop attending and are not expected to return should be designated with an "L" in the "L or C" field.

*Division of Adult and Career Education, Guideline No. 30, December 12, 2006*
CHAPTER 4
ENROLLMENT, PLACEMENT, AND TERMINATION

4.1 Enrollment
4.1.1 Adult Students
4.1.2 Concurrent Students
4.1.3 High School Students in Community Adult Schools (CAS)
4.1.4 High School Students in Regional Occupational and Skills Centers (ROC/SC)
4.1.5 Minor Non-Concurrent Students, General
4.1.6 Minor Non-Concurrent Students in Alternative Education Work Centers (AEWC)
4.1.7 Minor Non-Concurrent Students in CAS
4.1.8 Minor Non-Concurrent Students in ROC/SC
4.1.9 Minors: Pregnant or Parent Actively Engaged in Raising Children
4.1.10 Students with Disabilities
4.1.11 Special Education Students in Adult Education Programs
4.2 Placement
4.2.1 The Placement Interview
4.2.2 Placement into the Adult Basic Education (ABE) Program
4.2.3 Placement into the ABE Language Arts Program
4.2.4 Placement into the ABE Math Program
4.2.5 Placement into the Adult Secondary Education (ASE) Program
4.2.6 Placement of Special Education Students
4.2.7 Placement for Remediation
4.3 Discipline Foundation Policy
4.4 Termination of Enrollment, General
4.4.1 Special Education Students, Termination of

4.1 ENROLLMENT

4.1.1 ENROLLMENT OF ADULT STUDENTS

The Division of Adult and Career Education (DACE) provides learning opportunities and employment training to adults (persons over the age of 18) who do not attend public school full time. Classes are competency based, and placement is determined by skills assessment and not on classes previously taken. Students are placed in the appropriate course that reflects their language arts and math skill levels.

Adult school classes that are equivalent to high school courses are not duplicate credits and may be used for either remediation or to complete graduation
requirements. Student progress is based on demonstrating proficiency in course-
specific competencies contained in Division course outlines that are written to the
State Content Standards.

4.1.2 ENROLLMENT OF CONCURRENT STUDENTS

California State law recognizes the need to develop and encourage alternatives for
senior high school students with a special focus on potential dropouts. Students
who attend secondary schools for a minimum of 240 minutes a day may enroll in
an adult school for remediation, language acquisition, enrichment, technical
training, or to address credit deficiency. Placement is based on assessment.

Concurrent students are recommended to the adult school by secondary counselors
and are required to present a Concurrent Student Enrollment form at their
introductory meeting (see appendix 4-A). The permit specifies the course in which
the student is to be placed, and must have the written authorization of the
secondary school counselor and the student’s parent or guardian. Since the form
does not establish specific attendance requirements or standards of behavior, it is
incumbent on the adult school to address these areas at the time of enrollment (see
appendix 4-B). A parent or legal guardian should be present at the initial intake
interview whenever possible. If there is any doubt into which course the student
should be placed, a clarification should be obtained from the high school counselor
prior to enrollment. Under no circumstances should the adult school counseling
staff alter the secondary counselor’s prescribed course without the secondary
counselor’s written consent.

To ensure success, a concurrent student should be given the appropriate placement
tests at intake. Concurrent students may be exempt from specific reading
requirements when, with the signature of the secondary principal or his or her
designee, they are recommended to enroll in classes for high school graduation.

Division of Adult and Career Education, Bulletin No. 63, October 5, 1991

Students are not to be enrolled in the same adult education and high school course
simultaneously. Students are to complete all assignments on a student-learning
contract under the supervision of the adult school instructor within one year from
the starting date. Extensions may be done on a case-by-case basis with the
approval of the Assistant Principal, Adult Counseling Services (APACS).
Chapter 4  Enrollment, Placement, and Termination

Office of Chief Instructional Officer, Secondary Instructional Services, Bulletin No. 1757, May 31, 2005

Generally, students may enroll in a class they have already taken in a secondary school only if they failed the class. Only certain courses (see appendix 4-C) designated in the Guidelines for Instruction: Course Description and identified in the Secondary Student Information System (SIS) may be repeated for credit. In certain circumstances there is a limit to the number of times a course may be repeated.

The secondary counselor should advise the student as to the way a college or university would accept a repeated course for admission purposes and in the calculation of the college admission grade point average (GPA).

Office of the Deputy Superintendent, Secondary Instructional Services, Bulletin No. 1100, June 28, 2004

Twelfth (12th) grade students will not be permitted to enroll in any Adult Learning Center immediately prior to graduation when there are fewer than 60 hours of scheduled class time remaining in the term. Seniors who enroll during the last ten weeks of school will sign a statement acknowledging the necessity of completing all coursework prior to credits being issued. Exceptions require a written request from the secondary principal and approval by the adult school principal.

Office of the Chief Instructional Officer, Secondary Instructional Services, Bulletin No. 1758, May 31, 2005

Assembly Bill 1802 provides funding to the District for additional secondary counseling staff. The funding targets "at-risk" students and is aligned with the goals of the "A-G" Initiative (2005) and with the implementation of the Individualized Culmination Plan (ICP) and the Individualized Graduation Plan (IGP) adopted in 2006 (see appendix 4-D). The program is a systematic annual review of each student’s academic and other appropriate records. The student and parents (where feasible) discuss the student’s record and the educational options available. While the emphasis is given to coursework and academic progress, alternative options such as career paths, Regional Occupational Centers or Programs (ROCP), or continuation schools are discussed. The ICP and IGP must reflect data-driven decisions, including mastery of content standards and individual goal setting. These two plans along with the Comprehensive High School Plan...
(CHSP) discussed later in this chapter present new challenges and opportunities for the adult school counseling staff. While students will be better informed about potential outcomes, they may rely more and more on the adult program to keep them on track.

**NON-GRADUATES**

Non-graduating senior high school students who were expected to graduate may be eligible to complete the graduation requirements through the Adult Division and receive a diploma from their high school. Students should check with the secondary counselor to make this arrangement. A Diploma-on-Hold form (see appendix 4-E) specifies the courses to complete and the date for completion.

Secondary students (non-graduating seniors), who complete graduation requirements at a Division school after their high school class was scheduled to graduate, should be counted by both the high school and Division school as graduates. Division counselors prepare the cumulative record and order the diploma.

### 4.1.3 ENROLLMENT OF HIGH SCHOOL STUDENTS IN COMMUNITY ADULT SCHOOLS (CAS)

Pursuant to EC §52500, youth attending District secondary schools (grades 9-12) may be referred to and enrolled in a District adult school for enrichment or for:

- Academic remediation
- Language acquisition
- Completion of high school credit deficiencies
- Pre-employment and occupational training

In granting approval for enrollment in these courses, the counselor will give careful consideration to balancing the student's needs with the possible effect that the additional credit load will have on the student's welfare, motivation, and ability to complete his or her educational objectives.
4.1.4 ENROLLMENT OF HIGH SCHOOL STUDENTS IN REGIONAL OCCUPATIONAL AND SKILLS CENTERS (ROC/SC)

EC §52314 establishes the admission criteria for secondary students attending Regional Occupational and Skills Centers (ROC/SC). A student is not eligible to be admitted, and their attendance is not to be credited to an ROC/SC until the student has attained the age of 16, unless the student meets one or more of the following conditions:

1. The student is enrolled in grade 11 or higher.

2. The student received a referral and all of the following conditions have been met:
   - The student is referred to an ROCP as part of a Comprehensive High School Plan (CHSP).
   - A counselor or administrator has approved the plan. The student’s parents are not required to approve the plan.
   - The student’s CHSP specifies a sequence of Career Technical Education (CTE) courses.
   - The student is enrolled in a school that maintains any of the grades 9-12, inclusive.

The CHSP (see appendix 4-F) is a student-specific plan that includes both relevant academic courses and a CTE sequence of courses that, when completed, will result in the student earning a high school diploma, a GED, or a postsecondary certificate, diploma, or the equivalent. Academic courses that may be part of the overall course sequence, such as Algebra 1, do not count as CTE courses. To meet the definition of course sequencing, there must be two or more CTE courses totaling at least 300 hours. The referral should be reevaluated by the counselor or school administrator annually to comply with the annual reporting requirement for pupils with referrals. Copies of the CHSP must be on file at the high school counselor’s office until a California Department of Education (CDE) monitoring visit occurs or an annual audit is conducted.
The plan for a 9th grade student should reflect the need for a four-year sequence of ROCP or District-operated CTE courses.

Additional requirements:

- The 9th grade student may attend the ROCP course at a center located off the high school site.
- If the high school spans grades 10-12, a student in grade 9 may not take an ROCP course.
- Student in grades 11 or 12 cannot be denied admission or displaced from an ROCP course due to the admittance of a 9th or 10th grade student in the ROCP course.

4.1.5 ENROLLMENT OF MINOR NON-CONCURRENT STUDENTS, GENERAL

DACE programs often meet the needs of students under the age of 18 who leave traditional school programs prior to graduation. As stated in EC §33080, "the purpose of the public education system is to enable each child to develop all of his or her own potential." Enrollment may take place if the student has graduated from high school or there is:

- An indication that an adult program is appropriate for the student
- Evidence that remediation was attempted prior to the transfer
- Parental consent
- Division acceptance of the student
- A valid Pupil Accounting Record (PAR) which transfers attendance accounting responsibility (see appendix 4-G)
• Exemption from attendance in continuation school by the continuation school principal and the Pupil Services Attendance (PSA) supervisor

Under the provisions of EC §48410, students 16 and 17 years of age are exempt from compulsory attendance in continuation education classes if they are regularly employed for 30 hours per week and attend Division classes for a minimum of four hours per calendar week. The counselor will ask for written verification of regular employment including days and hours of work. Otherwise, students must attend school for a minimum of 15 hours per week.

4.1.6 ENROLLMENT OF MINOR NON-CONCURRENT STUDENTS IN ALTERNATIVE EDUCATION AND WORK CENTERS (AEWC)

Students who are 16-18 years of age and have dropped out of high school are encouraged to enroll in the Alternative Education and Work Center (AEWC) program. The program is designed to provide educational options to students who have experienced barriers to academic and career success and for whom independent study is an appropriate placement. Students are provided with opportunities leading to high school diplomas, GEDs, and CTE training.

Enrollment in the AEWC program is completed at individual study centers. Students are enrolled throughout the year based on available space. The program operates on a year-round schedule.

4.1.7 ENROLLMENT OF MINOR NON-CONCURRENT STUDENTS IN COMMUNITY ADULT SCHOOLS

Minor non-concurrent students may be enrolled in Community Adult Schools (CAS) on a part-time or full-time basis provided:

• The students have graduated from high school

• The students have valid Pupil Accounting Records (PAR) which transfers attendance accounting responsibility (see appendix 4-G)
• The students are exempted from attendance in continuation school by the continuation school principal and the Pupil Services Attendance Supervisor (PSA)

The Division of Adult and Career Education initiates the PAR within five working days of the date of enrollment. A copy is sent to the last school of attendance or the school of residence along with a copy of the parental consent form.

4.1.8 ENROLLMENT OF MINOR NON-CONCURRENT STUDENTS IN REGIONAL OCCUPATIONAL AND SKILLS CENTERS

Youth between the ages of 15 and 18 may enroll in an ROCP, pursuant to EC §52314.5, if they are eligible to attend a high school in the school district, but have not been enrolled on a full-time basis for a period of more than three months during the regular school year, if all the following apply:

• The ROCP, with the appropriate school district, develops a plan that describes the academic and career technical education that the student will receive.

• The student’s parents or guardians have approved the comprehensive plan in writing.

• The student enrolls in the appropriate adult school or high school courses that satisfy the CHSP.

4.1.9 ENROLLMENT OF MINORS: PREGNANT OR PARENT ACTIVELY ENGAGED IN RAISING CHILDREN

Any minor who is pregnant or is a parent actively engaged in raising one or more of his or her children is eligible to enroll in any adult education course (EC §52610.5).

Office of the Assistant Superintendent, Student Health and Human Services, Bulletin No. 2060, October 25, 2005
4.1.10 ENROLLMENT OF STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination or harassment on the basis of a disability in any program or activity receiving federal financial assistance. The District serves adults with disabilities by providing a nonrestrictive environment that is consistent with their individual needs. Students receive their training at ROC/SC unless there is a compelling reason why this cannot be accomplished. Placement in a CAS is made only after a documented determination that the ROC/SC cannot meet the student’s educational goals.

Division of Adult and Career Education, Bulletin No. 31, October 1, 2003

4.1.11 ENROLLMENT OF SPECIAL EDUCATION STUDENTS IN ADULT EDUCATION PROGRAMS

A special education student is a student who receives a specially designed instructional program, referred to as an Individualized Education Program (IEP), to ensure access to the core curriculum so the student may complete the requirements for the high school diploma. (EC Sections: 56340 and 56345)

A special education student with an IEP is entitled to District support and services until age 22 unless the student:

- Receives a high school diploma
- No longer needs special education services (District must conduct an assessment)
- Refuses special education services (decision must be voluntary and knowingly made)
- Is no longer eligible for special education services (has aged out)

If the student turns 22 prior to the end of the semester, the special education designation continues until the end of the semester.
EC Sections 56026, 56346, 56300; 34 Code of Federal Regulations (CFR) 300.505

A concurrently-enrolled high school student with an IEP may attend the adult school as long as the IEP supports it and the student meets requirements for concurrent enrollment in the adult school. (EC Sections: 52500, 52500.1, 52523; Title 5 California Code of Regulations (CCR) 10524)

Placement of special education students 18-22 years of age into adult education from the regular high school program is considered a change in placement and such a change must be supported by the student’s IEP. (CCR 3042; EC §65342)

A special education student may voluntarily leave the high school at 18 and enroll in adult education if the student and the IEP team members agree to the change. (EC §56342; 34 CFR Sections: 300.550-300.554)

Office of Student Health and Human Services, Bulletin No. Z-50, August 11, 1998

4.2 PLACEMENT

4.2.1 THE PLACEMENT INTERVIEW

The comprehensive placement interview produces an educational plan that the student may follow to reach his or her goals. During the interview, the counselor and student consider all factors pertaining to the development of a sound educational plan which will lead the student toward attainment of realistic goals. Assessment results are reviewed, records are evaluated, and completion of coursework is verified. Skillful placement of students is critical to the success of the program.

4.2.2 PLACEMENT INTO THE ADULT BASIC EDUCATION (ABE) PROGRAM

The ABE program provides instruction in reading, language arts, computer literacy, and mathematics to students who test below the 9th grade level. Courses
are competency based and focus on the academic and life skills needed for success in career and academic classes or to fulfill personal goals.

The following courses are offered:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>53-03-61</td>
<td>Basic Reading - Beginning</td>
<td>0 - 3</td>
</tr>
<tr>
<td>53-03-62</td>
<td>Basic Reading - Intermediate</td>
<td>4 – 6</td>
</tr>
<tr>
<td>53-03-63</td>
<td>Basic Reading - Advanced</td>
<td>7 – 8</td>
</tr>
<tr>
<td>53-03-71</td>
<td>Basic Math - Beginning</td>
<td>0 - 3</td>
</tr>
<tr>
<td>53-03-72</td>
<td>Basic Math - Intermediate</td>
<td>4 – 6</td>
</tr>
<tr>
<td>53-03-73</td>
<td>Basic Math - Advanced</td>
<td>7 – 8</td>
</tr>
<tr>
<td>53-03-81</td>
<td>Basic Language Arts - Beginning</td>
<td>0 - 3</td>
</tr>
<tr>
<td>53-03-82</td>
<td>Basic Language Arts - Intermediate</td>
<td>4 – 6</td>
</tr>
<tr>
<td>53-03-83</td>
<td>Basic Language Arts - Advanced</td>
<td>7 – 8</td>
</tr>
<tr>
<td>53-04-50</td>
<td>Basic Computer Literacy</td>
<td>4+</td>
</tr>
</tbody>
</table>

Placement into the ABE reading program is determined through the administration of the reading comprehension section of either the TABE 7/8 Level D Survey or Complete Battery. Grade levels with corresponding courses are represented by the Reading and Language Arts Continuum chart (see appendix 4-H).

Students who are identified as being nonreaders or very low-level readers at the time of registration should not be given the test. Instead, they should be placed in Basic Reading—Beginning with a note to the teacher to assess the student’s skill level for appropriate placement within the Basic Reading—Beginning course.

### 4.2.3 PLACEMENT INTO THE ABE LANGUAGE ARTS PROGRAM

Placement into the ABE language arts program is determined through the evaluation of the student’s writing sample, using the Adult Basic Language Arts Writing Rubric With Writing Samples (January 2006).

### 4.2.4 PLACEMENT INTO THE ABE MATH PROGRAM

Placement into the ABE Math program is determined through administration of the ABE Basic Math Placement Test (August 2004).
Students who score less than 80 percent on section 1 are placed in Basic Math—Beginning. Students who score better than 80 percent are given section 2 of the test. A score of less than 80 percent on this portion of the test results in placement in Basic Math—Intermediate. A score of better than 80 percent results in placement into Basic Math—Advanced. Promotion into Algebra is determined by a score of 80 percent or better on the Basic Math—Advanced post-test.

The Math Continuum chart (see appendix 4-I) represents grade levels with corresponding courses.

*Division of Adult and Career Education, Guideline No. 5, March 23, 2005*
*Division of Adult and Career Education, Guideline No. 59, October 21, 2008*

### 4.2.5 PLACEMENT INTO THE ADULT SECONDARY EDUCATION (ASE) PROGRAM

Placement into the ASE program is determined by the administration of the TABE 7/8 Level D Survey or Complete Battery tests. Students (adult and concurrent) should be advised that the Division recommends a reading level of 9.1 as the competency level needed for probable success in the workforce, and in high school diploma and CTE courses. Students who score below 9.1 should be further advised that enrollment in the ABE program will increase the probability of success in completing diploma requirements and CTE courses.

Students are placed into the high school math program (Algebra 1A, 1B or Geometry 1A, 1B) by demonstrating competency in Basic Math—Advanced. This can be accomplished either by the successful completion of the class or by placing out of the class by receiving a passing score on the Basic Math—Advanced post-test.

The ASE English Language Arts Continuum chart (see appendix 4-J) represents the expected standards and pre- and post-assessments to be used for each of the eight English courses.

The Guide to Evaluating Student Writing Samples is used by teachers and counselors to evaluate and properly place students in the English Language Arts continuum.
4.2.6  PLACEMENT OF SPECIAL EDUCATION STUDENTS

Whenever possible, a reassessment of scholastic aptitude will be conducted. This may include any of the following: an individual test; a group test; a series of tests; reports from teachers, other school personnel, and outside agencies; a guidance conference; or a case study.

Students with IEPs and their parents or guardians will be given ample time and frank counseling regarding students' aptitudes, their prior assessments, demonstrated strengths and limitations, and the realistic possibility of fulfilling graduation requirements. During the placement interview, students should be apprised of course requirements and expectations.

After enrollment, students’ progress should be monitored. In cases where monitoring reveals a student's inability to successfully pursue a course of instruction, remedial action should be taken early.

4.2.7  PLACEMENT FOR REMEDIATION

Placement is based on assessment. Although the student may have credit for a class taken in secondary, adult education classes are competency based, and the student may require remediation.

For concurrent students, remediation should be done in conjunction with the high school counselor and the student’s parents. If a concurrent student’s placement tests indicate remediation may be necessary to successfully complete a course prescribed by the secondary counselor, the adult school counseling staff will notify the counselor (see appendix 4-K) and recommend an alternate placement. The secondary counselor will either concur with the recommendation or will advise that the student be placed as originally intended. In this event, the student will be referred back to the secondary counselor with a Remediation Waiver (see appendix
4-L. The form will include the signatures of the student, the parent, and the secondary counselor.

Adult school administration should work closely with the secondary schools to advocate for the position that adult education is particularly well suited to offer a personalized educational program to the secondary student. However, this program can only be successful if the student has the requisite skills needed to complete a particular course. It should be emphasized that remediation will help students with their secondary classes and in preparation for the CAHSEE. Effective communication and leadership in this area will engender a spirit of cooperation between the adult and secondary divisions and will best serve the students.

4.3 DISCIPLINE FOUNDATION POLICY

*Educational Services Bulletin No. 3638, March 27, 2007* emphasizes the need for a safe, respectful, and welcoming environment for students and educators. With the adoption and implementation of a school-wide positive behavior support and discipline plan (*Discipline Foundation Policy*), schools will be able to realize this goal. The plan is based on the concepts that most effective discipline systems use a proactive approach and that optimal learning occurs when a culture of discipline exists. Positive interventions and means of correction should be utilized whenever possible, and suspension, transfer, or expulsion should be a last resort.

4.4 TERMINATION OF ENROLLMENT, GENERAL

With few exceptions, adults, concurrent students, and non-concurrent minors attend Division programs on a voluntary basis. A few students attend adult classes on a semi-voluntary or involuntary basis. These may include those attending as a condition of parole, those attending to maintain certain public benefits, and those attending under court order. Because the majority of the Division's enrollments are voluntary, there are few occasions where the question of termination of enrollment arises. Suspension should be a last resort when a student engages in misconduct.

When a student’s continued enrollment comes into question, due process is of paramount concern. Students should sign the *Student Dismissal Agreement* available in English and Spanish (see appendix 4-M) as a part of the registration
process. (The form may also be downloaded online at www.adultinstruction.org.) By signing the form, the student acknowledges awareness of the school’s disciplinary policy. If a student fails to comply with the policy, he or she should be informed that an infraction has been committed which may result in dismissal (see appendix 4-N). If the behavior persists, the student should be advised that he or she will no longer be able to attend that school (see appendix 4-O).

However, there is an array of interventions to be considered before suspension is called for in response to misconduct. (See appendix 4-P, *Top Ten Alternatives to Suspension.*) A student may be suspended from one class or all classes and still remain in school during the period of suspension if he or she is appropriately supervised. (See appendix 4-Q, *Guidelines for Developing an In-School Suspension Program.*)

**PROCESS FOR DROPPING STUDENT FOR NON-ATTENDANCE**

A student may be dropped from a Division-sponsored class after four weeks of non-attendance. This is accomplished by marking the "L" for "leaver" on the *Adult Weekly Attendance Form* 34-A-EH-49.

**GROUNDS FOR SUSPENSION AND EXPULSION**

California Education Code Sections 48900 et seq. have established grounds for suspension and expulsion (see appendix 4-R). A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled has determined that the student has committed an offense that requires action be taken.

Principals have the initial responsibility and discretion whether to recommend a pupil's suspension or expulsion. A matrix has been developed to guide the principal in this decision. (See appendix 4-S, *Matrix for Student Expulsion Recommendations.*) For categories 2 and 3, the school must provide evidence of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.
Offenses described in EC §48915, listed in category 1, *Matrix for Student Expulsion Recommendations*, require immediate notification of law enforcement, immediate suspension from school, and immediate recommendation of expulsion if it is determined that the pupil committed the act at school or at a school activity off school grounds.

For minors or concurrent students, the principal is to advise the parents of the appeal procedures when they disagree with a suspension. The appeal is first made to the school principal. If the parents wish, they may appeal the principal’s decision to the Local District Operations Administrator or designee. The District's Expulsion Review Committee (ERC) will review cases of recommended expulsion, and the ERC’s findings may be reviewed by the Board of Education.

Once a minor has been enrolled in one of the Division’s programs, she or he will need assistance to find employment, return to another school or program, or to facilitate a combination of these goals. In the event of termination from a Division program, the adult school staff shall:

- Document what remedial measures have been utilized (including Independent Study), prior to termination
- Consult with the appropriate instructional personnel regarding the student’s readiness to leave the program
- Provide transitional counseling for the student regarding career goals, employment opportunities, and future educational plans
- Consult with the PSA staff to arrange an alternative placement

*Office of Student Health and Human Services, Bulletin 3819, August 21, 2007*
4.4.1 SPECIAL EDUCATION STUDENTS, TERMINATION OF ENROLLMENT

Special education students cannot be recommended for expulsion unless the following two determinations are made at a pre-expulsion IEP meeting:

1. The misconduct was not caused by or was not a direct manifestation of the student's identified disability

2. The student was appropriately placed at the time the misconduct occurred

Special education students cannot be suspended from school for more than 10 consecutive school days.

All enrollments and terminations of special education students require appropriate documentation and parental consent for individuals until 22 years of age.
CHAPTER 5  
ADULT SECONDARY EDUCATION GRADUATION AND CURRICULUM REQUIREMENTS

5.0 OVERVIEW

Graduation requirements adopted by the Board of Education on March 23, 1999, and revised April 9, 2002, provide an educational program required of all students in Grades 9-12 that includes a core curriculum, elective courses, non-course requirements, and testing requirements. The goal of the District is to provide maximum opportunities for all high school students to meet graduation requirements while meeting requirements for college admission and preparing to enter the workforce.

5.1 CALIFORNIA STATE GRADUATION REQUIREMENTS

California Education Code (EC) specifies a minimum set of courses required for high school graduation that local school districts have the authority to augment. The California State University (CSU) and the University of California (UC) have established a uniform minimum set of courses required for freshman admission.

To receive a diploma, students must complete all of the following courses while in grades nine to twelve, inclusive. Each course has a duration of one year, unless otherwise specified. Required courses are as follows:

- Three courses in English
- Two courses in mathematics, including one year of Algebra 1, beginning in 2003-2004 (EC §51224.5)
- Two courses in science, including biological and physical sciences
- Three courses in social studies, including United States history and geography; world history, culture, and geography; and American government, civics, and economics
- One course in fine arts or foreign language. Sign language shall be deemed a course in foreign language.
- Two courses in physical education unless the pupil has been exempted pursuant to provisions of EC § 51241 (Adults are exempt from this requirement.)
- Other coursework as the governing board of the school district may by rule specify (EC Sections 51225.3, 51224.5, 51241)

Note: The courses listed above represent the State of California’s minimum requirements to receive a high school diploma. They do not reflect current requirements established by Los Angeles Unified School District for Secondary or Adult high school diploma students. For secondary graduation requirements and...
college admission, see appendix 5-A or go to the LAUSD College Connection web site at:

http://www.lausd.k12.ca.us/lausd/offices/senior_high_programs

5.1.1 DIVISION GRADUATION REQUIREMENTS

Students who enroll in the Adult Secondary Education (ASE) program on or after July 1, 2005, are required to complete 170 semester credits of coursework and pass the California High School Exit Exam (CAHSEE).

Students who achieve a minimum average score of 450 and combined score of 2250 with no fewer than 410 points scored on each of the five individual tests of the General Education Development (GED) Test will qualify for a high school diploma with the completion of 50 additional units of required coursework and by passing the CAHSEE. Students who pass the Spanish or French versions of the GED are required to complete 70 additional units to qualify for a high school diploma.

Division of Adult and Career Education, Guideline No. 13, July 6, 2005

For students who do not elect to use the GED to fulfill requirements, the coursework is as follows:
<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH (40)</strong></td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td>5</td>
</tr>
<tr>
<td>English 2</td>
<td>5</td>
</tr>
<tr>
<td>English 3</td>
<td>5</td>
</tr>
<tr>
<td>English 4</td>
<td>5</td>
</tr>
<tr>
<td>English Composition/Contemporary</td>
<td>5</td>
</tr>
<tr>
<td>Literature/American</td>
<td>5</td>
</tr>
<tr>
<td>English Composition/Expository</td>
<td>5</td>
</tr>
<tr>
<td>Literature/Modern</td>
<td>5</td>
</tr>
<tr>
<td><strong>MATHEMATICS (20)</strong></td>
<td></td>
</tr>
<tr>
<td>Algebra 1A and 1B, or higher*</td>
<td>10</td>
</tr>
<tr>
<td>Geometry 1A and 1B, or any high school level math course</td>
<td>10</td>
</tr>
<tr>
<td><strong>HEALTH (5)</strong></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td><strong>SCIENCE (20)</strong></td>
<td>Any 20</td>
</tr>
<tr>
<td>General Science/Integrated 1-4</td>
<td>5 credits each</td>
</tr>
<tr>
<td>Biology 1 and 2</td>
<td>5 credits each</td>
</tr>
<tr>
<td>Biology/Life Science 1 and 2</td>
<td>5 credits each</td>
</tr>
<tr>
<td>Physics 1 and 2</td>
<td>5 credits each</td>
</tr>
<tr>
<td>Physics/Physical Science 1 and 2</td>
<td>5 credits each</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES (30)</strong></td>
<td></td>
</tr>
<tr>
<td>World History 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td>U.S. History 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>5</td>
</tr>
<tr>
<td>Economics or Economics/Consumer</td>
<td>5</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE/FINE ARTS (10)</strong></td>
<td></td>
</tr>
<tr>
<td>Foreign Language or Visual Arts (10 units in one area only)</td>
<td>10</td>
</tr>
<tr>
<td><strong>PERSONAL AND CAREER DEVELOPMENT (10)</strong></td>
<td></td>
</tr>
<tr>
<td>Career Planning or Life Skills or Economics/Consumer or Parent Education or Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Any computer literacy course** (at least 60 hours/5 credits) except Keyboarding</td>
<td>5</td>
</tr>
<tr>
<td><strong>GENERAL ELECTIVES (35)</strong></td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>170</td>
</tr>
</tbody>
</table>
**Division of Adult & Career Education, Guideline No. 14, April 5, 2004**

*EC §51224.5 requires that, beginning with the graduating class of 2003-2004, students must complete ten units of math in courses that meet or exceed the rigor of the content standards of Algebra 1 (see appendix 5-B). These courses must be completed while the student is in grades 9-12. However, students who pass an algebra course in the 8th grade that meets or exceeds State standards have satisfied the ed code requirement and must complete any additional 20 units of high school math.

**Division of Adult and Career Education, Guideline No. 68, November 6, 2008**

**Office of the Assistant Superintendent, Secondary Instructional Support Services, Reference Guide No. 913, April 12, 2004** establishes the computer literacy component of the high school diploma program for the graduating class of 2004 and beyond.

**REVISIONS TO SCIENCE CURRICULUM**

Physics 1 & 2 and Biology 1 & 2 are the most recent additions to the science curriculum. The competencies in these courses are aligned with State Content Standards for science and are the only science courses that satisfy the "D" (laboratory science) subject area of the UC/CSU "A-G" requirements for freshman admission. Credit shall be granted only after completion of the lab portion of the course.

Physical Science 1 & 2 and Life Science 1 & 2 have the same course content as physics and biology but without the laboratory component. These classes are not UC/CSU approved.

A Certificate of Completion (see appendix 5-C) is sent from the central office to the Assistant Principal, Adult Counseling Services (APACS), for all students who complete the lab portion of the course. The APACS will share this information with the instructor for credit and attendance purposes. Students who earn certificates shall be credited with 15 hours of attendance.

Students who plan to enroll in the lab portion of the physics or biology courses should go to the ASE website at [http://ase.adultinstruction.org](http://ase.adultinstruction.org) for all relevant
forms and specific enrollment information. The downloaded forms must be completed by the students and parents and faxed by the APACS to the Division office at (213) 241-8997 one week prior to the event.

It is the responsibility of the APACS to screen and process all students prior to enrollment.

*Division of Adult and Career Education, Guideline No. 54, October 14, 2008*

**REVISIONS TO FOREIGN LANGUAGE/FINE ARTS CURRICULA**

The Fine Arts/Visual Arts course outlines for Design 1 & 2 will be offered in a teacher-directed format at select Division schools throughout the District.

The classes are designed to develop the student’s ability to think and write critically. Assignments are challenging and require extensive journaling. The importance of a portfolio to an artist is emphasized; its presentation constitutes a component of the final assessment. Through group and individual design and research projects, students acquire the artistic knowledge, perception, and technical skills to express and communicate ideas verbally and graphically.

Design 2 is UC/CSU approved.

**REQUIREMENTS FOR CERTIFICATES OF COMPLETION**

A student with a disability who has satisfied any of the following three requirements, but who has not satisfied the requirements for a diploma, may be awarded a certificate of completion:

- Satisfactory completion of 230 credits of a prescribed alternative course of study as identified on the student’s Individualized Education Program (IEP)
- Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team
• Satisfactory high school attendance, participation in the instruction prescribed in the student’s IEP, and achievement of the objectives of the statement of transition services

RETURNING STUDENTS

Returning students must meet all current statutory, District, and Division graduation requirements.

5.1.2 THE ROLE OF THE INDIVIDUALIZED INSTRUCTION LAB (II LAB) IN MEETING GRADUATION REQUIREMENTS

The Division of Adult and Career Education (DACE) offers individualized instruction through II Labs at Division schools throughout the District. The II lab plays a pivotal role in meeting the graduation requirements of adult and secondary high school diploma students. The curricula developed by the ASE office are competency based and written to California State Content Standards. Contracts are standardized across the Division to ensure student competence and comparable instruction for transfer students.

All coursework in an II Lab must be completed within a one-year period of time or a new contract must be initiated. Any variation in this policy should be on a case-by-case basis with the approval of the APACS.

Most courses meet UC/CSU "A-G" requirements for freshman entry and are approved by the National College Athletic Association (NCAA). Confirm each course’s status before counseling.

Division of Adult and Career Education Guideline Nos. 25 and 67 establish policies for teachers and support staff to maintain program integrity through grading, record keeping, attendance, and use of materials and tests procedures.

5.1.3 HEALTH REQUIREMENT: SPECIAL NOTE

Health is considered a science course and fulfills five of the 25 required science credits.
5.1.4 NO RESIDENCY REQUIREMENT

There is no residency requirement for the Division High School Diploma program.

5.1.5 NO MINIMUM ATTENDANCE REQUIREMENT

There is no minimum attendance requirement for Division courses. Students must achieve competency in the subject matter to successfully complete each course. No amount of attendance in competency-based classes warrants a passing grade if the student does not attain competency in the course objectives. Conversely, a student who demonstrates mastery of the course objectives should not be denied credit on the basis of poor attendance.

5.1.6 MINIMUM REQUIREMENT OF CREDITS IN HIGH SCHOOL GRADERS 10 THROUGH 12

For the class of 2003 and beyond, students must earn the credits listed below in order to promote to the next grade level:

<table>
<thead>
<tr>
<th>Credits Required</th>
<th>To Promote to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 Credits</td>
<td>10th Grade</td>
</tr>
<tr>
<td>110 Credits</td>
<td>11th Grade</td>
</tr>
<tr>
<td>170 Credits</td>
<td>12th Grade</td>
</tr>
<tr>
<td>230 Credits</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

These credit-grade level equivalents have been formulated to provide students and parents with a more realistic assessment of progress toward graduation. There is no limit to the number of credits that may be earned in grades 10 through 12.


Student Guidance Service Bulletin No. 1545, February 14, 2005, "Foreign Student Transcripts," allows for a total of 60 credits to be counted for each year of study. Additional credits over that number may be counted toward the succeeding grade level.
Chapter 5

Adult High School Graduation and Curriculum Requirements

Note: If a high school is classifying the student as a 9th grader but the student is taking 10th grade or higher level courses, these courses should be counted toward graduation requirements.

5.1.7 NO LOCAL SCHOOL GRADUATION REQUIREMENTS

Under California Education Code, school boards specify graduation requirements. Nothing in the board report of July 9, 1984, establishing the adult high school graduation requirements, authorizes individual adult schools to set their own additional graduation requirements (EC §51225.3(2)).

5.1.8 NO LOCAL SCHOOL COURSE PREREQUISITES

Schools may not establish their own prerequisites for entrance to a course.

Administrative Directives and Curricular Information, Publication No. SC-863.1, Office of Secondary Instruction, 1985

5.2 UNIVERSITY AND EMPLOYMENT PREPARATION REQUIREMENTS

Districts are required to offer all students courses of study that:

- Fulfill requirements for university admission
- Provide entry-level employment skills in business or industry

Counselors should be familiar with the "A through G" requirements of UC/CSU schools and the Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS) to help in the transition to postsecondary education and industry. These two areas may also be the subject of review during Categorical Program Monitoring (CPM).
5.2.1 "A THROUGH G" REQUIREMENTS, UC AND CSU

To be eligible for admission to the University of California and California State Universities, students must meet the subject requirements published in the Quick Reference for Counselors, University of California. This publication is updated annually (see appendix 5-D).

(A) History/Social Science: Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

(B) English: Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

(C) Mathematics: Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

(D) Laboratory Science: Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.

(E) Language other than English: Two years of the same language other than English.

(F) Visual & Performing Arts: One year, including dance, drama/theater, music, or visual arts.

(G) College Preparatory Elective: One year (two semesters), chosen from additional "A-F" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "G" electives.

Seventy of the credits used to meet the "A through G" subject requirements must be earned in the last two years of high school.
For a list of Division courses that have been approved by the University of California and CSU to satisfy subject requirements for UC/CSU admissions, see appendix 5-E.

**Division of Adult and Career Education, Guideline No. 56, October 17, 2008**

### 5.2.2 SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

The United States Department of Labor’s SCANS report has outlined eight skills necessary to be successful in the current and future workplace. Those skills are:

<table>
<thead>
<tr>
<th>SCANS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Basic Skills</strong></td>
</tr>
<tr>
<td><strong>2. Thinking Skills</strong></td>
</tr>
<tr>
<td><strong>3. Personal Qualities</strong></td>
</tr>
<tr>
<td><strong>4. Resources</strong></td>
</tr>
<tr>
<td><strong>5. Interpersonal Skills</strong></td>
</tr>
<tr>
<td><strong>6. Information</strong></td>
</tr>
<tr>
<td><strong>7. Systems</strong></td>
</tr>
<tr>
<td><strong>8. Technology</strong></td>
</tr>
</tbody>
</table>
5.2.3 CAREER PORTFOLIO

ASE has developed a Career Portfolio to help the adult student create a career plan and compile the documents necessary to enter the job market.

The Career Portfolio may be completed as the final assignment of the Life Skills or Career Planning contracts. The final assignment is actually a compilation of portfolio items done throughout the contract. The portfolio is designed for students to use as they complete their diplomas, start college, or begin their careers.

The Career Portfolio includes the following items:

- Resume
- Job application
- Letter of recommendation
- Cover letter
- List of graduation requirements
- Timeline of short- and long-term goals

5.3 EQUIVALENT ACADEMIC COURSES FOR ADULT AND SECONDARY STUDENTS

After extensive evaluation by instructional staff from the Division of Instructional Services and the Division of Adult and Career Education, a list of adult academic courses deemed to be equivalent to corresponding senior high school courses was established. Adult students use these equivalent courses to satisfy the Division’s graduation requirements, and senior high school students use them to meet secondary requirements. Placement in any Division class is based on assessment. Students (adult and concurrent) are assessed and placed into the appropriate course that reflects the skill level determined by the assessment.

The following is a list of the most commonly offered courses in the Division and their Secondary equivalents. Senior high school courses that have not been listed have no adult education course equivalent.
### Equivalent Courses

<table>
<thead>
<tr>
<th>Adult Education Course:</th>
<th>UC CSU</th>
<th>High School Course:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
<td>English Title</td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td></td>
<td>English 9A</td>
<td>230107</td>
</tr>
<tr>
<td>English 2</td>
<td></td>
<td>English 9B</td>
<td>230108</td>
</tr>
<tr>
<td>English 3</td>
<td></td>
<td>English 10A</td>
<td>230109</td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td>English 10B</td>
<td>230110</td>
</tr>
<tr>
<td>English Composition/</td>
<td></td>
<td>Contemporary</td>
<td>230201</td>
</tr>
<tr>
<td>Contemporary</td>
<td></td>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>Literature/American</td>
<td></td>
<td>American Literature</td>
<td>230111</td>
</tr>
<tr>
<td>English Composition/</td>
<td></td>
<td>Expository</td>
<td>230205</td>
</tr>
<tr>
<td>Expository</td>
<td></td>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>Test Prep/Essential</td>
<td></td>
<td>Essential Standards</td>
<td>230227</td>
</tr>
<tr>
<td>Standards English</td>
<td></td>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

### Visual and Performing Arts

<table>
<thead>
<tr>
<th>Adult Education Course:</th>
<th>UC CSU</th>
<th>High School Course:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
<td>Survey of World Theatre</td>
<td>380625</td>
</tr>
<tr>
<td>Theater Arts/Introduction</td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Fine Arts/Visual Arts</td>
<td>200952</td>
<td>Art History/Analysis A</td>
<td>200107</td>
</tr>
<tr>
<td>Stained Glass 1</td>
<td>200260</td>
<td>Design Crafts A</td>
<td>200207</td>
</tr>
<tr>
<td>Stained Glass 2</td>
<td>200261</td>
<td>Design Crafts B</td>
<td>200208</td>
</tr>
<tr>
<td>Jewelry Making</td>
<td>200274</td>
<td>Jewelry 1A</td>
<td>200211</td>
</tr>
<tr>
<td>Ceramics</td>
<td>200275</td>
<td>Ceramics 1A</td>
<td>200203</td>
</tr>
<tr>
<td>Printmaking/ Fundamentals</td>
<td>200360</td>
<td>Printmaking A</td>
<td>200401</td>
</tr>
<tr>
<td>Calligraphy</td>
<td>200361</td>
<td>Calligraphy A</td>
<td>200313</td>
</tr>
<tr>
<td>Printmaking/Silk Screening</td>
<td>200362</td>
<td>Printmaking A</td>
<td>200401</td>
</tr>
<tr>
<td>Painting/Land and Sea Scapes</td>
<td>200760</td>
<td>Painting 1A</td>
<td>200701</td>
</tr>
<tr>
<td>Art/Portraiture</td>
<td>200761</td>
<td>Drawing A</td>
<td>200601</td>
</tr>
<tr>
<td>Painting/Oil</td>
<td>200763</td>
<td>Painting 1A</td>
<td>200701</td>
</tr>
<tr>
<td>Painting/Watercolor</td>
<td>200764</td>
<td>Painting 1A</td>
<td>200701</td>
</tr>
<tr>
<td>Art/The Human Figure</td>
<td>200765</td>
<td>Drawing A</td>
<td>200601</td>
</tr>
<tr>
<td>Sculpture</td>
<td>200855</td>
<td>Sculpture 1A</td>
<td>200803</td>
</tr>
</tbody>
</table>
### Adult Education Course: Title | Number | UC CSU | High School Course: Title | Number
--- | --- | --- | --- | ---
Health
- Health 1 | 360574 | | Health SH | 260103
**Home Economics**
- Parent Education | 510674 | | Parenting and Child Development | 280513
**Mathematics**
- Basic Math - Beginning | 530371 | | Math Tutorial Lab | 310221
- Basic Math - Intermediate | 530372 | | Math Tutorial Lab | 310222
- Basic Math - Advanced | 530373 | | Math Tutorial Lab | 310223
- Test Preparation/ Essential Standards Math CAHSEE | 310165 | | Essential Standards/ Mathematics | 310209
- Algebra 1A | 310270 | C | Algebra 1A | 310301
- Algebra 1B | 310271 | C | Algebra 1B | 310302
- Geometry 1A | 310371 | C | Geometry 1A | 310401
- Geometry 1B | 310372 | C | Geometry 1B | 310402
**Science**
- General Science/ Integrated 1, 2 | 360951 360952 | G | Integrated Coordinated Science 1A, 1B | 360121 360122
- General Science/ Integrated 3, 4 | 361053 361054 | G | Integrated Coordinated Science 2A, 2B | 360123 360124
- Biology 1, 2 | 360971 360972 | D | Biology A, B | 360701 360702
- Biology 1, 2 / Life Science | 360973 360974 | | Life Science A, B | 360703 360704
- Physics 1, 2 | 361175 361176 | D | Physics A, B | 361501 361502
- Physics 1, 2 / Physical Science | 361177 361178 | | Physical Science A, B | 261301 361302
## Chapter 5

### Adult High School Graduation and Curriculum Requirements

<table>
<thead>
<tr>
<th>Adult School Course:</th>
<th>Number</th>
<th>UC CSU</th>
<th>High School Course:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td></td>
<td></td>
<td><strong>Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History 1</td>
<td>370271</td>
<td>A</td>
<td>World History Culture &amp; Geography Modern World A</td>
<td>370127</td>
</tr>
<tr>
<td>World History 2</td>
<td>370272</td>
<td>A</td>
<td>World History Culture &amp; Geography Modern World B</td>
<td>370128</td>
</tr>
<tr>
<td>U.S. History 1</td>
<td>370170</td>
<td>A</td>
<td>U.S. History 20th Century A</td>
<td>370129</td>
</tr>
<tr>
<td>U.S. History 2</td>
<td>370171</td>
<td>A</td>
<td>U.S. History 20th Century B</td>
<td>370130</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>370670</td>
<td>A</td>
<td>Principles of American Democracy</td>
<td>370603</td>
</tr>
<tr>
<td>Psychology</td>
<td>370474</td>
<td>A</td>
<td>Introduction to Psychology</td>
<td>370403</td>
</tr>
<tr>
<td>Economics</td>
<td>370971</td>
<td>G</td>
<td>Economics</td>
<td>370905</td>
</tr>
<tr>
<td>California History</td>
<td>370175</td>
<td>G</td>
<td>California History</td>
<td>370305</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language/Chinese Mandarin 1</td>
<td>252560</td>
<td>E</td>
<td>Mandarin 1A</td>
<td>252512</td>
</tr>
<tr>
<td>Foreign Language/Chinese Mandarin 2</td>
<td>252561</td>
<td>E</td>
<td>Mandarin 1B</td>
<td>370128</td>
</tr>
<tr>
<td>Foreign Language/French 1</td>
<td>253565</td>
<td>E</td>
<td>French 1A</td>
<td>253511</td>
</tr>
<tr>
<td>Foreign Language/Hebrew 1</td>
<td>254165</td>
<td>E</td>
<td>Hebrew 1A</td>
<td>254111</td>
</tr>
<tr>
<td>Foreign Language/Hebrew 2</td>
<td>254166</td>
<td>E</td>
<td>Hebrew 1B</td>
<td>254112</td>
</tr>
<tr>
<td>Foreign Language/Spanish 1</td>
<td>256067</td>
<td>E</td>
<td>Spanish 1A</td>
<td>256012</td>
</tr>
<tr>
<td>Foreign Language/Spanish 2</td>
<td>256068</td>
<td>E</td>
<td>Spanish 1B</td>
<td>370905</td>
</tr>
</tbody>
</table>
Office of the Chief Instructional Officer, Division of Secondary Instructional Services, Bulletin 1757, May 31, 2005

Assistant Principals, Adult Counseling Services (APACS), are to exercise professional judgment in evaluating transcripts. Credit is only to be granted when there is evidence of equivalency to DACE course objectives. Credits for unverifiable courses are to be recorded as elective credit only.

Division of Adult and Career Education, Guideline No. 12, July 6, 2006

Office of the Deputy Superintendent, Secondary Instructional Services, Bulletin No. 1100, June 28, 2004 does, however, establish criteria for granting credit for courses outside the regular accredited program.

5.4 ALTERNATIVE MEANS FOR COMPLETING REQUIREMENTS

Districts are encouraged to provide all pupils with rigorous academic curricula that integrate academic and career skills, incorporate applied learning in all disciplines, and prepare all students for high school graduation and career entry (EC §51228). Districts that adopt a required curriculum that meets or exceeds the model standards developed and adopted by the State Board of Education of California may substitute student demonstration of competencies in a regional occupational center or program, work experience or other outside school experience, interdisciplinary study, independent study, or credit earned at a postsecondary institution as a means to complete a required course of study. Requirements of graduation and specified alternative modes for completing the prescribed course of study shall be made available to students, parents, and the public (see also: EC Sections 51225, 51225.3, 51225.4, 51228).
CHAPTER 6 TESTING

6.0 OVERVIEW

Rigorous academic concepts, which align with State Content Standards, are the framework of the English language arts, mathematics, social studies, and science curricula. Courses are "A-G" approved—designed to meet the UC and CSU admissions standards—and written to grade level. Success in the adult program is contingent upon students having the requisite reading, language, and math abilities.

Valid and reliable testing programs provide for accurate assessment and placement of students, and also provide a means of validating instructional programs as a whole.

6.1 FAIR TEST PRACTICES

The Code of Fair Testing Practices in Education (2004) is a guide for professionals in fulfilling their obligation to provide and use tests that are fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual
orientation, linguistic background, or other personal characteristic. The code was developed by a joint committee made up of the following organizations: the American Counseling Association, the American Educational Research Association, the American Psychological Association, the American Speech-Language-Hearing Association, the National Association of School Psychologists, the National Association of Test Directors, and the National Council on Measurement in Education.

The Code of Fair Testing Practices sets forth fairness criteria in four areas: developing and selecting appropriate tests, administering and scoring tests, reporting and interpreting test results, and informing test takers. Separate standards are provided for test developers and for test users in each of these four areas.

A copy of the full Code is available online at www.apa.org/science/jctpweb.html.

6.2 PRETESTS

Pretests are administered prior to instruction to determine the extent of the student’s knowledge and/or skill level relative to the objectives of planned instruction. How well the student performs on the pretest determines what instruction is then provided: Adult Secondary Education (ASE) or Adult Basic Education (ABE).

Placement into ASE or ABE is determined by the administration of one or more of the approved testing instruments:

- TABE 7/8 Level D Survey or Complete Battery
- Basic Math Placement test
- Writing Sample Guides (ABE or ASE)
6.2.1 READING REQUIREMENTS

Students should be advised that the Division of Adult and Career Education (DACE) recommends a reading level of 9.1 as the competency level needed for probable success in the workforce, and in the high school and Career Technical Education (CTE) programs. Students who score below 9.1 should be further advised that enrollment in the ABE program will increase the probability of success in completing diploma requirements and/or CTE courses (Division of Adult and Career Education, Guideline No. 5, March 23, 2005). Since Adult Education is competency based, it is important to place students in course levels that are appropriate based on pretest assessment scores.

6.2.2 TEST OF ADULT BASIC EDUCATION (TABE)

The TABE Forms 7 & 8 Level D (Difficult) are the tests authorized by the Division to determine an adult student’s reading level. The Complete Battery of Level D consists of:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th># OF ITEMS</th>
<th>TIME ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>50</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Applied Math</td>
<td>50</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Math Concepts</td>
<td>25</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Language</td>
<td>55</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Spelling</td>
<td>20</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

The TABE 7/8 D provides its most accurate test grade ranges between 6.6 and 8.9. Valid and reliable results, as with all standardized tests, depend on proper test administration.

Most Division schools use the TABE 7/8 Survey, Comprehension only, to determine the student's reading level. There are 25 items and the student is given 25 minutes to complete the test.

CTB-McGraw-Hill publishes the tests and can be contacted at 1-800-538-9547 or visited online at www.ctb.com.
6.2.3 OFFICIAL GED PRACTICE TESTS

The Official GED Practice Tests, which contain about half as many multiple-choice questions as the GED Tests, are used throughout the Division.

Appropriate uses of the Official GED Practice Test are:

- To determine a student’s readiness to take the full-length GED Tests
- To help students identify areas in which additional instruction and study are needed
- To provide experience in taking tests under standardized conditions like those employed in the GED Testing Program
- To help reduce anxiety by increasing familiarity with the actual GED Tests

The Official GED Practice Tests include five subject areas: Language Arts—Writing, Social Studies, Science, Language Arts—Reading, and Mathematics. The table below shows the number of questions and the recommended time limit for each of the five subject area practice tests.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th># OF ITEMS</th>
<th>TIME ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts—Writing, Part 1</td>
<td>25</td>
<td>38 minutes</td>
</tr>
<tr>
<td>Language Arts—Writing, Part 2</td>
<td>1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>25</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Language Arts—Reading</td>
<td>20</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Taking the practice tests within the allotted time prepares students to complete the actual GED Tests in the time allowed.
Chapter 6

Testing

The GED Testing service, the Center for Adult Learning and Educational Credentials, and the American Council on Education offer the following caveat regarding the Official GED Practice Tests:

Caution is advised in using results from the Practice Tests to identify specific strengths and weaknesses. Unlike tests designed to yield specific diagnostic or prescriptive information, the Official GED Practice Tests contain too few questions in each category to yield precise indications. Rather, the Practice Tests are designed to provide general indications of readiness to take the full-length GED Tests.

The consequences of making an error of judgment should be given careful consideration whenever decisions about subsequent educational plans are made.

The following uses of the Official GED Practice Tests are inappropriate:

• Administration to the same individual repeatedly as a way of preparing an examinee for the GED Tests

• Administration to examinees not counseled before and after testing regarding test limitations and appropriate test score use

• Administration to examinees who might be discouraged by the experience from pursuing further preparation


Division of Adult and Career Education, Guideline No. 58, October 20, 2008

6.2.4 CHALLENGE TESTS, GENERAL

A criterion-referenced test may be used to demonstrate competency in Health, Career Planning, and/or Psychology without instruction. Students who pass these tests are granted five credits in recognition of their mastery of course competencies. A student should have a minimum 9.0 reading level before attempting these tests. The course outlines provide the framework for items on the
challenge tests. Counselors may refer to the course outlines to assess the probability of a student’s success.

Tests are administered under the supervision of the Assistant Principal, Adult Counseling Services (APACS), to individuals or groups of students who have demonstrated a probability of success. The suggested maximum number of students to be tested at one time is 25.

Students should only be allowed to test once per subject area.

Concurrently-enrolled high school students may not earn credits through challenge testing. These tests are designed to reflect adult life experiences. However, Alternative Education Work Center (AEWC) students who plan to receive their diplomas from the Adult Division may take advantage of the tests to meet graduation requirements. AEWC students who plan to return to secondary school to receive their diplomas may not use credits earned through equivalency testing.

*Office of the Chief Instructional Officer, Secondary Instructional Services Bulletin 1758, May 31, 2005*

### 6.2.5 PSYCHOLOGY CHALLENGE TEST

The Psychology test (Form 2) is used to grant credit in Psychology (37-04-74). The passing score is 64 and above.

### 6.2.6 CAREER PLANNING CHALLENGE TEST

The Career Planning test (Form 2) is used to grant credit in Career Planning (37-04-76). The passing score is 67 and above.

### 6.2.7 HEALTH CHALLENGE TEST

The Health test (Form 2) is used to grant credit in Health (36-05-74). The passing score is 65 and above.
6.2.8 ADMINISTERING THE PSYCHOLOGY, CAREER PLANNING, AND HEALTH CHALLENGE TESTS

For Career Planning, Health, and Psychology Challenge Tests, please call the Curriculum Office at (213) 241-3169 to request test booklets, rosters, and answer sheets.

MATERIALS

The packet of testing materials will include:

- A copy of Instructions for the Administration of Challenge Tests (Revised March 2008)
- Test booklets for each subject area
- NCS #PO99B answer sheets for each test
- Challenge Test Roster for each test ordered

Once test booklets are issued from the Adult Curriculum Office, APACS may retain the copies in the counseling office for future testing purposes. APACS and their designees are responsible for maintaining the security of the tests.

BEFORE TESTING

Applicants are screened for reading and subject area knowledge prior to testing.

TESTING

Each student’s identity is verified by checking his or her photo ID (school ID, driver’s license, etc.).

The Challenge Test Roster has students' names listed alphabetically in print or type and shows date of birth and the number of the test booklet issued. This roster is not used as a sign-in sheet.

The upper left corner of the roster has the school’s name, examiner’s name, and test date, in case there are any questions at a later date.
STUDENT INFORMATION ON THE ANSWER SHEET

On Side 1 of the answer sheet, students print their names (last name first) on the line in the upper left hand corner.

On Side 2, students print their names in the boxes provided, exactly as it appears on Side 1.

MARKING ANSWERS

Students are given 90 minutes to complete a challenge test (about one minute per test item). Testing Procedures (on page 1 of each test) are reviewed with students before the testing begins.

When reviewing completed answer sheets, counselors ensure that students:

- Have entered their answers using the appropriate answer sheet
- Have cleanly erased any answer that has been changed
- Have filled in answer circles completely and accurately

BEFORE STUDENTS LEAVE THE TEST SITE

Counselors check that each answer sheet is accurate and complete and verify the return of test booklets against each student’s name.

TO OBTAIN STUDENTS’ RESULTS

A Challenge Test Roster (or a typed facsimile) is completed for each test administered. Rosters with answer sheets are returned to the Curriculum Office (through school mail) and counselors keep a copy of each roster on file.

DIVISION OF ADULT AND CAREER EDUCATION
CURRICULUM DEVELOPMENT OFFICE
BEAUDRY BUILDING 18th FLOOR
Test results will be faxed to the APACS the day the test is scored. Test results will also be mailed within three days of receipt of the answer sheets and challenge test roster(s).

**STUDENT TEST RECORDS**

Challenge Test records are maintained by the Curriculum Office. To inquire about a student's test results, contact Tom Calderon, Advisor, at (213) 241-3716 or at tom.calderon@lausd.net. Inquiry should include student’s name, birth date, and approximate month tested.

*Division of Adult and Career Education, Guideline No. 57, October 17, 2008*

**6.3 POST-TESTS**

Post-tests for placement and granting equivalent credit may be used in the mathematics continuum. These tests are not to be confused with the post-tests at the completion of student learning contracts which are not credit granting and should not be used as such. Students who do not achieve a passing score on the post-test (final assignment) of a student learning contract should use the remediation guides where applicable or review those content areas yet to be mastered before retesting.

**6.3.1 CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)**

After determining that local proficiency standards established pursuant to EC §51215 (repealed January 1, 2000) were generally set below a high-school level and were not consistent with State Content Standards, the Legislature set higher standards for high school graduation through the implementation of the CAHSEE.

State law requires that the CAHSEE be administered only on the dates designated by the State Superintendent of Public Instruction.

All students are required to take the CAHSEE for the first time in 10th grade. Students who do not pass one or both parts of the CAHSEE in 10th grade may retest up to two times per school year in 11th grade, and up to three times per
school year in 12th grade. Concurrently-enrolled high school students shall not be tested by the adult school.

Adult students may retest up to three times per school year and may participate in successive administrations of the test. Schools track individual student compliance with this state stipulation.

Students may retake the examination until they pass the English Language Arts (ELA) and mathematics components; however, when retesting, students may retake only those parts not previously passed.

Counselors will give full faith and credit to CAHSEE tests passed by students while attending other schools.

### 6.3.2 CAHSEE TIMELINE

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE) TIMELINE**

All CAHSEE information (which includes procedures and forms) is available on the following Adult Secondary Education web pages:

- [http://ase.adultinstruction.org/(cahsee.htm](http://ase.adultinstruction.org/)
- [http://ase.adultinstruction.org/lausdaseresource.htm](http://ase.adultinstruction.org/lausdaseresource.htm)

---

At the beginning of the semester, download the following pages from the ASE web page.

- The current document entitled *CAHSEE Administration Instructions*
- Separate attachments from the above-named document

---

**Six weeks before the CAHSEE testing dates**

Send a count to central office of the number of each of the following that will be needed for the next CAHSEE test:

- ELA tests
- Math tests
- Answer sheets

*CAHSEE Administration Instructions*

Register students for CAHSEE testing.
From six weeks to one week before the CAHSEE test

Determine any additional needed materials. Using the Request for Additional CAHSEE Materials form (Attachment Q from the downloaded materials) and fax order to the central office at (213) 241-8461.

Continue to enroll students for CAHSEE testing and preparation classes.

One week before each testing date

Pick up testing materials from the assigned test center.

Fill out test administration forms:
- Test site security tracking forms
- Inventory forms
- Roster of Students Tested

Have Principal sign the following documents:
- Certification of Proper Administration
- Test Security Agreement
- Test Security Affidavit

Have all people who handle the tests sign the following documents:
- Test Security Agreement
- Test Security Affidavit

Prepare the document: List of All Staff Members Who Handled the Tests

One day before test is to be given

Review the CAHSEE Administration Instructions document.

Complete the Testing Coordinators' Check-Off Form.

Review the DACE Bubbling Attachment and Set-up Cheat Sheet.
### On testing dates

Administer the CAHSEE ELA and Math tests.

Fill out the following forms:
- Irregularity reports, if needed
- School and Grade Identification Sheets
- Roster of Students Tested

After each day's testing session, check that information on each student test is accurate and correctly bubbled in. Check that all documents have the proper signatures. Collate all documents. The Return Cheat Sheet provides a guide to ensure that nothing has been omitted.

### On the day after the test

Fill out the CAHSEE Returned Testing Materials Verification form.

Make three copies of each document. An ASIS-generated CAHSEE Test Student List must accompany the return packet.

Return testing materials and three sets of forms to the testing center at appointed time.

---

**Division of Adult and Career Education, Guideline No. 50, September 29, 2008**

### 6.3.3 8th GRADE DIPLOMA REQUIREMENTS

In accordance with the Los Angeles Unified School District policy and EC §48070.5, students who meet the following minimum requirements are eligible for an 8th grade diploma:

- TABE reading score of 8.8 – 9.1 on either the Battery or Survey tests

- Passing the Basic Language Arts—Advanced exit test, which includes a grammar test and a writing activity designed to demonstrate English 1 readiness

- Passing the Basic Math—Advanced post-test

---

**Division of Adult and Career Education, Guideline No. 5, March 23, 2005**
6.4 EQUIVALENCY TESTS

Equivalency tests compare an individual’s test score to the scores of a control group. In standardized norm-referenced testing, the population of the control group is exposed to the influence under consideration—in this case, instruction. Scores on the standardized test, then, reflect performance with benefit of instruction. All other variables being equal, it is assumed that a student who scores the same as control group members has an equivalent command of the subject matter.

In competency-based education, the student’s score is not compared to control group statistics, but to pre-established performance standards which measure the student's attainment of the course objectives. Competency-based, criterion-referenced tests are not normally used for equivalency testing.

6.4.1 FOREIGN LANGUAGE TESTS

Adult students may earn up to 40 equivalency credits in Spanish by demonstrating competency on the Modern Language Association (MLA) Spanish test. The three-part tests are formatted as follows:

<table>
<thead>
<tr>
<th>SKILL MEASURED</th>
<th>TIME ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Listening</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

Adult students with the appropriate passing scores may earn credit as shown:

<table>
<thead>
<tr>
<th>SKILL</th>
<th>COURSE - YEAR EQUIVALENT</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writing</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>10</td>
</tr>
<tr>
<td>Reading/Writing</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>10</td>
</tr>
<tr>
<td>Reading/Writing</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt; cumulative</td>
<td>10</td>
</tr>
</tbody>
</table>

40
**Division of Adult and Career Education, Guideline No. 51, October 1, 2008**

The District does not permit equivalency testing by the Adult Division for concurrently-enrolled high school students.

**Office of the Chief Instructional Officer, Secondary Instructional Services, Bulletin No. 1758, May 31, 2005**

### 6.4.2 GENERAL EDUCATION DEVELOPMENT (GED) TESTS

The GED Tests are designed to measure the major and lasting academic skills acquired through four years of regular high school instruction. With the exception of the Language Arts—Writing Test Part II, the GED Tests use multiple-choice questions which correspond to the general framework of high school curricula: Language Arts—Writing, Social Studies, Science, Language Arts—Reading, and Mathematics.

Students are tested on broad concepts and generalizations and on the ability to use knowledge, information, and skills to solve problems.

Although the GED Tests are organized into five subject areas, there are many skills in common across the tests. For example, the ability to read and comprehend written material is a basic skill for all subject areas. For this reason, reading comprehension is normally the first area to be considered when a student’s readiness for GED instruction or testing is evaluated.

In addition to the ability to comprehend information, the GED Tests require the student to apply concepts and principles, analyze inter-relationships, synthesize ideas, and evaluate the validity of assertions. These critical thinking skills are integrated throughout all subject areas.

### 6.5 COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS) TESTS

CASAS tests assess attainment of specific competencies presented in functional contexts. The tests are used in a pretest—instruction—post-test format intended to
monitor learning progress. Learning is measured after intervening instruction by comparing the learner’s pre- and post-test scores.

The Division is required to assess adult students enrolled in the following programs:

- Adult Basic Education (ABE)
- English as a Second Language (ESL)
- ESL – Citizenship
- Adult Secondary Education (ASE)

A student must receive a minimum of 12 hours of instruction to be eligible to earn one or more benchmarks (program funding is based on units of accomplishment).

*Division of Adult and Career Education, Bulletin No. 99, June 1, 2001*
CHAPTER 7
EDUCATION RECORDS

7.0 OVERVIEW

Federal and state statutes govern the rights and obligations regarding access to and disclosure of education records. The Federal Health Insurance Portability and Accountability Act (HIPAA), which protects an individual’s health information, and the Family Educational Rights and Privacy Act (FERPA) are the primary Federal laws that protect the privacy of student records. The California State Administrative Code (AC) and Education Code (EC) provide additional protections.

The federal and state regulations cited below, as well as several District bulletins (referenced throughout), are the supporting documents for the information in this chapter. The information is general and not intended to cover all laws concerning privacy rights and how the laws relate to students’ education records. Specific
legal questions should be referred to the Office of the General Counsel, Field Services Team, at (213) 241-7600.

20 United States Code 1232g  
Title 34, Code of Federal Regulations, §99  
Education Code Sections 49060 - 49078  
Title 5, California Administrative Code, Sections 430-438

The principal or a certificated designee is responsible for the implementation of the Board of Education and District policies which relate to student records maintained at the school. As the custodian of records, he or she is responsible for their security and devises procedures to assure access is limited to authorized persons.

7.1 STUDENT INFORMATION, GENERAL

Student records should be complete and current at all times. Information entered on cumulative records should be reflected in the Adult Student Information System (ASIS). There are two general categories of student information that must be protected by all District employees: Directory Information and Confidential Student Information.

7.1.1 DIRECTORY INFORMATION

Directory information is routine information maintained by school districts about students. This category of pupil record information does not require the same level of protection as confidential student information. Under the law, a school district may identify certain categories of information as directory information and may provide this information to certain individuals, officials, and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information (see appendix 7-A).

7.1.2 CONFIDENTIAL STUDENT INFORMATION

Confidential student information includes any item of information, other than Directory Information, that is directly related to an identifiable District student and
is maintained in the student’s educational record or in any files maintained by a District employee. The general rule is that confidential student information may not be released without written consent from a parent, legal guardian, or adult student (see appendix 7-A).

A Student Educational Access Log (see appendix 7-B) should be kept of any request for access to Confidential Student Information from a student’s file.

Office of the General Counsel, Bulletin No. 1077, December 5, 2006

7.1.3 EDUCATION RECORDS

Education records include all items of information directly related to an identifiable student which are maintained by a school district or any employee in the course of his or her duties. Education records do not include informal notes.

Education records which pertain to student progress, counseling, or guidance are maintained in the Counseling Office with the Assistant Principal, Adult Counseling Services (APACS), as immediate custodian. Education records which pertain to attendance may be maintained in the main office or the (ASIS) office with the assigned administrator as immediate custodian. Education records which pertain to classroom activities are maintained in the classroom with the teacher as the immediate custodian.

There are three categories of pupil records:

1. Mandatory Permanent Records: records which are maintained in perpetuity and which schools have been directed to compile by statute, regulation, or authorized administrative directive. The cumulative record is the adult school’s mandatory permanent record for Adult Secondary Education (ASE) students.

2. Mandatory Interim Records: records which the schools are directed to compile and maintain for stipulated periods of time and then are destroyed per statute, regulation, or authorized administrative directive.
3. Permitted Records: records which have clear importance only to the current educational process of the student.

Office of the Chief Operating Officer, Bulletin No. 2469, April 24, 2006

7.1.4 INFORMAL NOTES, DEFINED

Records or information maintained by any school official exclusively for his or her personal reference or use and which are not available to any other person, except his or her substitute, are not education records available for inspection, review, or challenge.

7.2 EDUCATION RECORDS, CONSTRUCTION OF

Maintenance of accurate education records pertaining to student progress, counseling, or guidance assistance is a major function of the Counseling Office. The APACS is the immediate custodian of these records. The records themselves are legal documents subject to audit and/or challenge at any time.

Documents related to the individual student's education record are assembled and maintained in the student's folder until the cumulative record is prepared. Such documents may include but not be limited to:

- Transcripts, and translations, if applicable
- Credit slips for courses completed
- Credit slips for credit granted on the basis of performance on standardized tests
- GED documents
- Validated requests for work achievement credit
- Documents relating to a change of name
- Military discharge or separation papers
Chapter 7

Education Records

- Copies of student authorizations for all releases or transfers of information from the education record

Only objective entries of first-hand observations or statements are permissible. Unsupported conclusions should be avoided. Inappropriate entries should be directed to the principal's attention. All anecdotal information and reports maintained as student records are dated and signed by the individual who entered the data.

Directory information available for release is maintained separately and apart from other student records or files.

Office of the Chief Operating Officer, Bulletin No. 2469, April 24, 2006

7.2.1 CUMULATIVE RECORDS

Education Code (EC) requires the maintenance of a Mandatory Permanent Pupil Record (cumulative record). If all the required information is not included on the cumulative record, other records containing mandatory permanent information must be microfilmed or otherwise stored permanently.

Records must include the following:

- Legal name of student
- Date of birth
- Gender of student
- Place of birth
- Entrance and leaving dates for each school year, and for any summer session or other extra session
- Subjects taken
- Marks and credits earned
• Date of high school graduation or equivalent

Some of the above listed information, i.e., entering or leaving dates, is easily retrievable from ASIS.

The cumulative record is normally prepared when the adult student has completed between 120 and 130 semester credits. Some time prior to graduation, an electronic record should be created in the Adult Student Information System (ASIS).

**PREPARING AN ELECTRONIC CUMULATIVE RECORD (E-CUM)**

For schools that use the traditional cumulative record, an e-cum should be completed in the Adult Student Information System (ASIS) some time prior to graduation. For schools that create only the e-cum and affix it to the traditional cum, the cumulative record starts to build once the first course in residence has been completed and the Attendance Roster has been scanned.

Teachers need to bubble attendance, the final grade, and “C” for “Completer” in order for the information to post to the Permanent Record. Final grades will not post to the student’s permanent record in the absence of a mark in the “L or C” field.

**Setting “Grad Year” and Diploma Type**

From the Demographic tab on the Student screen, enter the graduation year on the lower left side. The 2008-2009 school year should be entered as 2008. This field would need to be adjusted if the student doesn’t complete until the following year.

The Diploma Type (standard, GED English, or GED Spanish) should be entered from the Permanent Grade Record’s screen. Select the “Grad Check” button (bottom right) to view the Grad Check screen. Select Diploma Type (upper right) by clicking the down arrow to view the drop down menu. Make your selection and click “yes” or “no” on the confirmation screen.

**Adding Transferred Courses with Credit**

Transfer credits should be entered on the Permanent Grade Record screen. Use the tab button to add information along rows. On row 1, enter the grade level (9th, 10th, 11th, 12th, or collegeSend feedback about this response or the accessibility of this page to accessibility@opentext.com
etc.) in which the class was completed. Tab and enter course title, department, completion date (mm/dd/yyyy), grade, code, school, school city, and state. If there is more than one transcript, make all entries from one before starting another. The system will do a sort by most recent course completed when all coursework has been added.

**Recording Test Results**

Tab Test Scores from the Student screen and click on the down arrow to view the Test List options (GED, CAHSEE, Challenge, etc.). Enter the date the test was taken, the subject, the score, and pass (if applicable).

In order to establish a permanent record of CAHSEE participation and for results to be imported into ASIS, students who take the CAHSEE have to be properly identified by their student ID numbers. For that purpose, students will need to be enrolled in either one or both of the following courses prior to the test date:

- 90-00-01 CAHSEE Test—English Language Arts
- 90-00-02 CAHSEE Test—Mathematics

**Creating the Electronic Cumulative Record (E-Cum)**

Select Transcript (bottom right) from the Permanent Grade Record screen. The print transcript option window opens. Type requesting school’s information (if needed) and then preview the transcript prior to printing. After previewing, select the printer icon at the top of the screen (8½ x 14" paper is needed).

The above information is designed for counseling personnel who have already attended ASIS training. It is an easy reference and not a substitute for more in-depth instruction. Counselors who have been unable to attend training sessions in the past are encouraged to do so. Online registration for upcoming training sessions is available through the Learning Zone at https://lz.lausd.net.

A correctly annotated cumulative record (see appendix 7-C) is prepared in the following manner:
Chapter 7

Name

- Record legibly the student's last, first, and middle names on the top line.

- Record in parentheses (immediately following the surname) any other surname by which the student may have been known.

- Students entering for the first time shall be enrolled under the surname shown on the documentation presented at the time of admission (EC §48001).

Guidelines for the recording of names on the cumulative record may be found in Bulletin No. 2408, "Names of Pupils for Purposes of School Record," May 6, 2006.

Address

Home address must be current at the time the cumulative record is prepared.

Date of Birth

Enter the student’s date of birth. Be aware that when copying dates from a foreign transcript that some countries list date then month.

Birthplace

Record both city and state. If student is born outside the United States, enter the city and country of birth.

Date entered

Enter the date the student entered the adult program. All dates should be entered using numbers with a dash between the day, month, and year.
Phone

If there is no telephone in the home, write "none." Otherwise, record the student's current phone number including area code.

Place of Eighth Grade Completion

Record both city and state. If student completed the 8th grade outside of the United States, enter the city and country.

Date

Enter the date the cumulative record was prepared.

ENTERING MARKS FOR COURSES TAKEN IN RESIDENCE

Required Courses

For required courses taken in residence, find the appropriate course title printed on the cumulative record.

- In the Course No. column, enter course number from credit slip.
- In the Date column, enter date of course completion.
- In the Code column, enter letter "R" to indicate "Credit in Residence."
- In the Mark column, enter letter grade as shown on credit slip.
- In the Sem. Per. column, enter credits shown on credit slip.

Elective Courses

For elective courses taken in residence, write the course title on a blank line in the appropriate block: English for English electives; Fine Arts, Foreign Language for courses in those categories; Personal and Career Development for Adult Division Electives; and Electives for General Electives.
• In the Course No. column, enter course number from the credit slip.

• In the Date column, enter date of course completion.

• In the Code column, enter letter "R" to indicate "Credit in Residence."

• In the Mark column, enter letter grade shown on credit slip.

• In the Sem. Per. column, enter credits shown on credit slip.

ENTERING MARKS FROM TRANSCRIPTS

Required Courses

For required courses taken at an accredited school, find the appropriate section on the cumulative record.

• Enter the Course Title, if needed, in the Subject column.

• In the Course No. column, enter the grade of school (9th, 10th, 11th, or 12th) in which the student completed the course.

• In the Date column, enter the date of course completion, or the inclusive course dates.

• In the Code column, enter the letter "T" to indicate "Credit by Transcript." Enter "T1" to indicate the information was taken from the first of two transcripts, "T2," from the second of two, and "T3" etc. for each succeeding transcript.

• In the Mark column, enter the letter grade as shown on the transcript.

• In the Sem. Per. column, enter the credits earned as shown on the transcript.
Elective Courses

For elective courses taken at an accredited school, write the course title on a blank line in the appropriate block: English for English electives; Fine Art, Foreign Language for courses in those categories; Personal and Career Development for Adult Division Electives; and Electives for General Electives.

- Enter the Course Title in the Subject column.
- In the Course No. column, enter the grade of school (9th, 10th, 11th, or 12th) in which the student completed the course.
- In the Date column, enter the date of course completion, or the inclusive course dates.
- In the Code column, enter the "T" to indicate "Credit by Transcript." Enter "T1" to indicate that the information was taken from school one, "T2," from school two, and "T3" etc. for each succeeding transcript.
- In the Mark column, enter the letter grade as shown on the transcript.
- In the Sem. Per. column, enter the credits as shown on the transcript.

ENTERING CREDIT FOR WORK ACHIEVEMENT

Credits for work achievement may be applied only to the elective section of the high school graduation requirements. Credits earned can be found on the supporting Request for Credit on Work Achievement form (see appendix 3-I).

- Enter the Course Title of the course qualifying for work achievement credit in the Subject column.
- In the Course No. column, enter the course number from the Catalog of Authorized Courses.
- In the Date column, enter the date credit was granted.
• In the Code column, enter the letter "W" to indicate "Credit by Work Achievement."

• In the Mark column, enter "CR" to indicate "Credit."

ENTERING CREDIT BY EXAMINATION – CHALLENGE TESTS AND EQUIVALENCY

• In the Subject column, enter the course passed.

• In the Course No. column, enter the appropriate number.

• In the Date column, enter the date the test was passed.

• In the Code column, enter the letter "E1" to indicate "Credit by Examination" for the first test and E2, E3, etc., for all subsequent entries of credit by testing.

• In the Mark column, enter "CR" to indicate "Credit."

• In the Sem. Per. column, enter the credits as shown on the credit slip.

ENTERING MILITARY SERVICE CREDIT

• In the Subject column, enter the course qualifying for military service credit.

• In the Course No. column, enter the appropriate course number.

• In the Date column, enter the date the credit was earned.

• In the Code column, enter the letter "M" to indicate "Credit for Military Service."

• In the Mark column, enter "CR" to indicate "Credit."

• In the Sem. Per. column, enter the number of credits earned.
TRANSCRIPTS RECEIVED

Enter the name of the institution and the city and state of its location on T1, T2, and T3 as appropriate.

DATE OF LEAVING

Enter the date the student left each corresponding institution as shown on T1, T2, T3.

RECORD OF EXAMINATION DATA

- Enter the name of the examination on which credit is being granted.
- Enter the form of the examination if multiple forms exist.
- Enter the date that the examination was passed.

GED TEST RESULTS

- Enter the date of the test.
- Enter the city where the test was taken.
- Enter the form of the test taken.
- Enter the individual scores for each of the five sections, and the overall average.

CAHSEE RESULTS (For each of the two tests)

- Enter the name of test passed.
- Enter the passing score.
- Enter the date the test was administered.
- Enter the school that administered the test.
TRANSCRIPTS SENT TO OTHER INSTITUTIONS

- Enter the name of the institution and the city and state of its location for each transcript sent.

- In the boxes to the right, enter the date the transcript was sent to the corresponding institution.

ELIGIBILITY FOR GRADUATION

The following information needs to be included in the appropriate area of the cumulative record.

Graduation Requirements Completed On

The date the student's last graduation requirement was met.

Checked By

The signature of the APACS who checked all documentation and verified the student's eligibility for graduation and the date the record was checked.

Approved

The signature of the principal and the date the student's graduation was approved.

Date Graduated

The month, day, and year of graduation. Use a date stamp or record numbers in black ink. This date should coincide with date shown on the student's diploma.

Diploma Received

The signature and date when the student actually picks up the diploma document. Do not mail diplomas.
Chapter 7  
Education Records  

GRADUATION FILE NUMBER

When the student has received and signed for his or her diploma, enter the school's next consecutive Graduation File Number in the upper right corner of the cumulative record.

RECORD OF INTERVIEW

Found on the reverse side of the cumulative record, the "Record of Interview" is used to record notes of counselor interviews with the student. Notes recorded here become a permanent part of the education record and are subject to review.

- In the first column, the date is entered.

- In the center section are notes which may be of use to another counselor or to aid the recall of details of the last interview.

- In the far right column, counselor's initials are entered.

Please note, however, that once the cumulative record has been completed and signed by the APACS and principal, the cumulative record should be cut and only the front part retained as a permanent student record.

ACCESS TO RECORDS

The counselor is reminded that access to the education record is limited, but within the rights of adult students, certain minor students, and the parents of minor students. Please review 7.4 prior to granting or denying access to the education record.

- In the Date column, enter the month, day, and year of the request for access to the record.

- In the Individual Requesting Access column, record the full name of the individual requesting access.
• In the Organization Represented column, record the name of the organization of which the individual requesting access is an authorized representative. If the individual requesting access is the parent or guardian of a minor student, record the relationship in this column.

• In the Purpose of Record Review, record a brief description of the stated purpose.

• In the Grant or Denial of Request, record the words Access Granted or Access Denied and the month, day, and year.

GENERAL INFORMATION FOR PREPARING THE CUMULATIVE RECORD

When preparing the cumulative record, these general rules should be followed:

• Only black ink may be used.

• Corrections are made by drawing a straight line through the error and initialing the correction.

• Supporting documents are initially filed as part of the record.

• After the graduate's cumulative record has been signed by the APACS and counter-signed by the principal, some supporting documents may be expunged.

7.2.2 TRANSCRIPTS

While the cumulative record represents the Mandatory Permanent Pupil Record, official transcripts serve to communicate the basic elements of the record from one institution to another.

Hand-Carried Domestic Transcripts

When the incoming student brings a domestic transcript to the counselor, the counselor will verify that it is official and record its receipt on the worksheet or
cumulative record. If it is the only transcript, the counselor will write "T1" on the
document, record the month, day, and year received, and initial it.

The transcript is filed in the cumulative record or student folder as part of the
permanent education record.

**Hand-Carried Foreign Transcripts**

When the incoming student brings a foreign transcript to the counselor, the
counselor will verify that it is official, make a copy for the record, and return the
original to the student. The counselor will record receipt of the transcript on a
worksheet or cumulative record. If it is the only transcript, the counselor will write
"T1, copied from original" on the document, record the month, day, and year
received, and initial.

The copy is filed in the cumulative record or student folder as part of the
permanent education record.

**Requesting Transcripts from LAUSD Schools**

Use Form 34-EH-28 *Request for Student Records* (see appendix 7-D) to request a
transcript from schools within the LAUSD. The form may be copied onto a fax
(see appendix 7-E) to expedite the process. Record the transcript request on the
student's folder. Note the month, day, and year, and the school from which the
document was requested. To expedite the process, the student may elect to travel
to the home school and pick up an official transcript (sealed copy with school
stamp or seal).

**Requesting Grades from the Microfilm Unit**

Adult schools requesting transcripts from the microfilm division should use the
*Official Transcript Request Form* (see appendix 7-F). This form is sent through
school mail addressed to:

STUDENT RECORDS UNIT
PO BOX 3307
LOS ANGELES CA 90001
(323) 224-5950
To request records, students should use the *Official Transcript Release Form* (see appendix 7-G). The form can be downloaded at [www.lausd.net](http://www.lausd.net). The student should click on "student" and an option for requesting transcripts will appear under the heading "Research and Resources." The form should be sent to the above address with the corresponding fee. No personal checks are accepted, only money orders or cashier checks. It is also possible to receive "same day" service for a small fee. Students can go to the Student Records Unit in person to expedite the receipt of transcripts. (See appendix 7-H for a list of fees and general information about ordering transcripts.)

*Office of the Chief Information Officer, Bulletin No. 929, April 9, 2004*

**Requesting Transcripts from Non-LAUSD Schools**

A letter (see appendix 7-I) should be sent on school letterhead to request transcripts from schools outside the District.

**Sending Transcripts**

Upon receipt of a lawful request for a transcript, the adult school will forward a copy of the cumulative record and copies of supporting documents directly to the requesting school. The adult student’s signature or the signature of the minor student’s guardian should authorize the transcript request. The original record is maintained at the sending school.

There are three general methods in which the adult school may fulfill a request for a transcript:

1. A photocopy of the cumulative record, signed, and stamped with the school seal is the preferred method when a cumulative record has been prepared.

2. Photocopies of the credit slips issued (with the school seal) in the event the student has earned too few credits to have a cumulative record prepared.

3. If a cumulative record with credit slips cannot be located, an ASIS printout can be stamped with the school seal and signed and dated by the APACS.
A record should be kept of all transcripts sent. There is a place on the cumulative record to indicate the transmittal of transcripts. If there is no cumulative record, alternate methods of recording transcript transmittals need to be devised. For example, a note can be entered in the comment section of the ASIS record.

"WILL-GRAD" LETTER

Counseling staff may be called upon to provide outside entities with verification that a student has completed all diploma requirements. A "will-grad" letter (see appendix 7-J) clarifies graduation eligibility.

7.2.3 CREDIT CERTIFICATES (SLIPS)

Credit Certificate 34-H-57 and Registration Form 34-AEH-17 (which serves as a multi-purpose enrollment and credit document) are two ways of recording credits earned. The process described below assumes the school is using the 34-H-57 Credit Certificate. Schools using the multi-purpose enrollment and credit document should establish a distribution system among the various offices impacted.

Adult Student

Credit certificates are to be issued for adult students who complete courses in residence. The credit certificates should be filled out completely and signed. The white copy should be filed in the student's folder or cumulative record after the credits have been posted. The pink copy is given to the student.

Concurrent Students

Community Adult Schools issue credit certificates to each concurrent student who successfully completes a course. The certificate should be filled out completely with the word "satisfactory" recorded on the line Hours Attended. A student who has not completed a course will receive a mark of "IP" (In Progress).

Regional Occupational and Skills Centers issue credit certificates to each concurrent student who successfully completes a course. Credit certificates should be filled out so as to include the actual number of hours attended and to exclude (leave blank) the number of credits granted. The high school counselor or career
advisor assigns credits. A student who has not demonstrated minimum proficiency to warrant a letter grade may be given a mark of "IP" (In Progress).

**Distribution**

The white copy of the concurrent student's credit certificate must be sent to the home school. The pink copy should be given to the student.

It is recommended that the Counseling Office maintain a central file for copies of credit slips showing credits earned by concurrent students and/or a Credit Record Summary Sheet from each teacher issuing ASE credits.

### 7.2.4 DOCUMENTS SUPPORTING EARNED CREDIT

Schools are required to compile and maintain some records which can later be destroyed. Such records are called Mandatory Interim Pupil Records and include all documents which support the student's eligibility for graduation.

Documents which relate to the student's earned credits are part of his or her Mandatory Interim Pupil records until the APACS and the principal have signed the cumulative record and the student has graduated.

Documents which support earned credit, and which are considered part of the Mandatory Interim Pupil Record, include but are not limited to:

- Credit slips for courses completed in residence
- Transcripts on which credits are based
- Validated requests for work achievement credits
- Credit slips indicating credit for testing
- Military discharge or separation papers
- Verification of completion of U.S. Armed Forces Institute courses
• GED Test scores

7.3 ORGANIZATION OF FILES

The immediate custodian of educational records is responsible for their orderly, secure storage. The following guidelines should be followed at all schools:

• Filing cabinets should be locked at the close of each school day.

• Educational records should be stored in a single location.

• Movement of the educational records should follow a systematic routing approved by the principal.

7.3.1 ADULT STUDENT FILES, ORGANIZATION OF

If space and equipment are available, it is suggested that the educational records of adult students be grouped and filed as outlined below:

Active Files

The educational records of adult high school students from the current or previous term should be grouped and maintained in an easily accessible file.

Prospective Graduate File

The educational records of students who are expected to graduate during the current school year should be culled from the "Active Files," and maintained separately in an easily accessible file.
Graduate File

The cumulative records of graduated students are assigned a file number and filed in numerical order. Records are maintained in a permanent file until microfilmed. It is difficult to retrieve a student's education record from a numerically ordered file. Therefore, the counselor should maintain a cross-file of alphabetically ordered 3 x 5 cards indicating the student's name, DOB, and cumulative record number. This will facilitate the retrieval of information from the graduate file.

Inactive File

The education records of students who have left the program without completing the graduation requirements are maintained in the Inactive File. This file may be used to build enrollment. Contact students who were close to graduation and encourage them to return.

Unclaimed Transcripts

Transcripts of students who drop out before earning credit or fail to attend will be filed and retained for one year.

7.3.2 CONCURRENT STUDENT FILES, ORGANIZATION OF

Concurrent-student records are used directly by an entity other than the adult school: the secondary school. Files should be organized to provide security and easy access. The documents that constitute the concurrent student's education record are:

Student Enrollment Information (Grades 9-12)

The concurrent student is required to submit a completed Concurrent Student Enrollment Permit (see appendix 4-A) prior to enrollment. This form should contain:

- The student's directory information
- The parent or guardian's signed permission to enroll and attend, and an emergency contact person and phone number
• The secondary counselor's course recommendations
• The adult counselor's notation of enrollment

Filing the form in the student’s folder or alphabetically in a three-ring binder are two ways of organizing these records.

**Registration Forms (34-AEH-17)**

The concurrent student's registration form should indicate the student's "concurrent" status, home school, and grade level. The registration form should be filed in an integrated adult and concurrent file for easy location of the student. When the form is used as a multi-purpose enrollment and credit document, schools should establish a distribution system among the various offices involved.

**Credit Certificates (34-H-57)**

Credit certificates are in duplicate. The original (white copy) is sent to the home school where it is retained and filed as part of the permanent record; the pink copy is given to the student. The adult school should keep a photocopy of the original at the main campus or the site where counseling records are maintained.

### 7.4 RECORDS, GENERAL

Items presented in sections 7.4.1-7.7 of the handbook are governed by the information in the following District policy bulletins:

**Pupil Records: Access, Confidentiality, and Notice of Educational Rights – Bulletin No. 2469**

**Information Protection Policy – Bulletin No. 1077.1**

**Challenging the Content of a Pupil Record – Bulletin No. 2433**

**Requests to Change a Pupil Grade – Bulletin No. 1926**

**Names of Pupils for Purposes of School Records – Bulletin No. 2408**
This overview is not intended as a substitute for the more detailed information presented in the bulletins themselves. Much of the information applies to secondary rather than adult school students. Refer to specific District directives for comprehensive explanations of policies and procedures.

7.4.1 RECORDS, ACCESS TO

When inspection and review of records is requested by a parent or a pupil 16 years or older who has completed 10th grade, access must be provided within five calendar days. Access may be provided during regular school hours. A Request for Review of Pupil Education Record (see appendix 7-K) may be used. Pupils 18 years of age and older, generally, have an absolute right of access to pupil records. Parent(s) of an 18-year old pupil or a pupil enrolled in higher education should be denied access to the record without written authorization of the pupil, unless the pupil is dependent (e.g., under a conservatorship). Parents of pupils (under 18 or dependent) and adult pupils may provide written consent for third parties to access pupil records (see appendix 7-L).

Access includes:

- The right to be provided with a list of the location and types of education records maintained by the District which are directly related to students (see appendix 7-M).

- The right to review the content of education records and obtain copies of such records within five days of request. The District may make a reasonable charge in an amount not to exceed the actual cost of furnishing copies of any pupil record. (There is no charge, however, for providing up to two transcripts and two verifications of records.) No charge may be made to search for or retrieve any pupil record.

- The right to a response from the school to reasonable requests for explanations of information on an education record. Efforts should be made to provide assistance with interpretation when the parent's or adult student's dominant language is not English.
• The right of the adult student or custodial parent to challenge the content of records and to request correction of inaccurate, misleading, or inappropriate data.

• The right of the adult student or custodial parent to insert into education records an explanation of the content of the record.

Parents or legal guardians of secondary students must be notified of a pupil’s rights during the initial enrollment process and at the start of each school year. This may be accomplished through distribution of the District publication Federal and State Laws Affecting Family Educational Rights and Privacy.

EC Sections: 49065 and 49069

7.4.2 DIRECTORY INFORMATION, ACCESS TO

Any and all of the following items of directory information relating to the pupil may be released to a designated recipient upon request unless a written request is on file to withhold its release.

• Name
• Address
• Telephone
• Date of birth
• Dates of attendance
• Previous school(s) attended

The following agencies are authorized by the District to receive directory information:

• PTA
• Health Departments
• Elected Officials

• Military (17- and 18-year olds only; name, address, and telephone only)

Office of the Chief Operating Officer, Bulletin No. 2469, April 24, 2006

7.4.3 EDUCATION RECORDS, ACCESS TO

With the exception of certain persons listed below, no person is to have the content of a student's education record released to them without the written permission of the parent or student if 18 years of age or older (see appendix 7-L).

Parents of an 18-year-old student should be denied access to the student's records without written authorization of the student, except when the student is a dependent for income tax purposes as defined in section 152 of the Internal Revenue Code.

An effort to notify parents or adult students must be made in advance of the school's compliance with all judicial orders or subpoenas. This applies to both current and former students.

The release of the records of a particular student, other than directory information, requires the written consent of the parent or the adult student, except in the following cases:

• Teachers and staff within the school or District whose assigned duties require access to education records

• Students age 16 or older or who have completed 10th grade

• Officials of private schools or other school systems in which a student seeks or intends to enroll

• Representatives of categories listed below in connection with the audit and evaluation of federally supported education programs, or pursuant to federal or state laws
Except when specifically authorized by federal law, the following officials must protect identifiable data from disclosure.

- The Comptroller General of the United States
- The Secretary, Department of Health and Human Resources
- The Secretary of Education
- The United States Office for Civil Rights
- State education officials
- Other state or local officials where required pursuant to state law adopted prior to November 19, 1974. The statute must specifically require that the information be released.

Officials included in this category are:

- State or local law enforcement officers (including probation or parole officers), administrators, or members of a parole board seeking information in the course of their duties.
- The State Superintendent of Public Instruction or a member of his or her staff, or the county superintendent, or a member of that superintendent's staff.
- An officer or employee of a county agency responsible for protective services to minors.
- An officer or employee of an adoption agency licensed by the Department of Social Welfare under §226.6 of the California Civil Code.
- Public agencies and independent organizations conducting studies for educational agencies or institutions with respect to predictive tests, student aid programs, and improvement of instruction. Such studies must not permit personal
identification of students and their parents by persons other than those conducting the studies. Information must be destroyed when no longer needed for the purpose for which it is obtained.

- Accrediting organizations in order to carry out their accrediting functions.
- Parents of an 18-year old or older student who is dependent, as defined in §152 of the Internal Revenue Code.
- Appropriate persons in an emergency, if knowledge of such information is necessary to protect public health or safety.
- Members of the school attendance review board appointed pursuant to EC §47321.
- County welfare departments, probation officers, and district attorneys with respect to information on parents who have abandoned or abducted children or any person who has fraudulently obtained public aid for child. (Welfare and Institutions Code §11478).
- Other "Specialized" professionals who maintain unique relationships with the student. Some examples include school psychologists, social workers, nurses, counselors, physicians, and individuals working under the supervision of the above named professionals.

Information must be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.

Office of the Chief Operating Officer, Bulletin No. 2469, August 24, 2006
Chapter 7

7.5 EDUCATION RECORDS, INSPECTION AND REVIEW

Students 16 years of age or older, students who have completed the 10th grade, and parents of minor students have the right to review the content of education records and obtain copies within five days of submitting a request.

At any time prior to a request for inspection and review, the principal may expunge from an education record material which in his or her judgment is subjective, inferential, or has no essential bearing on a student's education.

When an inspection and review of records is carried out, a certificated employee should be present to assist and act as custodian of the file.

An adult student or parent of a minor may challenge the accuracy or relevance of the content of a pupil record and request the correction or removal of such inaccurate, misleading, or otherwise inappropriate data.

In each student's cumulative record there must be permanently retained a listing (by name, date, purpose, time and circumstances of inspection, and records inspected) of those persons other than District employees and those listed in 7.4.2 to whom an adult student or the parent of a minor has provided written consent for access (see appendix 7-B). This listing should indicate all individuals or organizations (other than the adult students or parent of a minor) that have requested or obtained access to a student's education records. It should be retained as long as the district maintains the student’s records.

Such written consent identified above should specify the records to be released, the purpose(s) of record release, and the party to whom the records may be released.

Signed and dated written adult student or parental consent to access student information by a third party must be followed by school notification to such third party that the transmission of the information to others is prohibited. Written agreement by such third party to such prohibition should be secured and filed.
7.6 EDUCATION RECORD, CHALLENGE TO THE CONTENT OF

Federal and state statutes govern the process for challenging the content of pupil record information (Family Educational Rights and Privacy Act, (FERPA), 20 U.S.C. §1232g; California Education Code §49070 et seq.).

The "content of pupil record" includes any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his or her duties. A "challenge" is a request made by the parent or eligible pupil to correct or remove information found in the pupil record. The process for challenging this information is detailed in the bulletin below (see appendix 7-N).

Office of Chief Operating Officer, Bulletin No. 2433, April 3, 2006

CHALLENGING A PUPIL GRADE

Course grades are subject to challenge (see appendix 7-O) only in limited instances set forth in EC §49066 and listed below:

- Mistake
- Fraud
- Bad Faith
- Incompetency

Office of Chief Instructional Officer, Bulletin No. 1926, November 7, 2005

7.7 RECORDS, DESTRUCTION OF

Retention and Destruction of records are set forth in California Code Regulations, Title 5, §432, et seq. (applicable to "pupil records") and §16020, et seq. (applicable to district records). The method of destruction shall assure that records are not available to possible public inspection in the process of destruction.
Mandatory Permanent Pupil Records

These include the cumulative record and other records which may contain mandatory information. Such records must be stored permanently or microfilmed. (AC, Title 5, §16022).

Mandatory Interim Pupil Records

These records, unless forwarded to another district, may be classified as disposable when the student leaves the district or when their usefulness ceases. Destruction shall be in the third school year following such classification.

Permitted Records

These records may be retained for appropriate educational purposes, and may be destroyed when the student is no longer enrolled. The records may be destroyed six months after the pupil’s completion of or withdrawal from the educational program.

Because adult students often re-enroll after long absences, the counselor should not destroy records which may have future value.

Records Basic to Audit

These records are of a basic or supplementary nature relating to attendance, business, or financial transactions. These records may not be destroyed any sooner than the second July 1 succeeding the completion of the audit, regardless of whether such records have been microfilmed.

Detail Records

These are used in preparing reports not subject to audit and may be destroyed one year after filing of the reports.

7.8 EDUCATION RECORDS, MICROFILMING OF

Schools are responsible for maintaining the mandatory permanent records for each student until microfilmed. Records of graduates or former students will be kept on
file at the last school of residence for a minimum period of five years. After five years, a request to have records microfilmed may be made to the microfilm unit.

When services are available, it is suggested that the Counseling Office observe the following procedure:

1. Request a visit from the Microfilm Supervisor, if desirable.

2. Combine all records of a student in one envelope.

3. Arrange all records either numerically or alphabetically in assigned five-year spans, e.g., 1970-75.

4. Remove all staples, clips and scotch tape from the records.

5. Retain the following items for microfilming:
   - All cumulative records
   - Legal documents
   - Affidavits of name change

6. Remove the following items before microfilming:
   - Social case histories
   - Standardized test results older than three years
   - Elementary and secondary records
   - Attendance cards
   - Health cards
   - Records of military service

7. When records are ready, call Microfilm Unit for approximate pick-up date.
8. Pack containers securely. Label all containers as to contents:

   Box #1   A-Ba   1970-1975
   Box #2   Bc-Co  1970-1975

9. Affix shipping tag addressed as shown below, and await pick up.

   LAUSD RECORDS UNIT

   Thereafter, all requests for information related to these records should be referred to:

   LAUSD RECORDS UNIT
   PO BOX 3307
   LOS ANGELES CA  90001
   (323) 224-5950
CHAPTER 8
TEST OF GENERAL EDUCATION DEVELOPMENT AND
CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION

8.0 Overview
8.1 Value of GED or High School Equivalency Certificate
8.2 Alternate Forms of GED Test
8.2.1 English and Foreign Language Versions of the GED
8.2.2 Other Versions of GED
8.2.3 No Correlation between Alternate Forms of the GED
8.3 Eligibility to Take the GED Test
8.3.1 Ineligibility to Take the GED Test
8.3.2 Identification Requirements
8.4 Intake, Counseling Considerations
8.4.1 Reading Level Recommendation
8.4.2 Official GED Practice Tests as Predictors
8.5 General Education Development (GED) Tests
8.5.1 Language Art—Writing Test
8.5.2 Social Studies Test
8.5.3 Science Test
8.5.4 Language Art—Reading Test
8.5.5 Mathematics Test
8.5.6 Passing Grades
8.6 GED Test Center, Overview
8.6.1 Scheduling and Appointments
8.6.2 Schedule for GED Tests Administered at School Sites
8.6.3 GED Test Center Appointments
8.6.4 GED Test Center Schedule
8.6.5 Fees
8.6.6 High School Equivalency Certificates
8.6.7 Score Reports
8.6.8 Confidentiality
8.6.9 Correction of Records
8.6.10 Retesting on GED Tests
8.7 California High School Proficiency Examination (CHSPE)
8.7.1 CHSPE, Described

8.0 OVERVIEW

The General Education Development (GED) testing program is administered by three separate entities: the GED Testing Service of the American Council on
Education (ACE), participating states, and the 3,400 Official Testing Centers. Policy is developed by the Commission on Educational Credit and Credentials of the ACE, which keeps statistical information regarding the test and can be contacted at:

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE NW
WASHINGTON DC 20036
(202) 939-9300
www.acenet.edu

To date, there have been four generations of GED Tests: the original tests released in 1942, the 1978 series, the 1988 series, and the current series released in 2002. The test is designed to measure the academic skills and knowledge of the test taker against those of the traditional high school student. A nationally-stratified random sample of graduating high school seniors is given the test in the spring of their senior year, and their performance is the benchmark by which passing scores are determined.

The test has evolved to keep pace with changes in curriculum and assessment at the secondary level. While the four basic content areas of the test have remained the same—English language arts (reading and writing), social studies, science, and mathematics—the current series of tests incorporates the content standards developed at the state and national levels to ensure that its test takers possess a skill level that equals or exceeds that of traditional high school students.

Since the test’s inception, there has also been a considerable shift in candidates’ reasons for taking the test. More than 65 percent of current GED candidates said that they were planning to attend a postsecondary institution, and 30 percent reported taking the test for employment reasons. Ninety-eight percent of colleges and universities recognize the GED credential, and one in twenty first-year college students have taken the GED.

It is the intent of the GED testing program to provide personal satisfaction as well as professional, occupational, and educational opportunities for millions of adults who were unable to complete their formal high school studies. Over 15 million people have received a GED certificate since its inception in 1942.
Passing the GED Tests with an average score of 500 puts a student in the top 50 percent in terms of class rank. Colleges may use that information to make admissions decisions.

The GED continues to be an authoritative measure of high school level skills and knowledge and continues to keep pace with the expectations of institutions of higher learning and prospective employers.

Research is currently being conducted on the feasibility of offering a computerized version of the test in 2012.

8.1 VALUE OF GED OR HIGH SCHOOL EQUIVALENCY CERTIFICATE

The value of the GED or High School Equivalency Certificate is not set by the school district and may be dependent on such variables as employer dictates and the entrance requirements of educational institutions. These may fluctuate in relationship to the number of job applicants in the market and the number of students seeking admission to a particular school or program.

EC §51425 specifies that the "High School Equivalency Certificate shall be deemed to be a high school diploma for the purpose of meeting the requirements of employment by all state and local public agencies in the state." Similarly, the University of California states:

If a student does not have a high school diploma, the University will accept the California High School Proficiency Exam (CHSPE), proficiency exams from other states, and the GED Certificate, in place of a diploma.

It is important for students to understand that the GED may satisfy the diploma requirement for college entrance, but it does not satisfy the Subject, Scholarship, and Examination requirements for entrance to most universities. Individual universities’ entrance requirements should be verified before a student is advised.

For a student educated in a foreign country, the GED may be the most expedient way to validate and document the student’s educational preparedness in a manner
recognized by employers and postsecondary institutions. It is also the most expeditious manner for credit-deficient adult high school students to acquire a high school diploma.

*Division of Adult and Career Education, Guideline No. 13, July 6, 2005*

8.2 ALTERNATE FORMS OF GED TEST

To meet the needs of different populations, the American Council on Education produces various normed versions of the GED.

8.2.1 ENGLISH AND FOREIGN LANGUAGE VERSIONS OF THE GED

The GED Tests are available in English, Spanish, and French. With the exception of the Language Arts—Writing Test, the Spanish version is very consistent with the content and difficulty of the English version and is, in fact, a 60-70 percent direct translation of the English test. A student may use the test to validate his or her education, to acquire a better job, or to enter an academic or vocational training program. However, students should never make the assumption that employers or other educational entities will accept a foreign language version of the test in lieu of the English version.

8.2.2 OTHER VERSIONS OF GED

In addition to the English, Spanish, and French versions, the GED is also available in Braille, in large print, and on audiocassettes. People with disabilities may be entitled to receive testing accommodations if a qualified professional has documented the disability. Since the GED is a timed test, students with learning or cognitive disabilities as well as those with emotional or mental health issues may receive additional time. This arrangement would need to be made with the GED Testing Center prior to testing.
8.2.3 NO CORRELATION BETWEEN ALTERNATE FORMS OF THE GED

A statistic called a "correlation coefficient" helps us address specific questions about performance on one part of the test versus another or one version of the test versus another. No statistical correlation has been established between alternate forms of the GED.

8.3 ELIGIBILITY TO TAKE THE GED TEST

Individuals 18 years of age or older may take the GED regardless of their enrollment status (EC §51420 et seq.).

Persons under 18 years of age are eligible to take GED Tests no sooner than 60 days prior to their 18th birthdays, or when they would have graduated from high school following the usual course of study (EC §51420 (c)).

The 60-day limitation does not apply to any person who is 17 years of age or older who has been out of school for at least 60 days as verified by the secondary school principal or his designee, and who:

- Will not graduate with his or her class (must submit a copy of high school transcript), or

- Submits a letter of request for the test from one of the following: the military, a postsecondary institution, or a prospective employer. "Prospective employer" may include Job Corps, but not Conservation Camps, Juvenile Court School, or any incarceration.

Persons under the age of 18 will not be issued their GED certificates until their 18th birthdays.

Incarcerated youth under 18 years of age should contact the GED Office for appointments.

See appendix item 8-A, Waiver Documentation Form for Under-aged Examinees.
8.3.1 INELIGIBILITY TO TAKE THE GED TEST

The following individuals are ineligible to take the test:

- 17-year olds who are currently enrolled in regular high schools or continuation schools.
- Individuals who have passed the GED Tests (except those who passed in a foreign language and wish to take the English version).
- Individuals who wish to retest using a different language version may do so for education or employment reasons only. Testing centers must obtain written confirmation that the examinee is retesting for one of these reasons.
- Individuals with high school diplomas who need the GED to meet the eligibility requirements of unions, universities, or other agencies.

8.3.2 IDENTIFICATION REQUIREMENTS

Verification of each candidate’s identity and eligibility for testing is critical to maintaining the security of the GED testing program. GED Test examiners are responsible for verifying that each GED candidate tested is eligible to take the test. Identity and age must be verified using acceptable photograph-bearing identification.

Driver’s licenses, valid passports, military IDs, or other forms of government-issued (national or foreign) identification that show name, address, date of birth, signature, and photograph are all acceptable forms of identification, unless there is reason to question their authenticity. Current identification provided by a postsecondary educational institution is also acceptable, provided it contains the candidate’s name, address, date of birth, signature, and photograph. Identification that is outdated or suspected of being forged will not be accepted. Identification suspected of being forged will be reported to the authorities.
Assistant Principals, Adult Counseling Services (APACS), can sign for students who do not have proper identification when the student is known to the APACS and has a student photo I.D. (see appendix 8-B). There will be no exceptions.

**Division of Adult and Career Education, Guideline No. 55, October 17, 2008**

### 8.4 INTAKE, COUNSELING CONSIDERATIONS

During the initial intake interview, the counselor may determine that the GED program will best meet the student’s needs. Remediation, if necessary, may often be accomplished with courses (English 4, English Composition—Expository, Algebra 1 and 2) that also meet graduation requirements. This type of remediation provides the student with a "fallback" option in case he or she decides to pursue a high school diploma.

A person who meets the minimum requirements may take the test whether the counselor's assessment shows the individual to be educationally prepared or not.

A foreign-language version of the GED may be recommended for students with a strong educational background outside of the United States. Often such students require little or no preparation. A Spanish language version of the Official GED Practice Tests is available as a valuable screening tool.

A student who is unable to attend classes should still make time for a pre-test evaluation. The counseling staff will suggest alternative ways of preparing for the test. A variety of resources are available that may be helpful in this process. GED preparation books, online materials, and televised and video series (see appendix 8-C) may be recommended. The Division’s GED Distance Learning program provides instruction for students whose work, family, and other obligations preclude classroom attendance.

### 8.4.1 READING LEVEL RECOMMENDATION

The GED Tests require reading comprehension skills throughout the test battery, but the GED Testing Service does not calculate a reading level for the test. However, the Catalog of Authorized Courses strongly recommends a reading level
of 9.0 for enrollment into the GED preparation. A high correlation exists between the student’s reading level and his or her success on the Social Studies, Science, and Language Arts—Reading Tests.

8.4.2 OFFICIAL GED PRACTICE TESTS AS PREDICTORS

The Official GED Practice Tests:

- Are available in both English and Spanish versions
- May provide the counselor with the most reliable indication of a student's potential performance on the GED Test
- Contain half as many multiple-choice questions as the GED Tests
- May be used to determine a student's readiness to take the test and to help students identify areas in which they may need additional instruction and study

Like the GED Tests, the Practice Tests include five subject area tests: Language Arts—Writing, Social Studies, Science, Language Arts—Reading, and Mathematics. The table below shows the number of questions and the recommended time limit for each of the five subject area tests.

<table>
<thead>
<tr>
<th>Subject</th>
<th># of Items</th>
<th>Time Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts—Writing Part 1</td>
<td>25</td>
<td>38 minutes</td>
</tr>
<tr>
<td>Language Arts—Writing Part 2</td>
<td>Essay</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>25</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Language Arts—Reading</td>
<td>20</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

When interpreting practice test results, care should be taken not to ascribe undue precision to scores. Areas of the test with scores below 500 should be reviewed as students tend to score lower when they are taking the full-length timed test. The student’s average score should also be taken into consideration. However, please
note that while higher scores will offset lower ones, the student needs a minimum score of 410 on each section in order to pass the entire battery of tests.

The GED Testing Service makes the following suggestions to help a student remediate:

- Review each test question the examinee missed. Did the examinee understand what was being asked? Was there a vocabulary problem or a problem of logic or strategy?

- Review each option offered for that question. What were the reasons for the examinee's incorrect choice? Have the examinee give a reason to eliminate each incorrect choice.

- Review the test results according to the incorrect answers for each content cluster. Do the answers indicate particular weaknesses that require further instruction?

- Review the overall test performance in this subject. Are there any discernible patterns that may help in planning a course of study?

The counselor will probably not have time to get into such detailed analysis of the performance of each GED candidate. However, instructors should have access to student results, in particular items missed, to assist in the adequate remediation of the GED candidate.

The GED Testing Service, the Center for Adult Learning and Educational Credentials, and the American Council on Education offer the following caveat regarding the Official GED Practice Tests:

Caution is advised, however, in using results from the Practice Tests to identify specific strengths and weaknesses. Unlike tests designed to yield specific diagnostic or prescriptive information, the Official GED Practice Tests contain too few questions in each category to yield precise indications of student deficiencies.
Rather, the Practice Tests are designed to provide general indications of readiness to take the full-length GED Tests.

The consequences of making an error of judgment should be given careful consideration whenever decisions about subsequent educational plans are to be made.

_Division of Adult and Career Education, Guideline No. 58, October 20, 2008_

### 8.5 GENERAL EDUCATION DEVELOPMENT (GED) TESTS

<table>
<thead>
<tr>
<th>Test</th>
<th>Content Areas</th>
<th>Number of Items</th>
<th>Time Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Mechanics (25%)</td>
<td>50</td>
<td>75 Minutes</td>
</tr>
<tr>
<td>Writing Part I</td>
<td>Usage (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence Structure (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>Essay</td>
<td>1</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Writing Part II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography (15%)</td>
<td>50</td>
<td>70 Minutes</td>
</tr>
<tr>
<td></td>
<td>U.S. History (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government and Civics (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Life Science (45%)</td>
<td>50</td>
<td>80 Minutes</td>
</tr>
<tr>
<td></td>
<td>Earth and Space Science (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Science (35%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>Literary Texts (75%)</td>
<td>40</td>
<td>65 Minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>Non-fiction Texts (25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Number Operations (20-30%)</td>
<td>50</td>
<td>90 Minutes</td>
</tr>
<tr>
<td></td>
<td>Measurement and Geometry (20-30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Analysis, Probability, and Statistics (20-30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra (20-30%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8.5.1 LANGUAGE ARTS—WRITING TEST

The Language Arts—Writing section of the GED Test is divided into Part 1, which focuses on grammar, and Part 2, which asks the student to write an essay.

Part 1 of the test consists of 50 questions that test the student's knowledge of mechanics, usage, organization, and sentence structure. Test takers read texts from business, informational, and "how-to" publications and then correct, improve, or revise the text.

Part 2 of the test requires the student to write an essay on an assigned topic. Persons who finish Part 1 prior to the time allotted may apply the remaining time to the essay. Although there is no specific word count, the essay needs to be long enough to develop the topic sufficiently. A good essay should have well-focused main points, clear organization, and adequately-developed ideas. It should also demonstrate the writer’s competence in sentence structure, punctuation, grammar, word choice, and spelling.

8.5.2 SOCIAL STUDIES TEST

The GED Social Studies Test covers American history, world history, civics and government, economics, and geography. Test takers read short passages and answer multiple-choice questions. Some passages come from historical documents such as the Declaration of Independence or practical documents such as tax or voter registration forms. In addition to the written passages, many questions use graphs, charts, tables, maps, or political cartoons. Students need to understand, apply, analyze, or evaluate the information provided.

8.5.3 SCIENCE TEST

The GED Science Test covers life science, earth and space science, and physical science. It measures the candidate’s skill in understanding, interpreting, and applying scientific concepts to visual and written texts from academic and workplace contexts. Questions address the National Science Education Content Standards, and focus on environmental or health topics as well as the relevance of
science in everyday lives. Tables, charts, graphs, or diagrams, as well as written text need to be interpreted throughout the test.

### 8.5.4 LANGUAGE ARTS—READING TEST

The GED Language Arts—Reading Test measures the student’s ability to interpret academic and workplace selections and apply those interpretations to new contexts. The test taker examines texts similar to those encountered in a high school English class. Each selection is between 300 and 400 words in length. Literary texts such as poetry, drama, and prose fiction constitute 75 percent of the test’s questions. Nonfiction accounts for 25 percent of each test and may be nonfiction prose, a critical review of visual or performing arts, or the evaluation of workplace or community documents. Students must be able to understand, apply, analyze, and synthesize information given in the reading selection.

### 8.5.5 MATHEMATICS TEST

The Mathematics Test has two equally weighted halves, each containing 25 questions. Students may use calculators (provided by the testing center) on Part 1 of the test only. Forty of the questions are multiple-choice. The remaining 10 questions use an alternate format grid. The test booklet includes a page of common formulas to be applied as needed. The test focuses on four main mathematical disciplines: number operations and number sense; measurement and geometry; data analysis, probability, and statistics; and algebra, functions, and patterns. Each of these disciplines tests the student’s ability to understand and apply mathematical concepts.

### 8.5.6 PASSING GRADES

To pass the GED Test, an individual must attain a total standard score of 2250 points with an average of 450 points per section. High scores on one section may offset low scores on another; however, no score may be lower than 410.

The average standard score for graduating high school seniors is 500. It should be noted that it is more difficult to increase the average score than to increase the
score on any individual section. To increase the average score by one point requires an overall increase of five points.

## 8.6 GED TEST CENTER, OVERVIEW

The main test center for the Los Angeles Unified School District is located at Abram Friedman Occupational Center (AFOC) on the fifth floor. In addition to testing LAUSD students, the Center tests any eligible person in the Los Angeles area. The test is administered weekly at the main test center and by request at approved Division school sites.

For general information and a list of frequently asked questions about the test, visit the Test Center’s website at [http://ged.adultinstruction.org/index.htm](http://ged.adultinstruction.org/index.htm). (Appendix 8-D)

### 8.6.1 SCHEDULING AND APPOINTMENTS

The GED is administered at GED Test Centers on a regular basis. Students who are interested in taking the test at a Test Center should call the Center to schedule an appointment. Division schools offer the test on an as-needed basis. Most schools offer it at least twice a year. The LAUSD GED Test Center publishes a schedule of each school year’s testing. Monthly schedules are posted on the website and sent via email to APACS.

### 8.6.2 SCHEDULE FOR GED TESTS ADMINISTERED AT SCHOOL SITES

GED Tests are administered during the week and on Saturdays. The weekday tests are generally administered on Tuesday, Wednesday, and Thursday evenings or Wednesday and Thursday during the day. A schedule of test dates (see appendix 8-E) at Division schools for the 08/09 school year has been provided to facilitate referrals of high school diploma and GED candidates.

All test takers must attend the first day or evening of the test to complete the necessary paperwork. After completing the paperwork, individuals who need only
partial testing will be given appointments to arrive one-half hour before the needed section begins.

Test takers are required to complete the demographic survey and watch the GED Math video prior to taking the exam. This may be accomplished by group orientation or by individual appointment with a member of the counseling staff. The video will not be shown during the testing session.

It may be helpful to prepare a GED Registration Instructions sheet (see appendix 8-F) to assist counseling staff and classified personnel with the completion of paperwork. The TOPSpro Entry and Update Record should be completed in order to facilitate the recording of benchmarks.

On the first night of testing, the GED schedule should be explained and distributed to all examinees. Test times listed below are approximations. Actual times may vary.

<table>
<thead>
<tr>
<th>Tuesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 - 5:30</td>
<td>Complete all documents including answer sheets</td>
</tr>
<tr>
<td>5:30 - 8:30</td>
<td>Administer Test #1 Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 - 5:15</td>
<td>Distribute Test Materials</td>
</tr>
<tr>
<td>5:15 - 7:15</td>
<td>Administer Test #2 Language Arts—Writing</td>
</tr>
<tr>
<td>7:25 – 7:40</td>
<td>Distribute Test Materials</td>
</tr>
<tr>
<td>7:40 - 8:40</td>
<td>Administer Test #3 Language Arts—Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 - 5:15</td>
<td>Distribute Test Materials</td>
</tr>
<tr>
<td>5:15 – 6:35</td>
<td>Administer Test #4 Science</td>
</tr>
<tr>
<td>6:45 - 7:00</td>
<td>Distribute Test Materials</td>
</tr>
<tr>
<td>7:00 - 8:10</td>
<td>Administer Test #5 Social Studies</td>
</tr>
</tbody>
</table>

School certificated staff should provide assistance to the GED Test Center proctor(s) from the time of arrival on campus until the time of departure.
8.6.3  GED TEST CENTER APPOINTMENTS

GED Test Center locations:

ABRAM FRIEDMAN OCCUPATIONAL CENTER
1645 SOUTH OLIVE STREET ROOM 503
LOS ANGELES CA 90015
(213) 765-2573
Fax: (213) 765-2529

WESTCHESTER HIGH SCHOOL CAMPUS
8701 PARK HILL DRIVE
LOS ANGELES CA 90045
(310) 258-2000

(See flyer in appendix 8-G)

8.6.4  GED TEST CENTER SCHEDULE

Pre-registration takes place Monday-Friday from 8:00 a.m. and 3:00 p.m. To pre-register, test takers must present proper photo identification and pay the testing fee of $125 (cash or money order only). Students who have already begun testing may schedule appointments by phone to complete any remaining sections of the test. For a schedule of testing order and arrival times, see appendix 8-H.

Weekdays

The tests are administered weekdays on Tuesday and Thursday. All candidates must attend the first session. Examinees (testers and re-testers) follow the same schedule. Tuesday is for Mathematics and Writing; Thursday is for Reading, Social Studies, and Science. Testing usually ends by 2:00 p.m. on Tuesday and 12:30 p.m. on Thursday. The last week of the month is set aside for Spanish GED testing only. The Spanish GED Tests are administered on Tuesday and Thursday in the same order as the English version of the test.
Evenings

The tests are administered on Tuesday, Wednesday, and Thursday evenings. First-time testers must attend the Tuesday evening session. Mathematics (first-time testers and re-testers) are scheduled for Tuesday evening. Language Arts (Writing and Reading) for all candidates is scheduled for Wednesday. Thursday evening is dedicated to all Science and Social Studies examinees.

Saturdays

The first of two Saturdays is for all first-time examinees and all Mathematics and Writing candidates. Testing for Reading, Science, and Social Studies (all candidates) is conducted on the second Saturday.

8.6.5 FEES

<table>
<thead>
<tr>
<th>Fees Approved for the GED Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the entire test battery</td>
</tr>
<tr>
<td>For retesting, per test</td>
</tr>
<tr>
<td>For score reports in addition to those originally requested at time of application</td>
</tr>
</tbody>
</table>

FEE PROCESSING FOR OUT-OF-CENTER TESTS

Division schools designated as testing sites will be responsible for collecting fees prior to test administration. Students referred from neighboring adult schools or centers will be required to pay their fees at the school or center designated as the testing site. Each student is given an auxiliary receipt for admission to the testing room.

The fees collected are to be deposited into a special GED testing trust account and a check payable to the Los Angeles Unified School District is to be forwarded to the Chief Accountant, General Accounting Branch, within two weeks of completion of testing.

Immediately after testing, test site administrators complete reconciliation sheets and send them, by school mail, to the GED Test Center, Abram Friedman
Occupational Center, Room 503. This reconciliation sheet (to be supplied by the GED Test Center) will indicate the number of students who paid the full fee of $125, or partial fees of $25, $50, $75, or $100 each. A photocopy of the check which is sent to the Chief Accountant, General Accounting Branch, should be sent to the GED Chief Examiner at the GED Test Center.

REFUND POLICY

An examinee who cannot keep the testing appointment and who notifies the site where the test is being offered prior to the conclusion of testing (the third night or second Saturday of the test) is entitled to a full refund or the right to test at a future date. These clients should notify the GED Test Center and the school where the test is being given so that other arrangements may be made. After testing has been concluded, persons who fail to appear for any or all parts of the tests should contact the GED Test Center to reschedule.

*Division of Adult and Career Education, Guideline No. 69, November 6, 2008*

**8.6.6 HIGH SCHOOL EQUIVALENCY CERTIFICATES**

The Educational Testing Service (ETS) will mail the High School Equivalency Certificate to each client who passes the GED Test. Clients who do not pass will be sent a copy of their scores by the Testing Center. Requests for duplicate certificates may be forwarded to the Educational Testing Service.

**ETS - GED RECORDS CENTER**

P O BOX 4005
CONCORD CA 94524-4005
(866) 370-4770

Examinees who tested after July 1990 will have records on file at the Educational Testing Service. Examinees who tested before July 1990 and who applied for the state certificate will also have records on file at the Educational Testing Service. Examinees who tested before 1990 and who did not apply for the state certificate may or may not have records on file, depending on a number of factors. These students should read the instructions that accompany the application to determine how to proceed.
8.6.7 SCORE REPORTS

GED Test scores are confidential and will only be released to the individual examinee and the GED Testing Center staff who have been approved by the State GED Office. Initial score reports are sent directly to the clients.

REQUESTS FOR ADDITIONAL SCORE REPORTS

In order for the GED Testing Center to send a copy of the GED results to the student or any authorized agency or school, the student sends a Request for Transcript and Authorization to Release GED Test Scores form (see appendix 8-I) along with a money order or cashier’s check for $20 to:

GED TEST CENTER
ABRAM FRIEDMAN OCCUPATIONAL CENTER
1646 SOUTH OLIVE STREET ROOM 503
LOS ANGELES CALIFORNIA 90015

The form is available online at http://ged.adultinstruction.org/index.htm.

Additional score reports may be obtained at the following cost:

<table>
<thead>
<tr>
<th>Additional Score Reports may be obtained at the following costs:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First copy of Official Transcript, Score Report</td>
<td>$ 20</td>
</tr>
<tr>
<td>Copies 2-5 requested at the same time</td>
<td>$ 10</td>
</tr>
<tr>
<td>Copies 6 or more</td>
<td>$  5</td>
</tr>
</tbody>
</table>

The transcript request must include the candidate’s:

1. Full name
2. Social security number
3. Birth date
4. Place of examination
5. Date of examination
Chapter 8

Test of General Education Development and California High School Proficiency Examination

8.6.8 CONFIDENTIALITY

The California Department of Education and the ETS consider GED testing records to be confidential information. No test information will be released, except to authorized GED examiners, without a signed release from the examinee. Testing centers should also follow this policy because GED records may impact situations involving child support, employment, educational opportunities, and other circumstances.

If an examinee anticipates a need to have information released to other persons (such as teachers, counselors, parole officers, parents, etc.), he or she may sign a records release before testing begins.

8.6.9 CORRECTION OF RECORDS

Examinees may contact the GED Test Center for assistance with corrections.

8.6.10 RETESTING ON GED TESTS

Candidates have three chances each calendar year (January 1 through December 31) to take the test. Counselors are encouraged, however, to screen prospective candidates so they pass the first time. In the event a student doesn’t pass the first time, the student should remediate sufficiently before attempting the test again. Refer to section 8.4.2 for specific recommendations on assisting the student to remediate. Retesting is $25 per section per test session.

Division of Adult and Career Education, Guideline No. 58, October 20, 2008

8.7 CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)

A student who demonstrates proficiency in basic skills by passing the CHSPE earns the legal equivalent of a high school diploma. The CHSPE is a 3-hour examination administered twice a year by the ETS for the California State Department of Education.
To be eligible to take the CHSPE a person must:

- Be 16 years of age or older
- Have completed at least one academic semester of the 10th grade, or
- Be enrolled in the second semester of the 10th grade (Midterm students may take the CHSPE the summer after their first semester.)

California law provides that the Certificate of Proficiency shall be equivalent to a high school diploma. All persons and institutions controlled by California law must accept the CHSPE certificate as satisfying high school diploma requirements.

Although federal agencies are not bound by state laws, the U.S. Civil Service Commission has ruled that the Certificate of Proficiency shall be accepted for federal civilian employment.

Military service policies vary. Current policies should be checked.

For further information regarding eligibility, registration, test centers, special test dates, identification, results, and sample tests, call (866) 342-4773 (toll free) or go to http://www.chspe.net/registration/.

8.7.1 CHSPE, DESCRIBED

The CHSPE consists of two sections: English—Language Arts and Mathematics. The student must pass both sections to receive a Certificate of Proficiency.

The English—Language Arts section consists of two subtests: Language and Reading. The Language subtest has 48 multiple-choice questions and one writing task. The multiple-choice questions measure language mechanics and expression. The writing segment requires the student to write a persuasive essay, which will be scored on writing proficiency rather than content. The Reading subtest (all multiple-choice) has 54 reading comprehension and 30 vocabulary questions. The
Mathematics section has 50 multiple-choice questions that assess content in the following areas:

- Number sense and operations
- Patterns, relationships, and algebra
- Data, statistics, and probability
- Geometry and measurement
### CHAPTER 9
#### GRADUATION, COLLEGE, AND CAREER COUNSELING

9.0 Graduation Overview  
9.1 Preparing for Graduation  
9.1.1 Identifying Potential Graduates  
9.1.2 Counseling Potential Graduates  
9.1.3 Reserving the Graduation Location  
9.1.4 Contracting Off-Site Locations  
9.1.5 Graduation Meetings  
9.1.6 Electing Class Officers  
9.1.7 Determining and Collecting Fees  
9.1.8 Ordering Diplomas  
9.1.9 Ordering Caps and Gowns, etc.  
9.1.10 Printing Invitations and Programs  
9.1.11 Arranging Photographers  
9.1.12 Selecting Speakers  
9.1.13 Sending Invitations  
9.1.14 Arranging Media  
9.1.15 Arranging Entertainment, Decorations, and Refreshments  
9.1.16 Arranging Custodial Services  
9.1.17 Arranging Ushers, Special Seating, and Parking  
9.1.18 Arranging Sound, Lights, and Music  
9.1.19 Scheduling Rehearsals  
9.1.20 Arranging Security  
9.1.21 Distributing Scholarship Applications  
9.2 Graduating Concurrent Seniors: Dates to Remember  
9.3 Commencement Exercises for Students with Disabilities  
9.4 College Counseling  
9.4.1 Community Colleges (CC)  
9.4.2 California State Colleges and Universities (Public)  
9.4.3 University of California  
9.4.4 Private Colleges and Universities  
9.5 Financial Aid  
9.5.1 Title 4 Programs (Pell, SEOG, and Work Study)  
9.5.2 Private Scholarships  
9.5.3 Americorp  
9.5.4 Cal Grants  
9.5.5 Perkins Loans  
9.5.6 Stafford Loan Program  
9.6 College Entrance Examinations  
9.6.1 The Scholastic Aptitude Test (SAT)  
9.6.2 The American College Test (ACT)  
9.7 Career Technical Education  
9.7.1 Career Technical Education Counseling  
9.7.2 Tools for Career Exploration
9.0 GRADUATION OVERVIEW

Graduation marks the end of the traditional school year. It’s a time when the school community as a whole comes together to recognize the achievements of those who have successfully completed the high school diploma program. It is also a time to honor 8th grade diploma and General Education Development (GED) recipients.

No single event during the course of the school year does more to build school spirit and inspire potential graduates to enter and complete the high school diploma program. For many, it represents a year or more of hard work and the culmination of a lifelong goal. For others, it’s the beginning of a longer process that includes more education or training. The adult school counseling staff provides support and guidance in transitioning students from the adult program to postsecondary education and the workforce.

Historically, a high school diploma has been a major indicator of future earnings. Students without high school educations earn only 65 cents for every dollar earned by high school graduates. The high school diploma has become a necessity and is the first step toward meeting the requirements for college admission and preparing to enter the workforce at a highly-skilled level.

Graduation can be a simple ceremony with participation limited to the graduates, their guests, academic faculty, and administration, or it can be a school-wide activity in which the whole school community is invited to participate. Early planning is essential.

9.1 PREPARING FOR GRADUATION

As early in the year as possible, the counseling staff should begin making preparations for the graduation ceremony. Many of the preparations involve reestablishing contact with vendors previously used. The graduation location (high school auditorium, off-site location) may need to be reserved for rehearsals and ceremony, and the management team may wish to establish a timeline (see appendix 9-A). A checklist which corresponds to the subsections in 9.1 may be used to track the graduation process (see appendix 9-B).
9.1.1 IDENTIFYING POTENTIAL GRADUATES

Adult students who have completed about 130 units or who plan to take the GED test in addition to completing coursework should be considered potential graduates. Review the files of continuing and newly-enrolled students early in the year to identify students who may complete the needed requirements in the upcoming school year.

Make a point to periodically review older files in order to reestablish contact with former students who were within reasonable reach of a high school diploma when they dropped out. This review provides an excellent opportunity to find out why students stopped attending and to invite them to return. If a student’s former educational goal (a high school diploma) is no longer an option, the counselor may suggest the GED or Career Technical Education (CTE) programs.

9.1.2 COUNSELING POTENTIAL GRADUATES

When potential graduates have been identified, they are invited to the Counseling Office to review the remaining requirements and to tentatively schedule classes for the upcoming year. This meeting serves as a follow up to the initial intake interview where the same information is provided to all incoming academic students. The counselor should establish a check-back system to keep the students motivated and on track. From day one, students need to see not only what they will be doing next week, but how what they will be doing next week gets them closer to their educational goals.

The counselor should use this meeting to lay out a year-long plan. Upcoming test dates (CASHEE, GED, and Challenge Tests) as well as remaining requirements should be reviewed for completion or scheduling. The meeting also provides an excellent opportunity to complete an Application for Diploma (see appendix 9-C).

Verifying student contact information is essential. As graduation approaches, the counseling staff may wish to establish correspondence with potential graduates with a series of follow-up letters (see appendix 9-D) to remind them of dates to remember and requirements to complete.

Students enrolled in the high school diploma program may find the need to take additional classes at other Division schools. The counselor should refer the student
(see appendix 9-E) with the appropriate documentation. Credit slips (stamped with the school seal) should be sent to the home school to facilitate the graduation process.

9.1.3 RESERVING THE GRADUATION LOCATION

If the graduation is to be held at a shared site, the Assistant Principal, Adult Counseling Services (APACS), should contact the day administrator in charge of the facility to reserve the graduation site. Arrangements should be made early in the school year and provide for rehearsal dates.

9.1.4 CONTRACTING OFF-SITE LOCATIONS

Contracting off-site locations should be done with the assistance of the school financial manager. APACS will try to work free rehearsal time into the rental contract. Otherwise, rehearsals may have to be held under "simulated" conditions, and graduates may not see the actual space until the ceremony itself.

9.1.5 GRADUATION MEETINGS

The APACS schedules meetings of potential graduates. The class meetings can be used to involve the students in determination of the type of ceremony, its location, the class motto for the graduation program, class colors, type of entertainment, costs, and deadlines for all tasks.

Sub-committees may be formed to address particular graduation tasks. These meetings are held separately from meetings of the entire class.

9.1.6 ELECTING CLASS OFFICERS

Class officers such as president, vice-president, and secretary may be elected at meetings of the graduating class. It is advisable to time the elections to allow the students to get to know one another and make informed choices, and early enough so tasks can be delegated to the officers.
9.1.7 DETERMINING AND COLLECTING FEES

Graduation fees may be collected to cover costs involved with locations, decorations, entertainment, printing, cost of off-site locations, caps and gowns, etc. Fees reflect current costs. The school financial manager collects and handles all monies.

9.1.8 ORDERING DIPLOMAS

The District sends an annual bulletin explaining the procedure for ordering diplomas. The bulletin sets the deadlines for orders. Diplomas and diploma covers are Instructional Material Account (IMA) items.

Each student should fill out an Application for Diploma (see appendix 9-C) showing exactly how his or her name is to appear on the diploma to have a record and avoid mistakes.

9.1.9 ORDERING CAPS AND GOWNS, ETC.

The APACS and members of the graduating class or its sub-committees determine the type and color of rings, pins, caps and gowns, uniforms, announcements, and class pictures. There are a number of District-approved vendors who handle these products. For a list of approved vendors, contact other APACS or the school’s financial manager. Be sure to investigate before selecting a vendor. The adult school financial manager collects the monies for these activities.

9.1.10 PRINTING INVITATIONS AND PROGRAMS

Programs are usually paid out of Student Body funds. Invitations are paid out of graduation fees. Check with the principal and financial manager about the availability of funds. The printing may be done through one of the secondary school’s print shops or by contract with an outside vendor.

When listing students in the program, it is suggested that the phrase "Candidates for Graduation" be used rather than "Graduates." Occasionally, former non-
graduates may mistake having graduated on the basis of being listed in the program as "graduates."

9.1.11 ARRANGING PHOTOGRAPHERS

The APACS and members of the graduating class or its sub-committees choose the photographer and the photo package. There are District-approved vendors who provide photographic services. For a list of approved vendors, contact other APACS or the secondary school financial manager. Be sure to investigate before selecting a vendor. The adult school financial manager collects the monies for these activities.

9.1.12 SELECTING SPEAKERS

The APACS arranges for the selection and training of the class speakers. The students’ teachers are often helpful with the writing and presentation. The selection of outside speakers is the decision of the administration and the graduating class.

The following is a suggested format for the student speaker's speech:

- Student's name
- Where (s)he is from
- Family background
- Obstacles overcome to get a high school diploma
- What the adult high school diploma means to me
- Plans for the future
9.1.13 SENDING INVITATIONS

The graduates will send invitations to their guests. The administration may wish to send invitations to special guests and selected members of the community even if they are not expected to attend.

9.1.14 ARRANGING MEDIA

The District normally distributes a memo asking for the graduation information which is to be made available to the local media through the District’s Department of Communications. Contact the Department at (213) 241-6766 with any questions about local publicity and promotions.

Before releasing information to the local press, cable TV, or radio stations, consult with the principal.

9.1.15 ARRANGING ENTERTAINMENT, DECORATIONS, AND REFRESHMENTS

Payment for entertainment is determined largely by where the ceremony is held. If it is held on a school site and the entire school is invited, the Student Body fund may pay for the entertainment. When the ceremony is held off campus and attendance is limited to graduates and their guests, the costs are shared between the Student Body fund and the graduates. The principal and the financial manager must be consulted in determining shared expenses.

9.1.16 ARRANGING CUSTODIAL SERVICES

The APACS or the principal will consult with the plant manager to arrange for any necessary custodial services. If the ceremony is held on a school night, the adult school should not require regular custodial services. Therefore, the ceremony should not place an undue burden on custodial staff.
9.1.17  ARRANGING USHERS, SPECIAL SEATING, AND PARKING

Arrange with the Student Council and the day school ROTC to recruit people to act as ushers. Ushers may assist with special seating arrangements and parking. If the ceremony is held on a working night, many of the faculty and clerical staff will assist.

9.1.18  ARRANGING SOUND, LIGHTS, AND MUSIC

If the adult school does not have its own sound and lighting equipment, other arrangements must be made. On shared sites, the usual procedure is to arrange to use the secondary facilities. Check with the secondary person in charge of the facility to arrange for use of equipment. The usual practice is to use Student Body funds to hire secondary students to operate these systems. At off-campus sites, the system may be included in the rental agreement.

Processional and recessional music may be live or recorded. Some adult schools on shared sites arrange with the secondary music director to use the school band. If recorded music is used, select and acquire the recordings and playback equipment. Make arrangements well in advance.

9.1.19  SCHEDULING REHEARSALS

Graduation rehearsals should be held to assure that the ceremony goes well. Too many rehearsals may disrupt the educational process; too few may cause a disorganized ceremony. Central office personnel and community speakers will not be at rehearsals and expectations for their participation should be kept simple.

9.1.20  ARRANGING SECURITY

Additional security may be necessary depending on where and when the ceremony is held. Arrange for additional security with the administrator who normally has security oversight responsibilities.
9.1.21 DISTRIBUTING SCHOLARSHIP APPLICATIONS

Private industry, organizations, educational institutions, individuals, and Division schools provide opportunities for graduating students to receive scholarships. Scholarships are awarded on a range of criteria that generally reflect the values or vision of the donor(s). The graduation ceremony is an excellent occasion to recognize one or more graduates with a monetary award for academic achievement. A Scholarship Application (see appendix 9-F) with the individual school’s or donor’s criteria should be distributed early enough for all interested graduates to participate.

Throughout the year, counseling staff will keep instructors and students informed of awards for which they may qualify. The involvement of the administrative team in the community may be helpful in securing privately-funded donations. Counselors may wish to confer with schools that have done this successfully.

Some schools have fund-raising activities to augment scholarship funds. The financial manager is a valuable resource in this process.

9.2 GRADUATING CONCURRENT SENIORS: DATES TO REMEMBER

At Enrollment: Notify parents of graduating seniors that all coursework must be completed one week prior to graduation so students will graduate on time (see appendix 9-G).

10-Week Notice to Counselors: Notify counselors at all referring secondary schools of the deadline for enrolling graduating seniors. All seniors who enroll during the last ten weeks of school will sign a statement wherein they acknowledge the necessity of completing all course requirements prior to credits being issued (see appendix 9-H).

7th Week Deadline for Enrolling Seniors: This firm deadline marks the point after which there remain fewer than 60 hours of scheduled class time for graduating seniors who attend a minimum of ten hours per week. Any senior who cannot attend a minimum of 60 hours prior to graduation may not enroll in the learning center (see appendix 9-I).
Assignment Completion Deadline: This firm deadline for completing assignments allows teachers and support staff sufficient time to complete paperwork for graduating seniors (see appendix 9-J).

Final Month Progress Reports: Teachers may wish to notify secondary counselors of the progress of graduating seniors (see appendix 9-K).

Division of Adult and Career Education, Guideline No. 70, November 20, 2008
Office of the Chief Instructional Officer, Secondary Instructional Services, Bulletin No. 1758, May 31, 2005

9.3 COMMENCEMENT EXERCISES FOR STUDENTS WITH DISABILITIES

Students with disabilities who meet the criteria for a certificate of completion are eligible to participate in any ceremony and any school activity related to graduation.

9.4 COLLEGE COUNSELING

The best college counseling starts early. Students should take the time to evaluate options and begin to make decisions about college. Counselors should emphasize that mastering language arts and mathematical skills in high school substantially increases students’ chances of success in postsecondary education.

Most adult students have had little, if any, formal counseling prior to enrolling in Division schools. Their college counseling often does not consist of early guidance into college preparation courses. Division counselors should focus on bringing the student's educational record, financial situation, and long-term expectations into balance with the entrance and tuition requirements of the postsecondary institution.

The best resource for counseling the college-bound adult student is a current course catalog.
9.4.1 COMMUNITY COLLEGES (CC)

Community colleges are two-year institutions which offer Associate in Arts (AA) and Associate in Science (AS) degrees. CCs provide opportunities for students to acquire educational maturity, demonstrate the academic ability required by four-year colleges and universities, and complete lower division coursework at a cost which is significantly lower than most postsecondary institutions.

Before students register, they apply for a registration appointment. This may be done in person or online at www.lacolleges.net.

Admission Requirements:

Persons who possess high school diplomas or the equivalent meet the basic eligibility requirements for admission to any California two-year community college. However, a high school diploma is not required for enrollment. Students with limited English ability are advised to develop proficiency through adult schools before entering college.

Persons who do not possess high school diplomas or their equivalent but who meet alternative criteria are eligible for admission if, in the judgment of the College Admissions Officer, they are capable of profiting from the instruction offered.

Additional eligibility criteria include:

- Persons who are 18 and older
- Persons who are apprentices, as defined by Section 3077 of the California Labor Code
- Persons in grades 9-12, under certain circumstances

English Language Requirement

All students are assessed at the time of entry. For courses leading to community college degrees, students must meet English and mathematics prerequisites. To meet these prerequisites, the community college may require students to take English as a Second Language (ESL), remedial English, and/or remedial mathematics classes.
California Residence Requirement

To attend a Los Angeles community college at California resident fees, a student must have a year of residency. The "Residence Determination Date" is that day immediately preceding the opening day of instruction of the semester or summer session.

Non-Resident

A nonresident student is one who has not had residence in the State of California for more than one year immediately preceding the Residence Determination Date. Certain non-U.S. citizens are allowed to establish residency. Check with the community college Admissions Office regarding particular cases. Nonresident tuition exemptions may be available for certain students based on AB 540, passed 2001. (See California Nonresident Tuition Exemption form in appendix 9-L)

District Residence Requirement

At the time of application, each student is required to file a Statement of Residence to ascertain the college district jurisdiction in order to comply with requirements of the law. The information given by the student is subject to certification and any falsification can result in immediate cancellation of registration and exclusion from the college.

Costs

Consult the current catalog of the selected community college for application and tuition fees. The student should also expect to pay for books, school supplies, and student body fees. For a list of the fees at Los Angeles area community colleges for the 2008-2009 school year, see appendix 9-M.

If the adult school counseling office is not already on the mailing lists of the community colleges in its area, the APACS may contact the schools and make arrangements to receive regular catalog mailings. For a list of the names, addresses, and current phone numbers, see appendix 9-N.
Out-of-District Enrollment

Students who reside within the Los Angeles Community College District who wish to enroll in a junior college outside the district must obtain a permit from the Inter-District Relations Section.

Out-of-District Information

Information about classes at community colleges elsewhere in the state of California may be obtained online at www.cccco.edu. If there are additional questions, students may contact the Chancellor’s Office at:

OFFICE OF THE CHANCELLOR
CALIFORNIA COMMUNITY COLLEGES
1102 Q STREET 4th FLOOR
SACRAMENTO CA 95811
(916) 445-8752

Transfer Process

Students who complete the first two years of a Bachelor’s degree and plan to transfer to a four-year program may find the following links helpful.

UC Schools: www.ucop.edu/pathways
Cal. State Schools: www.csumentor.edu
Private Colleges and Universities: www.aiccumentor.org
Historically Black Colleges and Universities: www.nafeo.org

9.4.2 CALIFORNIA STATE COLLEGES AND UNIVERSITIES
(PUBLIC)

The California State College and University System is composed of four-year institutions which offer Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), and Master of Science (MS) degrees. In programs conducted jointly with the University of California, doctoral degrees are offered. The California State College and University System also offer professional degrees.
Admission Requirements

The California State University and College System uses three factors in determining eligibility of California residents for admission at its 23 campuses. The majority of applicants meet the standards in each of the following three areas:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Campuses that receive more applications than the number required to meet the enrollment target have higher standards and may use supplementary criteria. The following campuses have higher admission standards for first-time freshmen.

- Cal Poly San Luis Obispo
- California State Polytechnic University, Pomona
- California State University, Fullerton
- California State University, Long Beach
- San Diego State University

Supplemental Criteria

- Special talents, interests, or experiences beyond those indicated by the academic criteria that demonstrate unusual promise of leadership, achievement, and service in a particular field such as civic life or the arts.
- Special circumstances such as disability, personal difficulty, low family income, refugee status, or veteran status.

Nonresident students are subject to the same admission standards as residents. The primary difference is that the eligibility index (a combination of grades and test
scores) is somewhat higher. California residents receive priority whenever admission space is limited.

For more detailed campus-by-campus requirements, see the UC Quick Reference for Counselors, updated annually, or visit www.csumentor.org.

Costs

Costs vary among the campuses due to differences in fees and living expenses. The campus General Catalogs are financial aid publications and are a good source of information about specific fees and expenses at each campus.

Many students are now required to pay non-resident tuition at the University of California and some other institutions as a result of Bradford vs. The Regents of the University of California.

The latest available average costs for school year 2007-2008 are approximately $3,476 (fees vary by campus), not including room and board, or $10,170 for nonresidents. Books and supplies average an additional $1,351 per year.

9.4.3 UNIVERSITY OF CALIFORNIA

The University of California awards Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Doctor of Philosophy degrees, and various professional degrees such as Master of Business Administration and Doctor of Education.

Admissions Policy

There are three paths to eligibility for freshmen:

- Eligibility in the Statewide Context—Students must complete specific coursework and college admissions tests and earn the required grade point average (GPA) and test scores

- Eligibility in the Local Context—Students must rank in the top four percent of their high school graduating class at a California high school
• Eligibility by Examination Alone—Students must achieve specified high scores on college admissions tests

The University of California uses an eligibility index based on:

• A combination of grades on the 15 college prep courses (known as the "A-G" requirements)

• The results of SAT Subject Tests in two different subject areas either the ACT plus Writing or the SAT Reasoning Test

Students can determine their eligibility using the preliminary eligibility calculator at the University of California website: www.ucop.edu

**Costs**

Estimated costs for the 2007-2008 academic year for California residents are as follows:

<table>
<thead>
<tr>
<th>University of California Cost Estimates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>$ 7,446</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$ 1,475</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$ 892</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$11,755</td>
</tr>
<tr>
<td>Personal/Transportation</td>
<td>$ 2,412</td>
</tr>
<tr>
<td><strong>Total Average Estimated Costs</strong></td>
<td><strong>$23,980</strong></td>
</tr>
</tbody>
</table>

In 2005-2006, 64 percent of UC undergraduates received some form of financial assistance, including grants, loans, work-study awards, and scholarships.

When campuses receive applications from more students than they can admit, a process called comprehensive review is used. For a list of factors that are considered in this process, visit the University of California’s official website listed above.
9.4.4 PRIVATE COLLEGES AND UNIVERSITIES

The Los Angeles area has a large number of private postsecondary institutions such as the University of Southern California, Pepperdine, Occidental, Biola, Claremont, California Lutheran, Southwestern Law, and others. Each has different entrance criteria which are likely to change from year-to-year depending on the number of applicants. When applications received are fewer than the school's target enrollment, the standards tend to decrease. When the number of applications exceeds target enrollment, the standards increase.

The counselor's best resource for a particular school is its current admissions bulletin, which provides current entrance requirements, tuition levels, and application procedures and fees. The counselor or the student should contact the registrar's office of the selected school to obtain a recent admissions bulletin.

9.5 FINANCIAL AID

Financial aid is available by federal and state governments and private sources in the form of grants, employment, scholarships, and loans. These monies are available for students to continue their educations beyond high school. The basis for such programs is the belief that the student has the primary responsibility to meet educational costs, and that financial aid is only available to fill the gap between a student's contribution and his or her yearly academic expenses.

Eligibility for financial aid is normally dependent on certain general criteria. To be eligible, students must:

- Be enrolled in and attending an eligible course
- Be a U.S. citizen or an eligible non-citizen
- Be registered with the U.S. Selective Service, if required
- Not be in default on any educational student loan
- Not owe a refund on any state or federal grant
• Be making satisfactory progress during the course of the program

• Demonstrate financial need

Students should apply for financial aid through the Financial Aid Office of their selected postsecondary institutions.

The Free Application for Federal Student Aid (FAFSA) is used by the U.S. Department of Education to determine the student’s eligibility. The filing of this form is the first step toward receiving federal or state financial aid. Forms and filing information are available online at www.fafsa.edu.gov.

9.5.1 TITLE 4 PROGRAMS (PELL, SEOG, AND WORK STUDY)

These federally-funded programs are limited to only a few Division schools. Counselors should inquire as to availability before discussing these programs with students.

Pell Grants

The Pell Grant is a federally-funded program for students who demonstrate financial need. The amount of the award is based on prior calendar year income and asset information. Students may receive only one Pell Grant per year. The awards range from $400-$4,050.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

The SEOG program is a federal program designed to supplement other sources of financial aid for students with exceptional need. SEOG awards range from $100 to $500 per year. SEOG is available for as long as it takes to complete the first undergraduate degree within established progress standards.

Work Study

Work Study programs provide eligible students with the opportunity to work in non-profit organizations or schools where they will be contributing to the community. Experiences are relevant to a variety of career goals.
9.5.2 PRIVATE SCHOLARSHIPS

Many community organizations, foundations, religious organizations, and employers offer scholarships. Students may start with civic organizations in the area, visit public libraries, or browse the web in search of scholarship directories. Reputable companies exist but they don’t use aggressive promotional techniques. To learn more, read the brochure "Looking for Student Aid," available at www.studentaid.ed.gov/lsa or call (800) 433-3243 for a free copy.

9.5.3 AMERICORP

By becoming volunteers with Americorp, a network of national and community service programs, students will receive an education award of up to $4,725 each year for up to two years to pay for college or repay student loans. To learn more about Americorp, go to www.americorp.gov or call (800) 942-2677.

9.5.4 CAL GRANTS

Students may receive only one Cal Grant—either Cal Grant A, B, or C. Students submit the Free Application for Student Aid (FAFSA) between January 1 and March 2 and submit a verified Cal Grant GPA anytime between November and March 2. Students who meet the income, eligibility, and GPA requirements, will receive a grant of up to $9,700 to pay for expenses at any qualified college, university, or career or technical school in California. For more information, go to the California Student Aid Commission’s website at www.csac.ca.gov.

Cal Grant A

Although this grant is used at four-year colleges, students are encouraged to apply for it while attending a community college. Cal Grant A helps low- and middle-income students with tuition costs. Grant winners are selected on the basis of financial need and GPA.

Students who qualify for a grant and who want to attend a public community college may have the Student Aid Commission hold the awards until they transfer to a four-year college, but not for more than two years, provided the student continues to qualify financially.
To be eligible for a new (first time) Cal Grant A, a student may not have completed more than six semesters or nine quarters of college study, and must be enrolled for at least six units of coursework.

**Cal Grant B**

This grant provides a living allowance for college freshmen from very low-income families. Because this grant is intended for students who would be unable to attend college without such help, Cal Grant B awards are available for students who have completed no more than one semester of college work (16 semester units or 24 quarter units). Students must be enrolled in at least six units to be eligible.

**Cal Grant C**

This grant is intended for students who desire to train for specific occupations but who do not have the financial resources. Students must be enrolled in at least six units to qualify.

**9.5.5 PERKINS LOANS**

This is a long-term repayment program to help students with exceptional need meet educational expenses. Repayment status begins nine months after the borrower graduates, withdraws, or ceases to be a student.

**9.5.6 STAFFORD LOAN PROGRAM**

The Stafford Loan Program is based on financial need. The federal government pays the interest while the student is enrolled at least half time in an eligible educational institution and for the first six months after the student has completed the program.

Stafford loans are available through participating banks, savings and loan associations, and credit unions. The loans are guaranteed by the state of California and insured by the federal government. In order to apply, the applicant must submit a Stafford Loan Application as well as a Free Application for Federal Student Aid (FAFSA). To be eligible, a student must be enrolled in at least six
units for the entire loan period. Repayment begins six months after a student ceases being a half-time student, withdraws, or graduates from school.

The schools which the applicant will attend must certify part B of the Stafford Loan Application before it is submitted to the lender. For more information, visit www.studentaid.ed.gov.

9.6 COLLEGE ENTRANCE EXAMINATIONS

Educational research shows that high school grades are predictive of college grades, and that tests scores and high school grades combined are a better predictor of college grades than either of those factors alone.

College entrance examinations do not measure important success predictors, like motivation, creativity, or other special talents that can help a student in college. But because courses and grading standards vary widely from school to school and standardized tests help colleges compare the academic achievements of students from different schools, many postsecondary institutions require applicants to take them. The two most commonly required college entrance examinations are the Scholastic Aptitude Test (SAT) and the American College Test (ACT).

9.6.1 THE SCHOLASTIC APTITUDE TEST (SAT)

Colleges and universities use the SAT test as part of the college admission process. Nationally-standardized tests such as the SAT give schools a way to assess students’ critical thinking skills and knowledge in a way that GPA alone cannot. The "New SAT," introduced in March 2005, is comprised of a Reasoning Test (formerly known as SAT I) and Subject Tests (formerly known as SAT II or Achievement Tests). Individual test scores range from 200-800. The tests are given seven times a year and students may register online at www.collegeboard.com.
SAT REASONING TEST (FORMERLY SAT I)

The Reasoning Test is 3 hours and 45 minutes long and has three parts: Critical Reading, Math, and Writing.

• The Critical Reading section has 67 questions that are broken down into two question types—Reading Comprehension and Sentence Completion. There are two 25-minute sections and one 20-minute section.

• The Math section has 54 questions broken down into two question types: 44 multiple-choice, problem solving questions and ten student-produced grid-in questions. Basic arithmetic, Algebra I and II, and geometry are tested in this section.

• The Writing section has 49 Grammar questions divided into a 25-minute section, and a 10-minute section. The questions are broken down into three question types: Sentence Errors, Improving Sentences, and Improving Paragraphs. These question types test grammar, word choice, and usage. One 25-minute essay is also part of the Writing section.

SAT SUBJECT TESTS (FORMERLY SAT II)

The Subject Tests measure achievement in five subject categories: English, history and social studies, mathematics, science, and language. These are one-hour multiple-choice tests and focus on material that should have been covered in high school classes.

Tests are offered in following subjects:

• Biology E/M (ecological or molecular biology emphasis)
• Chemistry
• Chinese with listening
• French
• French with listening
• German
• German with listening
• Italian
• Japanese with listening
• Korean with listening
• Latin
• Literature
• Math Level 1
• Math Level 2, with scientific function calculator
• Modern Hebrew
• Physics
• Spanish
• Spanish with listening
• U.S. History
• World History

Special SAT Rules:

• Students cannot take the SAT Reasoning Test on the same day as the SAT Subject Tests.

• Students must register separately for each planned test.

• For the Subject Tests, students may take as many as three subject tests offered on the selected dates.

Before deciding which Subject Tests to take, students should make a list of colleges being considered and find out which, if any, of these tests are required for admission.

Students may contact the College Board Office at:

COLLEGE BOARD
WESTERN REGIONAL OFFICE
2099 GATEWAY PLACE SUITE 550
SAN JOSE CA  95110-1017
(408) 452-1400
www.collegeboard.com
9.6.2 THE AMERICAN COLLEGE TEST (ACT)

The ACT includes four curriculum-based tests that measure students' educational development in English, mathematics, reading, and science reasoning. The tests are based on major areas of instruction in United States high schools and colleges. The 2007-2008 basic registration fee is $30, which includes reporting scores to up to four colleges.

The test is administered in all 50 states five times a year: October, December, February, April, and June. Without the writing section, it takes just over four hours. The Writing test adds 30 minutes to the testing time.

**English Test Content:**

The English test is a 75-item, 45-minute test that measures the student's understanding of the conventions of standard written English in punctuation, grammar, and sentence structure, and the student's ability to use strategy, organization, and style as good writers do. Spelling, vocabulary, and rote recall of rules of grammar are not tested.

**Math Test Content**

The Mathematics test is a 60-item, 60-minute test that is designed to assess the mathematics skills students have acquired in courses up to the beginning of the 12th grade. The test is multiple-choice and requires students to use their reasoning skills to solve practical problems. Knowledge of basic formulas and computational skills are assumed as background for the problems, but complex formulas and extensive computations are not required.

The items included in the Mathematics test cover three skill areas: basic skills, applications, and analysis. The items are classified according to six content categories: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry.

**Reading Test Content**

The reading test is a 40-item, 35-minute test that measures the student's level of reading comprehension as a product of skill in referring and reasoning. Students are required to derive meaning from several texts by referring to what is explicitly
stated and by reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations.

The test comprises four prose passages that are representative of the level and kinds of text commonly encountered in college freshman curricula. The four reading selections are drawn from:

- Social Studies: history, political science, economics, anthropology, psychology, and sociology
- Natural Sciences: biology, chemistry, physics, and physical sciences
- Prose Fiction: intact short stories or excerpts from short stories or novels
- Humanities: art, music, philosophy, theater, architecture, and dance

Science Reasoning Test Content

The science reasoning test is a 40-item, 35-minute test that measures the student’s interpretation, analysis, evaluation, reasoning, and problem-solving skills required in coursework in the natural sciences.

The scientific information is conveyed in one of three formats: data representation, research summaries, and conflicting viewpoints. The test items require students to recognize and understand basic features of and concepts related to the information provided; to examine critically the relationship between the information and the conclusions drawn or hypotheses developed; and to generalize from given information to draw conclusions or make predictions.

The content is drawn from biology, chemistry, physics, and the physical sciences. Advanced knowledge in these areas is not required, but background knowledge at the level of a high school general science course would be helpful to answer some of the questions.
Students may contact the ACT Western Regional Office at:

ACT WESTERN REGIONAL OFFICE  
2880 SUNRISE BOULEVARD SUITE 214  
RANCHO CORDOVA CA 95742-6549  
(916) 631-9200  
FAX (916) 631-8263

9.7 CAREER TECHNICAL EDUCATION (CTE)

In 1991, the U.S. Secretary of Labor’s report Secretary’s Commission on Achieving Necessary Skills (SCANS) identified foundation knowledge, skills and abilities, and essential workplace competencies necessary to be competitive in a global, information-based economy. These "foundation standards" represent the knowledge and skills that every student must master to be successful in Career Technical Education (CTE) training and in the workplace. The State of California’s CTE Standards infused these more general categories with the specificity needed to develop high quality and relevant, career-focused programs that define in precise terms what each student should know and be able to do upon completion of a CTE course or sequence of courses. Within each curricular area, rigorous academic concepts are taught, concepts that align with the State’s Content Standards in English language arts; mathematics; history, social science; science; and visual and performing arts. Students who successfully complete such courses will be well prepared to pass the California State High School Exit Exam (CASHEE).

The California CTE Curriculum Standards developed in 2006 are organized into 15 industry sectors. Each sector is comprised of foundation and pathway standards. Foundation standards cover the 11 areas essential to all students’ success, and pathway standards identify the skills a student needs to master to be successful in a particular career (see appendix 9-O).

Starting in the summer of 2008, students entering into programs which conform to AB 2448 guidelines will be enrolled in courses that adhere to sequencing standards. Sequencing of courses provides students with opportunities to learn or upgrade skills to gain employment or prepare for additional educational experiences. Existing single-focus, self-contained, mega-hour courses will be replaced by sequences of courses that comprise career pathways. By July 1, 2011,
90 percent of available ROCP funding will be targeted to students enrolled in grades 9-12. With this in mind, the role of the counseling staff in assessing and successfully programming adult students takes on an even greater significance.

**ROCP COURSE NUMBERS AND ALIGNMENT**

In March 1999, the District approved a change in high school graduation requirements to include 30 credits in an identified career pathway. To align the Division’s ROCP courses with the District’s Career Pathways, the Division began in July 2005 to use new course numbers (60 series) for all courses and teachers funded with 1402 monies. Adult education teachers and courses funded with 1040 monies will continue to use the original course numbers (20 series) for career pathway aligned courses.

*Division of Adult and Career Education, Reference No. 1885, July 26, 2005*

**9.7.1 CAREER TECHNICAL EDUCATION (CTE) COUNSELING**

When counseling students enrolled in CTE courses, the counselor may want to keep in mind two basic questions:

**Who is this student sitting before me?** This involves listening, asking a lot of questions, and, in some cases, interest-inventory profiling. The more that is known about a student’s prior education, work history, likes and dislikes, responsibilities, and timeline to employment, the more likely the student will begin a career path that is attainable and rewarding.

**How do I get him or her "there" from here?** This requires the development of a plan for making the student’s career goal a reality. Counselors will know the communities they serve and avail themselves of the many resources available to assist the student. Successful counseling is a "student-specific" approach. Each individual is unique. An approach that emphasizes only traditional choices may not serve the student or the program.
9.7.2 TOOLS FOR CAREER EXPLORATION

The Employment Development Department (EDD) and the Bureau of Labor Statistics (BLS) provide general labor market information as well as numerous online resources for career exploration. The Bureau’s Occupational Outlook Handbook (revised every two years) provides information about training and education needed, earnings, job prospects, and working conditions for hundreds of jobs. The Handbook is available online at www.bls.gov/oco. The following online resources may assist students with career exploration and selection:
<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.labormarketinfo.edd.ca.gov">www.labormarketinfo.edd.ca.gov</a></td>
<td>Labor market, occupational profiles, job search information</td>
</tr>
<tr>
<td><a href="http://www.caljobs.ca.gov">www.caljobs.ca.gov</a></td>
<td>California’s internet system for linking job listings and job seeker resumes</td>
</tr>
<tr>
<td><a href="http://www.monster.com">www.monster.com</a></td>
<td>Search jobs, post resumes, get career advice</td>
</tr>
<tr>
<td><a href="http://www.careervoyages.gov">www.careervoyages.gov</a></td>
<td>Labor market and job search information</td>
</tr>
<tr>
<td><a href="http://www.bls.gov">www.bls.gov</a></td>
<td>Industry/career conditions and outlooks</td>
</tr>
<tr>
<td><a href="http://www.review.com">www.review.com</a></td>
<td>Find a major and a school that suits your personality</td>
</tr>
<tr>
<td><a href="http://www.careerbuilder.com">www.careerbuilder.com</a></td>
<td>Job seeking skills and tips; site has many job opportunities listed</td>
</tr>
<tr>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
<td>Scholarship information</td>
</tr>
<tr>
<td><a href="http://www.statejobs.com">www.statejobs.com</a></td>
<td>Map provides links to area jobs, including state government jobs</td>
</tr>
<tr>
<td><a href="http://www.co.la.ca.us">www.co.la.ca.us</a></td>
<td>Los Angeles county job opportunities</td>
</tr>
<tr>
<td><a href="http://www.joblatino.com">www.joblatino.com</a></td>
<td>Search jobs. Scholarship information from Hispanic organizations</td>
</tr>
<tr>
<td><a href="http://www.salaryexpert.com">www.salaryexpert.com</a></td>
<td>See current salary information in area</td>
</tr>
<tr>
<td><a href="http://www.career.com">www.career.com</a></td>
<td>Job search, resumes online, career information</td>
</tr>
<tr>
<td><a href="http://www.collegecenter.com">www.collegecenter.com</a></td>
<td>Job search, post resumes online</td>
</tr>
<tr>
<td><a href="http://www.yahoo.com">www.yahoo.com</a></td>
<td>Yahoo! Employment: Career advice, job listings, company research</td>
</tr>
<tr>
<td><a href="http://www.craigslist.com">www.craigslist.com</a></td>
<td>Job opportunities</td>
</tr>
<tr>
<td><a href="http://www.careersite.com">www.careersite.com</a></td>
<td>Free, confidential ways to market yourself</td>
</tr>
<tr>
<td><a href="http://www.wetfeet.com">www.wetfeet.com</a></td>
<td>Get insight on jobs, salaries, and careers</td>
</tr>
<tr>
<td><a href="http://www.lycos.com">www.lycos.com</a></td>
<td>Provides career advice and services, job listings in various categories; rates other career sites.</td>
</tr>
<tr>
<td><a href="http://www.humanmetrics.com">www.humanmetrics.com</a></td>
<td>Condensed version of Myers/Briggs personality assessment</td>
</tr>
<tr>
<td><a href="http://www.careermag.com">www.careermag.com</a></td>
<td>Articles on interviewing and resumes; search jobs by location or company name</td>
</tr>
<tr>
<td><a href="http://www.jobscience.com">www.jobscience.com</a></td>
<td>Online employer news wire servicing the healthcare and pharmaceutical industry</td>
</tr>
</tbody>
</table>
CHAPTER 10
REPORTING ABUSE AND NEGLECT:
CHILD, DEPENDENT, AND ELDER

10.0 OVERVIEW

It is the responsibility of all District employees to protect students by becoming knowledgeable about abuse and neglect, cooperating with child and adult protective services agencies responsible for protecting students, and filing mandatory reports as required by law and District policy.

The District’s website (http://schoolsaftety.lausd.net/childabuse.html) provides online training and resources to increase awareness and assist in reporting incidents of abuse.

District policy is very specific about what constitutes abuse, the manner in which it should be reported, and the liability a District employee may incur by not reporting in a timely manner. Employees are required to report all cases of suspected abuse which they have observed or of which they have knowledge. A list of answers to frequently asked questions regarding child abuse (see appendix 10-A) has been provided by the District.

All District employees are "mandated reporters" of suspected abuse or neglect.
Office of the General Counsel, Bulletin No. 1347, November 15, 2004
Office of the General Counsel Bulletin No. 2449, June 1, 2006

10.1 CHILD, DEFINED

"Child" means a person under the age of 18.

10.2 CHILD ABUSE, DEFINED

Child abuse includes:

1. A physical injury inflicted by other than accidental means on a child by another person. "Another person" can mean a minor.

2. Sexual assault, molestation, or exploitation of a child.

3. Any act by a person who willfully causes or permits any child to endure physical pain or mental suffering, to be injured, or to be placed in a situation in which person or health is endangered. (Penal Code (PC) 273a and 273d).

4. Non-consensual vs. consensual sexual activity. Certain sexual conduct, even between consenting parties, may constitute child abuse.

5. Willful cruelty or unjustifiable punishment.

6. Physical neglect.
   
   • "General neglect" means the failure of a person having the care or custody of a child to provide adequate food, clothing, shelter or supervision, where no physical injury to the child has occurred.

   • "Severe neglect" means the failure of a person having care or custody of a child to protect the child from severe malnutrition or from situations which endanger the child’s health.
Chapter 10  

Child Abuse Reporting

7. Emotional abuse.
   - Instances in which the abuser engages in excessive verbal assault (such as belittling, screaming, threats, blaming and sarcasm), unreasonable, unjustified, or unpredictable responses, or misleading double-message communications that have an observable harmful effect upon the child.
   - Accumulated documentation in suspected emotional abuse cases by witnesses is imperative because such cases are extremely difficult to prove. Only suspected cases of severe emotional abuse that constitute willful cruelty or unjustifiable punishment of a child are required to be reported by mandated reporters. However, any degree of emotional abuse may be reported.

Child Abuse does not include:

1. The use of an amount of force that is reasonable and necessary for a person by or engaged in a public school to quell a disturbance threatening physical injury to person or damage to property, for the purpose of self defense, or to obtain possession of weapons or other dangerous objects within the control of the student, as authorized by EC §49001.

2. A mutual affray between minors.

3. Pregnancy in and of itself, unless sexual abuse is suspected.

10.3 MANDATED REPORTER, DEFINED

A "mandated reporter" is a person required by law to report instances of suspected child abuse. Mandated reporters identified by the California Child Abuse and Neglect Reporting Act include, but are not limited to: certificated pupil personnel employees, teachers, school administrators, physicians, nurses, public health employees, family counselors, public assistance workers, and commercial film processors.
10.4 REPORTING PROCEDURES

When a suspected child abuse report is to be made, the individual who observed or has knowledge of the abuse makes the report in two parts – a telephone report and a written report. The telephone report must be made immediately or as soon as possible. The written report must be completed and mailed within 36 hours from the time information concerning the incident is received by the "mandated reporter." The reports are made to the Department of Children and Family Services (DCFS) or to the local law enforcement agency. (See appendix 10-B for a list of local law enforcement departments that contain Abused Child Units.) The School Police Department is not a child protective agency.

With the exception of early education centers and preschools, where reports must also be made to the Department of Social Services, reports are made to one agency only. The Child Abuse Action checklist should be used to ensure that all appropriate measures were followed (see appendix 10-C).

For assistance in determining whether an incident should be reported as suspected child abuse or neglect, contact the Department of Children and Family Services Hotline at (800) 540-4000. For legal questions, contact the Office of General Counsel, Field Services Team at (213) 241-7600.

Agency representatives such as law enforcement officers or social workers are not to direct a mandated reporter not to report his or her suspicions.

Telephone Report

Prior to making the telephone report, the person who reports shall have all pertinent information available (see appendix 10-D).

- During the telephone report, the person reporting shall give his or her name, the child's name, the child's home address and telephone number, the child's date of birth, mother's name, names of siblings, prior reports, special needs, home language, description of the injury, what led the person to suspect child abuse, and the present location of the child.

- The person who reports is to determine which child protective agency to telephone by 1) the type of suspected abuse, and 2) the location where the suspected abuse occurred (or where the
child lives if the location of the suspected child abuse is unknown.)

When physical abuse, severe neglect, and/or a life-threatening or life-endangering situation is suspected, a report should be filed with the appropriate law enforcement agency.

When general neglect or emotional abuse is suspected, a report should be filed the appropriate Children's Protective Services Office

During the telephone report, the person who reports shall:

- Document the date and time the call is made
- Record the contact person's name, title, position, and I.D. number
- Record response or directive of contact person
- Notify the contact person of the time the child is dismissed from school
- Inquire as to the agency's plan regarding immediate action

**Written Report**

Within 36 hours following the telephone report, the reporting person shall complete and mail the appropriate abuse form to the same agency to which the telephone report was made. (See appendix items 10-E and 10-F for sample copies.) Forms with multiple parts may be requested from the appropriate agency.

1. *Form SS 8572*, for suspected child abuse (This 4-part form has specific routing instructions.)

2. *Form SOC 341*, for dependent or developmentally disabled adults

3. *Form DOJ 900*, for medical professionals
Copies of these forms may be requested from the Department of Children and Family Services at (800) 540-4000.

Written reports should be sent to:

DCFS CHILD ABUSE UNIT
3075 WILSHIRE BOULEVARD 5th FLOOR
LOS ANGELES CA 90010

In addition to the directions provided on the back of the forms, those reporting are to note the following:

1. Identifying information must be provided in full. Name and address of the school (not home) are to be included in part B.

2. Statements concerning observations of the child's injuries or conditions should be factual and objective.

3. Statements of personal judgment concerning the child or the alleged perpetrator should be avoided.

4. When the child describes how the injuries or the situation occurred, the description should be reported as nearly verbatim as space allows. Quotation marks should be used.

5. Reporting information is confidential. However, mandated reporters may not report anonymously. Reports may be handwritten, printed or typed. Only those individuals directly involved in specific cases are to complete the report and be privy to information regarding the report or its content.

6. The original and all attached copies (except yellow) are to be sent to the law enforcement division or protective services office which received the telephone report.
10.5 SITE ADMINISTRATOR RESPONSIBILITY

In the event that the school site administrator makes the child abuse report or is apprised that a report was made, (s)he or a designee shall notify the Division office that a report has been made.

10.6 DISTRICT EMPLOYEE SUSPECTED

In cases where a District employee is alleged to be the perpetrator of child abuse, the administrator is to consult with the Division superintendent or designee and the staff relations coordinator.

10.7 NO IMPEDANCE OF PROCESS

The mandated reporter's responsibility must not be impeded, inhibited, or assumed by an employee's administrator or supervisor nor may any person be subject to sanctions of any kind for making a child abuse report. The employee may not be required to notify the employer when making a report.

10.8 AGENCY REPRESENTATIVES ON CAMPUS

Once on the school site, agency representatives have the following authority and/or responsibilities:

Agency representatives from law enforcement or children's protective services:

1. May interview the child.

2. Must afford the child the option of being interviewed in private or selecting any adult member of the school staff to sit in on the interview.

3. Have the authority to take the child into protective custody (law enforcement only).
4. Are required to contact the family regarding temporary custody or location of the child. The agency representative should be provided with the address and telephone number of the child's parent(s) or guardian(s). The person who reports, or a person of authority at the school site, should obtain the agency representative's name, telephone number, and identification number in order to provide them to the parent should they request information about their child’s placement in protective custody.

5. Are required to contact the person who made the report regarding the disposition of the case.

School Police

School Police may only be called when law enforcement indicates that there will be no investigation or follow-up regarding the report. *(School police and security police are not child protective agencies.)*

When called, school police:

1. May interview the child.

2. Must afford the child the option of being interviewed in private or selecting any adult member of the school staff to sit in on the interview.

3. May not disrobe a child.

4. Should report back to the appropriate law enforcement unit if they perceive the injuries to be sufficiently serious as to require additional investigation and/or protective custody for the child.

**10.9 DISTRICT WILL DEFEND MANDATED REPORTER**

The District will defend employees who make a report consistent with this policy in the course of their employment against any actions or claims that may be made as a result of said report and will pay expenses associated with such a defense.
10.10 CONFIDENTIALITY

Reports of suspected child abuse and information contained therein may be disclosed only to the following:

1. Persons or agencies to whom disclosure of the identity of the reporting party is permitted under PC 11167:
   - Between child protective services
   - To counsel representing a child protective agency
   - To the county counsel or district attorney in a criminal prosecution or in an action initiated under the Welfare and Institutions Code 602
   - To counsel appointed pursuant to Welfare and Institutions Code 318
   - To the county counsel or district attorney in an action initiated under the Civil Code 232 (termination of parental rights) or Welfare and Institutions Code 300 (dependent children)
   - By court order
   - When the person who reports waives confidentiality

2. Persons or agencies to whom disclosure of information is permitted under subdivision (b) of PC 11170.

3. Persons or agencies with whom investigations of child abuse are coordinated under the regulations promulgated under PC 11174.

4. Multidisciplinary personnel teams as defined in subdivision (d) of §18951 of the Welfare and Institutions Code.
5. Persons and agencies responsible for the licensing of facilities which care for children, as specified in §11165.7.

6. The State Department of Social Services, as specified in paragraph (3) of subdivision (b) of §11170.

7. Hospital scan teams.

Any violation of the confidentiality of child abuse reports shall be a misdemeanor punishable by up to six months in jail or by a fine of $1,000 or both (Penal Code §11167.5).

10.11 LIABILITIES FOR FAILURE TO REPORT

Any person mandated to report by the Penal Code who fails to report any instance of child abuse which he or she knows or reasonably should know to exist:

- Is guilty of a misdemeanor punishable by imprisonment in the county jail for a maximum of six months or by a fine of up to $1,000 or by both (PC 11172).

- Faces the possibility of personal liability and could be assigned costs of defense and any subsequent related damages the child incurs.

- Faces the possibility of discipline, demotion or dismissal, and the suspension or revocation of credentials.

No employee mandated under the provisions of the Penal Code shall be civilly or criminally liable for reporting a suspected instance of child abuse (PC 11172). Further, any person other than a mandated employee who reports a known or suspected instance of child abuse will not incur civil or criminal liability unless it can be proven that a false report was made and the person knows that the report was false when it was made.
10.12 DEPENDENT OR ELDER ADULT, DEFINED

"Dependent Adult" is a person 18-64 years of age who resides in this state and who has physical or mental limitations that restrict his or her ability to carry out normal activities or to protect his or her rights, including, but not limited to, persons who have physical or developmental disabilities, or whose physical or mental abilities have diminished because of age. Developmentally disabled adult students suspected of being abused are to be reported as dependent adults on Form SOC 341.

"Elder Adult" is a person 65 years of age or older.

10.13 DEPENDENT OR ELDER ADULT ABUSE, DEFINED

"Dependent or elder adult abuse" includes:

- "Abandonment" – The desertion or willful forsaking of an elder or a dependent adult by anyone having care or custody of that person under circumstances in which a reasonable person would continue to provide care and custody.

- "Abduction" – The removal from this state and the restraint from returning to this state of any elder or dependent adult who does not have the capacity to consent, as well as the removal from this state of any conservatee without the conservator's consent or court order.

- "Abuse of an elder or dependent adult" – Physical abuse, neglect, financial abuse, abandonment, isolation, abduction, or other treatment with resulting physical harm or mental suffering; or the deprivation by a care custodian of goods or services that are necessary to avoid physical or mental suffering.

- "Financial abuse" – When a person or entity takes, appropriates or retains (or assists in the taking, appropriating, or retention of) real or personal property of an elder or
dependent adult to a wrongful use and/or with intent to defraud.

- "Isolation" – Intentionally preventing an elder or dependent adult from receiving mail or calls; telling a caller or a visitor that an elder person or dependent adult is not present or does not wish to talk, or does not wish to meet where the statement is false and prevents the elder or dependent adult from having contact with family, friends, or others; false imprisonment, or physical restraint to prevent the elder or dependent adult from meeting with visitors.

### 10.14 REPORTING PROCEDURES

Dependent or elder adult abuse reports may be made to an Adult Protective Services Agency as follows:

Reporting includes two responsibilities: an initial phone call to an Adult Protective Agency, which the mandated reporter must make as soon as practically possible upon reasonable suspicion of dependent or elder abuse, and a follow-up written report to the Adult Protective Services Agency which took the call within two working days of the call. Adult Protective Service Agencies include Adult Protective Services or any law enforcement agency other than school police. (See appendix 10-G for a list of departments with Dependent/Elder Abuse Units.)

A telephone report of a known or suspected instance of elder or dependent or elder adult abuse shall include, if known:

- The name of the person making the report
- The name and age of the elder or dependent adult
- The present location of the elder or dependent adult
- The names and addresses of family members or any other person responsible for the elder or dependent adult’s care
- The nature and extent of the elder or dependent adult’s condition
Chapter 10

Child Abuse Reporting

- The date of the incident

- Any other information, including information that led that person to suspect elder or dependent/elder adult abuse, as requested by the Adult Protective Services Agency representative

If suspected abuse allegedly occurred in the community, including school, the mandated reporter must contact one of the following Adult Protective Services Agencies:

- Adult Protective Services Hotline: (888) 202-4248
  After Hours: (877) 477-3646
  Local law enforcement agency (see appendix)

- The written report, Form SOC341, must be mailed to:

  ADULT PROTECTIVE SERVICES
  CENTRALIZED INTAKE UNIT
  3333 WILSHIRE BOULEVARD SUITE 400
  LOS ANGELES CALIFORNIA 90010
  FAX (213) 738-6485

If suspected abuse allegedly occurred in a long-term care facility, the mandated reporter must contact one of the following Adult Protective Services Agencies as follows:

- Adult Protective Services Hotline: (800) 334-9473
  After Hours: (800) 231-4024
  Local law enforcement agency (see appendix)

- The written report, Form SOC 341, must be mailed to:

  LONG TERM CARE OMBUDSMAN
  1527 FOURTH STREET SUITE 250
  SANTA MONICA CALIFORNIA 90401
  FAX (310) 395-4090
A mandated reporter who feels it necessary to discuss a situation of possible abuse, the reporter may call (888) 202-4248 to speak with an Adult Protective Services representative.

A mandated reporter, upon reasonable suspicion, may report suspected dependent or elder adult abuse regarding nonstudents by following the same procedure outlined above.
CHAPTER 11
DIVISION PROGRAMS

11.0 Overview
11.1 Adult Basic Education (ABE)
11.2 Adult Independent Study AIS
11.3 Adult Secondary Education (ASE)
11.4 Alternative Education Work Centers (AEWC)
11.5 Apprenticeship Programs
11.6 Business Education
11.7 California Work Opportunities and Responsibilities to Kids (CalWORKS)
11.8 Career Development
11.9 Citizenship Program
11.10 Community-Based English Tutoring (CBET)
11.11 Distance Learning
11.12 El Civics
11.13 English as a Second Language (ESL)
11.14 Health Careers
11.15 Industrial Education
11.16 Parenting and Family Education
11.17 Perkins Career and Technical Education Act, Adult
11.18 Perkins Career and Technical Education Act, Secondary
11.19 Programs for Adults with Disabilities
11.20 Programs for Older Adults
11.21 School Readiness Language Development Program (SRLDP), Parent Education Component
11.22 Workforce Investment Act (WIA)

11.0 OVERVIEW

The Division of Adult and Career Education (DACE) conducts a wide variety of educational programs. A core of state-mandated programs provides the Division's foundation instructionally and fiscally. Other programs are added and deleted to meet the needs of local communities.

The average daily attendance (ADA) generated by the core program funds the day-to-day operations of the schools and is the Division’s primary revenue source. It is the security of this foundation that allows the Division flexibility in serving the community. Revenue enhancement (specially-funded) programs provide student-specific services beyond those afforded by regular state revenue.
Programs in this section have been listed alphabetically rather than by funding source. It is anticipated that this list will be the most consistently updated part of this handbook, as programs and personnel tend to change.

\section*{11.1 ADULT BASIC EDUCATION (ABE)}

The Adult Basic Education (ABE) program is an adult literacy program that provides instruction in basic reading, writing, and math. Instruction is offered from Level 0 to 9 (ninth grade).

ABE classes focus on the basic academic skills of reading, writing, critical thinking and problem solving through small-group, whole-group, and individualized instruction.

\section*{Contact Information}

KIT BELL
ABE, ESL, CITIZENSHIP PROGRAMS SUPERVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18\textsuperscript{th} FLOOR
LOS ANGELES CA 90017
(213) 241-3164
FAX (213) 241-3302
kit.bell@lausd.net
abe.adultinstruction.org

\textit{Division of Adult and Career Education Guideline No. 5}

\section*{11.2 ADULT INDEPENDENT STUDY (AIS)}

Adult Independent Study (AIS) provides students with an alternative to traditional instruction and allows them to progress at their own pace. Attendance is based on work produced rather than seat time. Students meet with the teacher at predetermined intervals to submit and discuss assignments, take tests, and work on assignments to demonstrate mastery of stated competencies.
Chapter 11

Adult Division Programs

Contact Information

MARSHA EASTERDAY
ADULT SECONDARY EDUCATION SUPERVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA  90017
(213) 241-3165
FAX (213) 241-8997
marca.easterday@lausd.net
ase.adultinstruction.org

Office of the Deputy Superintendent Bulletin M-128
Division of Adult and Career Education Guideline 26

11.3  ADULT SECONDARY EDUCATION (ASE)

Adult Secondary Education (ASE) is a competency-based adult program that provides the opportunity for students to earn high school diplomas, prepare for the GED, and enhance academic skills needed for career technical education training.

The Division offers rigorous academic curricula:

- Thirty-two "A-G" approved courses: core courses approved by the University of California and California State Universities to satisfy subject requirements for freshman admission.

- Thirty-four National College Athletic Association (NCAA) approved courses for use in establishing the initial eligibility certification status of student athletes.

- Academic courses equivalent to LAUSD secondary courses.

Instruction and assessment are personalized—based on students' abilities, interests, and goals. Open enrollment allows for entry into the program at any time. Self-paced learning occurs in Individualized Instruction (II) Labs or through teacher-directed instruction.
11.4 ALTERNATIVE EDUCATION AND WORK CENTERS (AEWC)

The Alternative Education and Work Center (AEWC) Program is the Division's dropout recovery component. AEWC is authorized by Senate Bill 65, the "Dropout Prevention and Recovery Act" (1985) and Education Code Sections 52900-52904.

The AEWC Program is designed to provide educational options for at-risk out-of-school youth ages 16-18 who have experienced barriers to academic or career success and for whom independent study is an appropriate option. Students are provided with opportunities leading to high school diplomas or GEDs, apprenticeship, and career technical education training.

AEWC centers cooperate on a client-centered basis with educational and career technical education training schedules individualized in a Student Education Plan (SEP). This plan is developed with the student, based on the student's stated goals and objectives. The program offers competency- and standards-based curricula that meet the A-G requirements.

The AEWC program operates on an open entry, open-exit basis with enrollment throughout the year. An AEWC Outreach Consultant is available at each site to assist students to explore available educational options. After making up credit
deficiencies and setting goals for the future, some students return to home high schools to graduate, while others stay and graduate from adult high school. AEWC students successfully transition to college, the military, and the workforce.

Contact Information

SWANZI SHERIFF-SAUNDERS
AEWC COORDINATOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3154
FAX (213) 241-6857
swanzi.saunders@lausd.net
www.adultinstruction.org

Senate Bill 65

11.5 APPRENTICESHIP PROGRAMS

Apprenticeship is an organized system of training in which a person may learn a skilled trade. Successful programs are the result of cooperation among management, labor, state and federal apprenticeship agencies, and the community adult schools and regional occupational centers. The apprentice learns manipulative skills on the job and attends classes at a union trade school or regional occupational center to learn necessary theory related to the trade. Enrollment in these classes is limited to indentured apprentices or persons working in the trade at the level of the instruction being offered in each course.

Contact Information

OSCAR MEIER
APPRENTICESHIP PROGRAMS ADVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3161
FAX (213) 241-8987
Chapter 11

11.6 BUSINESS EDUCATION

The Business Education Program offers career training and skills upgrading through three major delivery systems:

- Regional Occupational Centers and Skills Centers (ROC/SC)
- Community Adult Schools (CAS)
- Regional Occupational Program (ROP)

Business education courses are developed based on the recommendations of the Employment Advisory Board (EAB) and in accordance with the mandates of licensing agencies. The Business Education program operates on an open entry, open exit basis allowing students to enroll at any time.

Contact Information

JUDY DE LA TORRE
CAREER TECHNICAL EDUCATION ADVISOR
BUSINESS EDUCATION, EARLY CHILDHOOD EDUCATION, COSMETOLOGY
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA  90017
(213) 241-3800
FAX (213) 241-8987
jdelat2@lausd.net
www.adultinstruction.org
11.7 CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITIES TO KIDS (CalWORKs)

California Work Opportunities and Responsibility to Kids (CalWORKs) is a state program to assist families with dependent children (under 19 years of age). As a condition of receiving CalWORKs assistance, adults in CalWORKs families may be required to participate in welfare-to-work activities. Permissible activities include education and training.

CalWORKs students are referred to schools by the Department of Public Social Services or may self-enroll. The Division of Adult and Career Education is a major provider of education and training to CalWORKs recipients.

Contact Information

DARLENE NEILSEN
CALWORKS ADVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3156
FAX (213) 241-8980
darlene.neilsen@lausd.net
www.adultinstruction.org

11.8 CAREER DEVELOPMENT

The Career Development Branch (CDB) oversees Career Academies, Career Technical Education, Work Experience, and School-to-Career for LAUSD's high school and middle school students. The CDB mission is to provide youth with the academic, career, and life skills necessary to succeed in the adult world.

CDB programs and initiatives provide contextualized instruction by integrating academic and career content instruction to keep students engaged in learning.
Programs include:

- Career Pathways (required for high school graduation)
- Career Academies (including California Partnership Academies)
- Work Experience Education
- Subsidized Work Experience opportunities
  - Summer Youth Employment (SYEP)
  - HIRE-LA
  - Learn & Earn
  - County SYEP
  - LA Scholars
- Workforce Investment Act (WIA)
- Harbor Area One-Source Center
- Pacific Gateway WIA (Torrance and Lomita)
- Youth Service Academy (LA DWP)

For student employment opportunities, call 213 745-1930.

Contact Information

CAREER DEVELOPMENT OFFICE
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-0701
FAX (213) 241-5432
careerdev@lausd.k12.ca.us
11.9 CITIZENSHIP PROGRAM

The Citizenship Preparation Program is designed to assist resident aliens to prepare for citizenship and transition into American society.

The program is specifically designed to meet the educational needs of resident aliens who may apply for naturalization. Students in the program gain an awareness of their rights and responsibilities as U.S. citizens. The program also provides counseling, testing, and other services in connection with the naturalization process.

Contact Information

KIT BELL
ABE, ESL, CITIZENSHIP PROGRAMS SUPERVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3166
FAX (213) 241-3302
kit.bell@lausd.net
esl.adultinstruction.org
11.10 COMMUNITY-BASED ENGLISH TUTORING (CBET)

The CBET program gives parents and other community members the training to provide tutoring to their children. Adult participants build their own language skills and become active in the education of their families.

Contact Information

KIT BELL
CBET PROGRAM SUPERVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3166
FAX (213) 241-3302
kit.bell@lausd.net
esl.adultinstruction.org

Division of Adult and Career Education Guideline 38
Proposition 227

11.11 DISTANCE LEARNING

Distance Learning offers a variety of video and audio based courses in English as a Second Language, from Beginning Low to Intermediate High, Parent Education, Citizenship, and GED. All course materials meet the curriculum objectives established by the District and the California Department of Education. Videos and workbooks are available at all adult school campuses. Students watch the videos and complete the lessons at home, at work, and in other settings. The opportunity to learn outside the classroom benefits many students whose work, family, and other obligations preclude attendance at regular classes.
Chapter 11

Contact Information

PAUL YUNG
DISTANCE LEARNING PROGRAM DIRECTOR
ABRAM FRIEDMAN OCCUPATIONAL CENTER
1646 OLIVE STREET
LOS ANGELES CA 90015
(213) 765-2465
FAX (213) 747-0817
paul.yung@lausd.net
www.lausddistancelearning.org

Division of Adult and Career Education Guideline 15

11.12 EL CIVICS

EL Civics (English Literacy and Civics Education) is a component of the federally-funded Workforce Investment Act. The goal of EL Civics is to help ESL students understand and navigate important American cultural, educational, financial, governmental, legal, and medical systems. EL Civics instruction is comprised of student needs assessments, thirty hours of classroom instruction that addresses specific EL Civics objectives, and performance based assessments which evaluate student learning.

Contact Information

ARLENE SIMMONS
EL CIVICS ADVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3166
FAX (213) 241-3302
arlene.simmons@lausd.net
www.adultinstruction.org

Division of Adult and Career Education Bulletin 104
11.13  ENGLISH AS A SECOND LANGUAGE (ESL)

The English as a Second Language Program offers adults with limited or no English proficiency an opportunity to acquire English communications skills—listening, speaking, reading, and writing in a competency-based format. The curriculum is designed to meet the diverse needs of students, ranging from English for daily living to the language skills required for entry into vocational and academic programs.

Vocational English as a Second Language (VESL) classes are available throughout the Division. Classes are designed to teach English as it applies to work situations.

Contact Information

KIT BELL
ABE, ESL, CITIZENSHIP PROGRAMS SUPERVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3166
FAX (213) 241-3302
kit.bell@lausd.net
esl.adultinstruction.org

Division of Adult and Career Education Guideline No. 29

11.14  HEALTH CAREERS

Health Careers classes are offered throughout the District in community adult schools, high schools, occupational centers, and skills centers. These classes provide students with the education necessary to obtain entry-level positions with a career ladder approach for future endeavors.

Program prerequisites include: minimum age, physical examination, reading and math ability, and current CPR certification.
Courses include: Vocational Nursing, Nursing Assistant, Home Health Aide, Registered Dental Assistant, Dental Assistant, Ward Clerk-Health Unit Coordinator, X-Ray Technician, Radiology Technician, Clinical Medical Assistant, Pharmacy Technician, Emergency Medical Technician, and Physical Fitness and Sports Therapy Aide.

The majority of the Health Careers classes prepare students for California state license exams or certification.

**Contact Information**

TORI CANILLAS-DUFAU  
HEALTH CAREERS SUPERVISOR  
DIVISION OF ADULT AND CAREER EDUCATION  
333 SOUTH BEAUDRY AVENUE 18th FLOOR  
LOS ANGELES 90017  
(213) 241-3158  
FAX (213) 241-8987  
tori.dufau@lausd.net  
www.adultinstruction.org

**11.15 INDUSTRIAL EDUCATION**

Industrial Education programs are offered at Regional Occupational Centers, Skills Centers, Community Adult Schools, and through Regional Occupational Programs (ROP) on many LAUSD High schools campuses. Through competency-based and academically-integrated curricula, students are trained for careers in major industrial subjects. Course completion prepares students for employment, advancement, and industry certification in areas that cover eight industry sectors and 29 career pathways.

Sequenced industrial courses offer hands-on training that incorporates the use of industry-approved equipment and state-of-the-art technologies such as green construction, alternative fuels, and computerized design in the areas of information technology, transportation, and manufacturing. Photovoltaic (Solar Installation) and Home Technology (HTI) Certifications have been added to the list of new industrial certification programs. Division programs work directly with local dealerships to offer National Automotive Technicians Education Foundation
(NATEF) training which results in Automotive Service Excellence (ASE) certifications for program completers. Edison and Department of Water and Power (DWP) are local partners in the Powerline Mechanic and Electrical certification programs.

**Contact Information**

INDUSTRIAL EDUCATION OFFICE
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3787
FAX (213) 241-8987
[www.adultinstruction.org](http://www.adultinstruction.org)

**11.16 PARENTING AND FAMILY EDUCATION**

Parenting and Family Education is a multi-disciplinary program designed to facilitate the parent's role in the child's growth and development and promote family unity. Parents and adults are provided with a variety of learning opportunities within a supportive educational environment. Some parenting programs include opportunities for students to include their children. The program also provides court-mandated classes and Distance Learning.

There are over 50 developmentally structured courses that offer appropriate learning activities for infants, toddlers, pre-school children, their parents, and other interested adults. Group process is the foundation of the discussion format that provides the primary instructional approach in parenting education.

Child care is available at some locations.
Chapter 11

Contact Information

CAROLYN OKUNO
PARENT EDUCATION AND SRLDP SPECIALIST
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3168
FAX (213) 241-3304
carolyn.okuno@lausd.net
parenting.adultinstruction.org

11.17 PERKINS CAREER AND TECHNICAL EDUCATION ACT, ADULT

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 amends the Perkins Act of 1998. The 2006 Perkins Act is a federal career technical education funding act that provides resources for program improvement to integrate academic, vocational, and technical instruction. The current Act (also known as Perkins IV) was approved on August 12, 2006. Funding for Perkins IV is authorized for fiscal years 2007 to 2012. It provides states with federal funds to train unemployed adults in career technical skills and to provide assistance in finding and retaining jobs.

Participants must be at least 18 years of age and unemployed at the time of application. Unskilled and low-skilled adults benefit from the training and job placement assistance. The program targets the economically disadvantaged and persons with limited English ability. Single parents, displaced workers, AFDC recipients, and minorities benefit from this program.

Perkins-funded services include: outreach, recruitment, assessment, employability planning, occupational training, on-going evaluation of progress, job development, and job placement.

Outcomes planned for vocational training participants include competency attainment in career technical education skills and job placement in full-time, permanent positions.
Contact Information

VLADIMIR TIGNO  
GRANTS AND PERKINS SPECIALIST  
DIVISION OF ADULT AND CAREER EDUCATION  
333 SOUTH BEAUDRY AVENUE 18th FLOOR  
LOS ANGELES CA 90017  
(213) 241-3755  
FAX (213) 241-8980  
vtilgno@lausd.net  
perkins.adultinstruction.org

Carl D. Perkins Career and Technical Education Act of 2006

11.18 PERKINS CAREER AND TECHNICAL EDUCATION ACT, SECONDARY

The Perkins grant is a federally-funded act approved by Congress to offer career technical education training in specialized areas and to assist students to get secure, worthwhile employment during high school and immediately after graduation. The program’s premise is that students learn best by doing and that the workplace is an important learning environment for the student.

The Secondary Perkins grants prepare students with the following:

- Technical and basic skills necessary for entry level jobs in specific career pathways
- Basic and academic skills necessary to succeed in higher education
- Skills necessary to enter the workforce while attending college
Chapter 11  
Adult Division Programs

Contact Information

VERNIDA OWENS  
SECONDARY PERKINS SPECIALIST  
DIVISION OF ADULT AND CAREER EDUCATION  
333 SOUTH BEAUDRY AVENUE 18th FLOOR  
LOS ANGELES CA 90017  
(213) 241-0701  
FAX (213) 241-5432  
vernida.owens@lausd.net  
www.careerdev@lausd.k12.ca.us

Carl D. Perkins Career and Technical Education Act of 2006

11.19 PROGRAMS FOR ADULTS WITH DISABILITIES

Placement, assistance, and support are provided to verifiably-disabled students attending Division schools. The services are provided by the Disability Support Services staff. Students may enroll in adult secondary education classes designed to ensure a smooth transition from high school to the adult world, or may request reasonable accommodations for vocational classes.

The Workability II program provides job development skills and job placement services in collaboration with the State Department of Rehabilitation for qualifying students.

Branch location classes through the community adult schools primarily address the needs of students with developmental disabilities and focus on daily living skills, communication, and functional academics. These programs are designed to complement community agencies serving students with disabilities.
Contact Information

TERRY WETZEL
DISABILITY SUPPORT PROGRAM SPECIALIST
DIVISION OF ADULT AND CAREER EDUCATION
RINALDI ADULT LEARNING CENTER
17450 RINALDI STREET
GRANADA HILL CA 91344
(818) 360-2095
FAX (818) 360-7138
terry.wetzel@lausd.net
www.lausd-dsp.net

Division of Adult and Career Education Bulletins 31 and 55

DIRECT SUPPORT PROFESSIONAL TRAINING PROGRAM

This state-mandated training program is designed for direct support professionals, foster parents, supervisors, and administrators who provide direct care in licensed Community Care Facilities. The program offers Year 1 and Year 2 35-hour training classes at each of their locations. Students may register online or call the office shown below for further information.

Contact Information

JULIE WETZEL
DISABILITY SUPPORT PROGRAM ADVISOR
DIVISION OF ADULT AND CAREER EDUCATION
17450 RINALDI STREET
GRANADA HILLS CA 91344
(818) 360-2095
FAX (818) 360-7138
julie.wetzel@lausd.net
www.lausd-dsp.net

California State Assembly Bills 950 and 2780
11.20 PROGRAMS FOR OLDER ADULTS

Programs for Older Adults courses are designed to offer lifelong education that will provide opportunities for improving health and acquiring life and employment skills needed for self-maintenance, independence, civic engagement, and improved quality of life.

The core content of the program's 57 courses includes health literacy, life and employment skills, technology, fine arts, language (taught within the context of culture), and tutoring.

New courses are developed in response to community needs. An exciting new course, Memory Enhancement Software Applications, embraces emerging technology to maximize improvements in cognitive health. This course has become a model for other Older Adult education programs throughout California. Intergenerational Tutoring pairs Older Adult students with high school students to provide mentoring and tutoring in math and language arts.

Classes are held at branch sites in the community supported by 28 Division Education and Career Centers involving over 250 teachers. Sites include adult school campuses, elementary and secondary classrooms, senior citizen and community centers, libraries, Adult Day Health Centers, and Assisted Living Residences.

Contact Information

ARLENE TORLUEMKE
PROGRAMS FOR OLDER ADULTS ADVISOR
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3167
FAX (213) 241-8997
arlene.torluemke@lausd.net
www.adultinstruction.org
11.21 SCHOOL READINESS LANGUAGE DEVELOPMENT PROGRAM (SRLDP), PARENT EDUCATION COMPONENT

The Office of Student Integration Services operates the School Readiness Language Development Program for pre-school children who will be four years of age by December 2 of the school year of enrollment. The goal of the program is to maximize the child's potential for successful school achievement.

The Adult Division provides the parent education component of the program. This component focuses on the parent's role as the child's primary teacher and developmental nurturer.

A total of three hours for each class session is allotted to the parent education component. Each class meets for ten sessions. The parent education instructional process includes both discussion and workshop segments.

Contact Information

CAROLYN OKUNO
PARENTING AND SRLDP SPECIALIST
DIVISION OF ADULT AND CAREER EDUCATION
333 SOUTH BEAUDRY AVENUE 18th FLOOR
LOS ANGELES CA 90017
(213) 241-3168
FAX (213) 241-3304
carolyn.okou@lausd.net
www.adultinstruction.org

Early Childhood Education Division Reference 1129
Division of Adult and Career Education and Early Childhood Education
Division Reference 1230
11.22 WORKFORCE INVESTMENT ACT (WIA)

The Workforce Investment Act of 1998 reforms federal employment, training, adult education, and vocational rehabilitation programs by creating an integrated "one-stop" system of workforce investment and education services for adults, dislocated workers, and youth.

The Title II portion (Adult Education and Family Literacy Act, Section 231) requires Local Education Agencies to submit data on adult students who reach specified "Core Performance Indicators" (benchmarks) during the fiscal year.

To comply with WIA regulations, the Division is required to assess adult students enrolled in the following programs with pre- and post-tests and to report students' educational progress:

- Adult Basic Education (ABE)
- English as a Second Language (ESL)
- ESL/Citizenship
- Adult Secondary Education (ASE)

Division of Adult and Career Education Bulletin 99

EARNING BENCHMARKS (PAYMENT POINTS)

For purposes of benchmark attainment, the California Department of Education (CDE) requires completed Entry, Update, and CASAS pre- and post-test records for each learner in the ABE, ESL, and ASE programs.

Benchmarks may be obtained in the following three ways:

- Significant Gain—CASAS pretest score of 210 or below requires a five-point gain. CASAS pretest score of 211 or above requires a three-point gain.
- Two Level Advancement—Determined by CASAS pre- and post-test gains for ABE and ESL learners.
• GED or high school diploma—Passing all five sections of the GED or attainment of a high school diploma (includes passing the CAHSEE).

**Contact Information**

LAURA CHARDIET  
WORKFORCE INVESTMENT ACT COORDINATOR  
DIVISION OF ADULT AND CAREER EDUCATION  
333 SOUTH BEAUDRY AVENUE 18th FLOOR  
LOS ANGELES CA 90017  
(213) 241-3830  
FAX (213) 241-8417  
laura.chardiet@lausd.net  
www.adultinstruction.org
## Challenge Tests Available For Business Education

<table>
<thead>
<tr>
<th>Course Names</th>
<th>CAS Course Numbers</th>
<th>ROC Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Clerk/Business English</td>
<td>21-10-66 21-01-72</td>
<td>61-70-74 61-70-72</td>
</tr>
<tr>
<td>General Clerk/Business Math</td>
<td>21-10-68 21-01-73</td>
<td>61-70-68 61-70-66</td>
</tr>
<tr>
<td>General Clerk/Automated Office Procedures</td>
<td>21-10-69 21-05-88</td>
<td>61-70-58 61-70-56</td>
</tr>
<tr>
<td>Typist/Keyboarding</td>
<td>21-13-72</td>
<td>61-50-88</td>
</tr>
<tr>
<td>Computer Operator/Literacy</td>
<td>21-01-55 21-10-73</td>
<td>61-50-54 61-50-52</td>
</tr>
<tr>
<td>Computer Operator/Software Applications</td>
<td>21-10-70 21-10-74</td>
<td>61-50-74 61-50-72</td>
</tr>
</tbody>
</table>
Current National Association of Credential Evaluation Services (NACES) Member Agencies

Academic Credentials Evaluation Institute
P.O. Box 6908
Beverly Hills, CA  90212
(310) 275-3530
(800) 234-1597
Fax (310) 275-3528
Web site:  www.aceil.com

Academic & Professional International Evaluations, Inc.
2991 Brimhall Drive
Los Alamitos, CA  90720
(562) 594-6498
Web site:  www.apie.org

American Education Research Corporation
P.O. Box 996
West Covina, CA  91793-0996
(626) 339-4404
Fax (626) 339-9081
Web site:  www.aerc-eval.com

International Education Research Foundation, Inc.
P.O. Box 3665
Culver City, CA  90231-3665
(310) 258-9451
Fax (310) 342-7086
Email info@ierf.org
Web site:  www.ief.org
Search Results

Books > Advanced Search > Search Results

You searched for "country index"

New Country Index
THE NEW COUNTRY INDEX is an essential tool for interpreting the educational backgrounds of people who have studied outside the United States and who...

ISBN: 1580085709
Format: Hardcover (cloth)

$125.00 Add: 0

back
An adequate evaluation of a foreign transcript has to be based on the student's total school experiences. It is important to know the order in which schools were attended and the length of time spent in each school. The more complete the information, the more accurate the evaluation. Please attach all copies to THIS form. A certified translated transcript from countries with exotic languages must be provided.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Attendance</td>
<td>Age</td>
<td>Year in School</td>
<td>School Type (Elementary, etc)</td>
<td>Full Name of School</td>
<td>Country</td>
<td>Language of Instruction</td>
<td>Certificates or Diploma Received</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bulletin BUL-1545
Instructional Services

February 14, 2005
## Table

<table>
<thead>
<tr>
<th>1 Year of Attendance</th>
<th>2 Age</th>
<th>3 Year in School (Elementary, etc)</th>
<th>4 Full Name of School</th>
<th>5 Country</th>
<th>6 Language of Instruction</th>
<th>7 Certificates or Diploma Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INSTRUCTIONS

This form should be completed by the student with assistance from the counselor.

Column 1 – On each line write the year.

Column 2 – Write in student’s age. If student was 6 years old when attending school for the first time, write 6 on the first line. Continue by writing student’s correct age for each grade.

Column 3 – These are the actual years the student attended school. The first year is number 1; second year number 2; etc. Allow one line for each year.

Column 4 – Write the kind of school the student attended such as kindergarten, Elementary, Grundschiule, Volkschiule, Middelschule, Gymnasium, Lycee, Colegio, Escole Superieur, Secondary School, Grammar School, Teacher’s College, University, etc.

Column 5 – Enter the name of each school attended.

Column 6 – Write the name of the country where each school is located.

Column 7 – Write the language used in class by the student’s teacher.

Column 8 – Write the name of the certificate the student received.

Place the completed form in the student’s cumulative record folder.

Bulletin BUL-1545

Instructional Services

February 14, 2005
La evaluación adecuada de una constancia de estudios en el extranjero se deberá basar en la experiencia escolar total que tuvo el alumno. Es importante saber en qué orden asistió a las escuelas y cuánto tiempo pasó en cada una. Cuanto más detallada sea la información, más precisa será la evaluación. Por favor, adjuntar a ESTE formulario todas las copias. Se deberá proporcionar una traducción certificada de la constancia de estudios de los países con idiomas exóticos.

<table>
<thead>
<tr>
<th>1 Año en que asistió</th>
<th>2 Edad</th>
<th>3 Años en la escuela</th>
<th>4 Tipo de escuela (primaria, etc.)</th>
<th>5 Nombre completo de la escuela</th>
<th>6 País</th>
<th>7 Idioma de la instrucción</th>
<th>8 Certificados o Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bulletin BUL-1545
Instructional Services

February 14, 2005
**Los Angeles Unified School District**
**Attachment A**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Año en que asistió</strong></td>
<td><strong>Edad</strong></td>
<td><strong>Años en la escuela</strong></td>
<td><strong>Tipo de escuela (primaria, etc.)</strong></td>
<td><strong>Nombre completo de la escuela</strong></td>
<td><strong>País</strong></td>
<td><strong>Idioma de la instrucción</strong></td>
<td><strong>Certificados o Diplomas</strong></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCCIONES**

El alumno debería llenar este formulario con la ayuda del consejero.

Columna No. 1 – En cada renglón, escribir el año.

Columna No. 2 – Escribir la edad del alumno. Si tenía 6 años al comenzar la escuela, escribir el número 6 en el primer renglón. Continuar con la edad correcta en la cual el alumno asistió a cada grado.

Columna No. 3 – Los años en que el alumno asistió a la escuela. El primer año será el número 1; el segundo año, el número 2; etc. Un renglón por cada año.

Columna No. 4 – Escribir el tipo de escuela a la cual asistió el alumno, como kindergarten, escuela primaria, Grundsiche, Volkschule, Middelschule, Gymnasium, Lycee, Colegio, Escole Superieur, secundaria, Grammar School, magisterio, universidad.

Columna No. 5 – Escribir el nombre de cada escuela a la cual asistió el alumno.

Columna No. 6 – Escribir el nombre del país donde se encuentra la escuela.

Columna No. 7 – Escribir el idioma en el cual el(la) maestro(a) impartió las clases.

Columna No. 8 – Escribir el nombre del título o certificado que recibió el alumno.

Después de que el alumno haya llenado este formulario, incluirlo en su expediente global.

Bulletin BUL-1545
Instructional Services

February 14, 2005
Based on the transcripts submitted for this student, the following credits are recommended:

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>CREDITS</th>
<th>GRADE LEVEL</th>
<th>CREDITS</th>
<th>GRADE LEVEL</th>
<th>CREDITS</th>
<th>GRADE LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SCIENCE</td>
<td>____</td>
<td>SOCIAL SCIENCE</td>
<td>____</td>
<td>SOCIAL SCIENCE</td>
<td>____</td>
<td>SOCIAL SCIENCE</td>
<td>____</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>____</td>
<td>SCIENCE</td>
<td>____</td>
<td>SCIENCE</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>____</td>
<td>MATHEMATICS</td>
<td>____</td>
<td>MATHEMATICS</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>____</td>
<td>FOREIGN LANGUAGE</td>
<td>____</td>
<td>FOREIGN LANGUAGE</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS EDUC.</td>
<td>____</td>
<td>BUSINESS EDUC.</td>
<td>____</td>
<td>BUSINESS EDUC.</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOME ECONOMICS</td>
<td>____</td>
<td>HOME ECONOMICS</td>
<td>____</td>
<td>HOME ECONOMICS</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL EDUC.</td>
<td>____</td>
<td>INDUSTRIAL EDUC.</td>
<td>____</td>
<td>INDUSTRIAL EDUC.</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>____</td>
<td>MUSIC</td>
<td>____</td>
<td>MUSIC</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td>____</td>
<td>ART</td>
<td>____</td>
<td>ART</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUC.</td>
<td>____</td>
<td>PHYSICAL EDUC.</td>
<td>____</td>
<td>PHYSICAL EDUC.</td>
<td>____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English and Social Studies will receive elective credits when indicated by an asterisk.

Bulletin BUL-1545
Instructional Services

February 14, 2005
LOS ANGELES UNIFIED SCHOOL DISTRICT
RECONSTRUCTED SECONDARY COURSEWORK

List below all subjects completed during each school year of attendance for which records are unavailable and the final mark received for each subject.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRADE</th>
<th>MARK</th>
<th>YEAR</th>
<th>GRADE</th>
<th>MARK</th>
<th>YEAR</th>
<th>GRADE</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>ENGLISH</td>
<td>ENGLISH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>SOCIAL STUDIES</td>
<td>SOCIAL STUDIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
<td>Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Algebra</td>
<td>Advanced Algebra</td>
<td>Advanced Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trigonometry/Math Analysis</td>
<td>Trigonometry/Math Analysis</td>
<td>Trigonometry/Math Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS ED.</td>
<td>BUSINESS ED.</td>
<td>BUSINESS ED.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td>Typing</td>
<td>Typing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOME ECONOMICS</td>
<td>HOME ECONOMICS</td>
<td>HOME ECONOMICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL EDUC.</td>
<td>INDUSTRIAL EDUC.</td>
<td>INDUSTRIAL EDUC.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUSIC</td>
<td>MUSIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL ART</td>
<td>VISUAL ART</td>
<td>VISUAL ART</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUC.</td>
<td>PHYSICAL EDUC.</td>
<td>PHYSICAL EDUC.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td>OTHER</td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return completed form, including notarized statement, along with Form 12.9, "Educational Background," to the evaluator of foreign transcripts at the school site.

Bulletin BUL-1545
Instructional Services

February 14, 2005

Counseling Handbook 3.2.1
Appendix 3-D
CERTIFICATION OF FOREIGN COURSEWORK

I, ____________________________________________, CERTIFY THAT THE ATTACHED FORM IS A TRUE REPORT OF THE COURSEWORK OF ____________________________________________

(Student’s Name)

FOR THE SECONDARY GRADE(S) ______________________ IN ________________________________.

(Grades) (Country)

I FURTHER CERTIFY THAT ________________________________ SATISFIED ALL REQUIREMENTS FOR THE COURSEWORK COMPLETED, AND CERTIFY UNDER PENALTY OF PERJURY, THAT THE SAME ARE TRUE AND CORRECT.

* ____________________________________________  ______________________________________

(Parent/Guardian) (Date)

* This form must be signed before a Notary Public.

Bulletin BUL-1545
Instructional Services

February 14, 2005
Sample Credit Certificate

Please note that Regional Occupational and Skills Centers do not enter the number of credits earned. This is handled by the high school.

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST NAME</td>
<td>John</td>
</tr>
<tr>
<td>MIDDLE NAME</td>
<td></td>
</tr>
<tr>
<td>ADDRESS</td>
<td>1234 Elm St.</td>
</tr>
<tr>
<td>CITY</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>ZIP CODE</td>
<td>90012</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(213) 565-3344</td>
</tr>
<tr>
<td>TERM ENDING</td>
<td>6/14/08</td>
</tr>
<tr>
<td>COURSE NO.</td>
<td>69-50-75</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Automotive Tech 1</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
<td>12</td>
</tr>
<tr>
<td>MARKS IN SUBJECTS:</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Produces markedly superior work</td>
</tr>
<tr>
<td>B</td>
<td>Produces superior work</td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates satisfactory work</td>
</tr>
<tr>
<td>D</td>
<td>Needs to improve progress in work</td>
</tr>
<tr>
<td>F</td>
<td>Demonstrates little or no progress in work</td>
</tr>
<tr>
<td>Inc.</td>
<td>Indicates work incomplete</td>
</tr>
<tr>
<td>Hours Attended</td>
<td>150</td>
</tr>
<tr>
<td>Mark</td>
<td>A</td>
</tr>
<tr>
<td>D.O.B.</td>
<td>2-16-90</td>
</tr>
<tr>
<td>Number of Semester Credits Earned</td>
<td></td>
</tr>
<tr>
<td>Belmont</td>
<td></td>
</tr>
<tr>
<td>ADULT SCHOOL</td>
<td></td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
<td></td>
</tr>
<tr>
<td>CREDIT CERTIFICATE — ADULT SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

Form 34-H-57 Rev. 3/82 (C/C 9861213721)
# 2008/2009 High School Diploma Worksheet with Los Angeles Community College District Equivalents

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Birthdate</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Mark</td>
</tr>
<tr>
<td>English (40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4 or higher</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English Composition - Expository</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Mathematics (20) - 10 credits in Algebra; 10 credits in any math from approved list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1A or higher</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Algebra 1B or higher</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Social Studies (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics/Consumer Electronics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>US Government</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>US History 1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>US History 2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>World History 1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>World History 2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science/Health (25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Gen. Science / Integ. Sci. 2 (Phys, B Int/Coord. Sci 1B/3B)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language, Visual Arts or Performing Arts (10) - 10 credits must be in one area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Planning, Life Skills, Psych, Parent Ed, or Economics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Comp Literacy or related courses (except Keyboarding)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Electives (35)</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

*English 28 and 101 are 3-credit courses.

<table>
<thead>
<tr>
<th>Reading Level:</th>
<th>Date:</th>
<th>CAHSEE Math Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Sample:</td>
<td>Date:</td>
<td>CAHSEE Eng. Passed</td>
</tr>
<tr>
<td>Math Placement:</td>
<td>Date:</td>
<td>English GED Passed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish GED Passed</td>
</tr>
</tbody>
</table>

Remediation needed (Not for credit)

Counselor’s signature ___________________________ Phone & Extension ___________________________
Granting Credit for Licenses

The following three examples illustrate the granting of credit for particular licenses. The counselor will grant credit for other licenses by establishing the educational components involved in qualifying for the license and then correlating hours of instruction to arrive at specific credit value for the course.

<table>
<thead>
<tr>
<th>State Cosmetology License</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>10</td>
</tr>
<tr>
<td>Hair Styling</td>
<td>10</td>
</tr>
<tr>
<td>Electrolysis</td>
<td>10</td>
</tr>
<tr>
<td>Personal Grooming</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Barbering License</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Barbering</td>
<td>10</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>10</td>
</tr>
<tr>
<td>Business Management</td>
<td>10</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>5</td>
</tr>
<tr>
<td>Anatomy</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Nursing License (LVN)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Nursing</td>
<td>10</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>10</td>
</tr>
<tr>
<td>Family Living Education</td>
<td>10</td>
</tr>
<tr>
<td>Physiology</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Work Achievement Verification: Letter to Employer

Student:

Dear

The above-named individual is working toward a high school diploma at ______________________ (school). It is the practice of the Division of Adult and Career Education to grant work experience credit toward the diploma when this experience has contributed to the student's educational background and is verified by the employer.

It would be very helpful if you would verify the job classification and length of time for each job classification in which the student performed. A student is eligible for 10 units of credit for each different classification in which a year or more was worked. Using your company letterhead, please provide the following information:

<table>
<thead>
<tr>
<th>Name of Employee</th>
<th>Inclusive Dates of Employment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1. Job classification</th>
<th>Length of time the duties were performed in this particular position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief, inclusive description of the employee's duties including various classifications of service</td>
<td>Statement regarding the employee's performance and efficiency on the job</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Job classification</th>
<th>Length of time the duties were performed in this particular position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief, inclusive description of the employee's duties including various classifications of service</td>
<td>Statement regarding the employee's performance and efficiency on the job</td>
</tr>
</tbody>
</table>

Please mail your response to the school at the address shown above. Your cooperation in this matter is greatly appreciated.

Sincerely,

Assistant Principal, Adult Counseling Services
Granting Credit for Military Experience

The following examples illustrate the granting of credit for training and experience through the military. Credits may be granted as specified in Section 1634, California Administrative Code, Title 5, as outlined below.

<table>
<thead>
<tr>
<th>Basic or Recruit Training programs: a maximum of 30 credits may be granted for recruits' basic training:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Hygiene</td>
<td>10</td>
</tr>
<tr>
<td>First Aid</td>
<td>10</td>
</tr>
<tr>
<td>Military Science</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

| Specialist or Technical Training: if completion is certified by USAFI, and if subjects parallel authorized courses | 20 credits for each course |
| Training course in a vocation that is found in civilian life | 20 credits for each course |

<table>
<thead>
<tr>
<th>Work Achievement: if it parallels authorized courses, and if it is verified by a statement on the service record</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Because the all-volunteer armed forces do not normally recruit individuals who lack high school diplomas, counselors should rarely be called upon to interpret military records for high school credit.
CONCURRENT STUDENT ENROLLMENT PERMIT
For Senior High School Students Attending Adult Schools or Employment Preparation Centers

1. Student Information

<table>
<thead>
<tr>
<th>LAUSD District ID (required)</th>
<th>Male</th>
<th>New Student</th>
<th>Year</th>
<th>Semester</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Continuing Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Name: ___________________________ First Name: ___________________________ MI: ______
Address: ___________________________ City: ___________________________ Zip: ______
Telephone (_____) ___________________ Birthdate: ___________________________ Age: ______

I understand that attendance at a school for adults is an option that may be revoked by the Division of Adult and Career Education. Principal should my attendance, class work, or conduct fall below standard. Enrollment in this class is voluntary.

Signature of Student: __________________________________________ Date: __________

2. Parent Information

Enrollment in adult education programs of persons under 18 years of age who are attending high school is a voluntary education option. Students must conform to adult standards of behavior and work achievement. Regular attendance and satisfactory progress are required if credit is to be granted. Parent/Guardian assumes responsibility for this student's attendance and behavior. When necessary, it is the responsibility of the parent/guardian to provide student transportation.

Father’s/Guardian’s Name: ___________________________ Work Phone: ___________________________
Mother’s/Guardian’s Name: ___________________________ Work Phone: ___________________________

TO THE PRINCIPAL: In case you are unable to reach me during an emergency, you are authorized to contact and, if necessary, release my child to any person(s) named below:

Name of Relative: ___________________________ Address: ___________________________ Phone: ______
Name of Neighbor: ___________________________ Address: ___________________________ Phone: ______

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

I, the undersigned legal custodian of ___________________________, hereby authorize the principal or designee, into whose care the aforementioned minor pupil has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to said minor upon the advise or any licenses physician and/or dentist.

It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to the aforementioned agent(s) to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist deems necessary.

This authorization is given pursuant to the provisions of section 6910 of the California Family Code, and shall remain effective for the full school year unless revoked in writing and delivered to said agent(s). I understand that the Los Angeles Unified School District, its officers and employees assume no liability of any nature in relation to the transportation of the said minor. I further understand that all costs of paramedic transportation, hospitalization and any examination, x-rays, or treatment provided in relation to this authorization shall be borne by the legal custodian.

Doctor: ___________________________ Telephone Number: ___________________________
Hospital Plan: ___________________________ Group Number: ___________________________

Student is allergic to the following medication(s): ___________________________
Medication(s) used: ___________________________ Special medical needs: ___________________________

Signature of Parent/Guardian: __________________________________________ Date: __________

*HS counselor’s initials are required to certify Comprehensive HS Plan (CHSP) is on file for student under 16 years of age.
LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT A

3. Secondary – Home Senior High School Information

<table>
<thead>
<tr>
<th>School Now Attending</th>
<th>Location Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (only if out of District)</th>
<th>City</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of High School Grade Counselor</th>
<th>Telephone Number</th>
<th>Fax Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate specific course requested ("Elective" is not a sufficient course title.):

1st Choice _________________________ Day ___________ Time ___________

2nd Choice _________________________ Day ___________ Time ___________

**NOTE:** For academic classes, five (5) credits will be granted after all course work has been completed with an 80% level of competency.

Reason for referral to adult school program:

- [ ] Updated IEP Attached
- [ ] CTE/ROCP Sequenced Course/Pathway
- [ ] Academic remediation
- [ ] Identified high school credit deficiencies
- [ ] Personal necessity for flexible scheduling

Documentation that a counseling session involving the student, a certified representative of the high school and the student’s parent/guardian has been conducted or attempted is on file. Enrollment in this class/program will enhance the student’s progress toward meeting the educational requirements for graduation from high school. The student and the parent/guardian are aware that enrollment in these classes is voluntary.

Date face-to-face counseling conducted or attempted ___________ Date phone counseling conducted or attempted ___________

E.C. 49079 File – “…Student who has caused or attempted to cause bodily injury…” For more information, see Deputy Superintendent, Operations Bulletin 38 (Rev) 1/3/94, “Mandated Reports of Certain Students Behavior.”

- [ ] Not Applicable
- [ ] Applicable
  (File exists and information is to be provided to the adult school counseling office)

Signature of High School Principal or Designee ______________________________ Date ___________

4. Adult School, Employment Preparation Center Information

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Days</th>
<th>Hour (s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Started ____________________ Date Completed ____________________ Teacher ____________________

Grade ________________

Signature of Adult School Principal or Designee ____________________
Name of Student: ___________________________ Date of Birth: __________________

**Rules of Conduct for Minors and Concurrent Students**

Put your initials on the line next to the following rules after reading them carefully.

1. **Attendance:** Regular attendance is expected by all students. Progress is reviewed on a regular basis. Those students not working or progressing will be dropped from the program.

2. **Absences:** Students who miss more than three consecutive days may be dropped from the program.

3. **Appropriate Behavior:** Respectful behavior is expected of all students. Any profanity, sexual harassment, verbal abuse, or disruptive behavior will not be tolerated.

4. **Break Time:** A break is scheduled for all morning, evening, and Saturday classes. For day classes, there is a 30-minute lunch. Students are expected to return to class promptly after break and lunch.

5. **Food and Beverages:** Food and beverages are not permitted in classrooms.

6. **Skateboards:** Skateboards are not permitted on campus.

7. **Smoking:** No smoking is permitted on any Los Angeles Unified School District campus.

8. **Defacement:** Students are not to write on or otherwise deface books, desks, folders, or any other school property.

9. **Tampering or Cheating:** Tampering or cheating with any materials will result in suspension or termination.

**Students will be automatically dismissed for the following rule infractions:**

- The possession of drugs, marijuana, alcohol, or weapons of any kind on campus is punishable by law.
- Fighting.
- Graffiti in any form.
- Intimidation or threatening behavior toward other students, faculty, or staff.

I understand the above rules and agree to follow them.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Parent or Guardian's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Minor, Young Adult, and Concurrent Section**

- **Absences:** After an absence, students must bring a note from the parent or legal guardian to the Counseling Office to be readmitted to class.

- **Leaving Campus:** Students may not leave campus without permission for any reason during the school day. Violations of this rule will result in automatic dismissal.

- **Attendance:** Students must be in class during scheduled class times.

- **Identification:** Concurrent students and minors need to carry their home school ID at all times while on campus.
Name of Student: ___________________________ Date of Birth: ________

**Student Dress Guidelines**

Clothing is considered appropriate if it is suitable for the job, industry, or class the student is taking at this school. Clothing should not detract from the educational environment.

**The following defines student dress that is considered to be in violation of the student dress code.**

- Bare midriff; low cut, bare shoulders, strapless; see-through blouses; spaghetti straps; or tight or see-through clothing that excessively defines body shape.
- Evening wear or party clothing.
- Caps with gang insignia, hairnets, and stocking caps.
- Belts or belt buckles with letters or symbols of gang affiliation, rags, handkerchiefs, headbands, shoelaces, or any other article of color worn to indicate a particular group affiliation.
- Jewelry worn that would cause a safety hazard or detract from or interfere with the educational environment.
- Oversized pants, pants worn below the waist, or extended below the bottom of the shoe.
- Skirts, dresses, or shorts higher than the mid thigh.
- Clothing with profanity, obscenities, or references to drugs.
- Any other attire that signifies gang involvement. **Final decisions as to appropriateness of attire to be made by a counselor or an administrator.**

I understand and agree to abide by the dress guidelines. Failure to do so may result in my suspension or termination.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Parent or Guardian Agreement**

I have also read the students, rules and guidelines. I understand that failure to follow the rules may result in my son/daughter being asked to return to his/her school.

<table>
<thead>
<tr>
<th>Parent's or Guardian's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
SECONDARY COURSES THAT MAY BE REPEATED FOR CREDIT

Activity Classes
230807 ADV SPEECH 321105-10 ADV BAND, JAZZ ENS
294121-22 STAGE 321207-10 ADV ORCH
320507-16 CHORUS, GLEE, CHOIR 321301-06 PIANO, KEYBOARDING
320805-06 INSTRUMENTS 323001 THEATER ARTS WORKSHOP
320901 MEX FOLKDANCE

Double Period Classes
170101-06 ESL 1 & 2 (earn 10 credits, not just 5)
280521-22 CAREERS W/ CHILDREN 294621-22 ADV PHOTO
280727 CULLINARY ARTS 294731-32 ADV PLASTICS
290531-32 ADV AUTO 294931-32 ADV GRAPHIC ARTS
292131-34 ADV DRAFTING 295531-32 ADV UPHOLSTERY
293931-36 ADV METAL 295731-34 ADV WOOD

Others
460603-0801 LEADERSHIP, DECATHLON, PEER COUNSELING
330105-07 ADV PE, ATHLETICS 460203-4 YEARBOOK
330121-0719 OTHER PE CLASSES 460403-4 TUTOR
440101-0506 ROTC CLASSES 420103 HOMEROOM
480101-0311 ALL WORK EXPERIENCE
310221-22 MATH TUT LAB AB repeat for a max of 30 credits
420305-06 AVID MS IAB repeat for a total of 30 credits
232521 ELA ENGLISH repeat for a total of 10 credits
310121 ELA MATH repeat for a total of 10 credits

Foreign Transcripts/Non-accredited Schools
180100 COMPUTER 320100 MUSIC
200100 ART 330100 PHYSICAL EDUCATION
210100 BUSINESS 360700 BIOLOGICAL SCIENCE
230100 ENGLISH 361300 PHYSICAL SCIENCE
250100 FOREIGN LANGUAGE 370100 SOCIAL SCIENCE
310100 MATH 380100 VISUAL PERF ARTS

College Courses
107020 ART 107032 MUSIC THEORY
107021 BUSINESS 107033 PHYSICAL ED
107018 COMPUTER SCIENCE 107036 BIO SCIENCE
107023 ENGLISH 107336 PHYS SCIENCE
107025 FOREIGN LANGUAGE 107037 SOCIAL SCIENCES
107031 MATHEMATICS 107038 VIS/PERF ARTS
### Los Angeles Unified School District

**MIDDLE SCHOOL INDIVIDUALIZED CULMINATION PLAN**

Name: ________________________  DOB: ___________  Track: ________  SLC: _______

#### STUDENT ID:
- English Learner (EL/LEP) __ Yes ☐ No ☐ (ESL ☐ PRP ☐ RFEP ☐ Date ___________
- IEP Current: Yes ☐ No ☐ N/A ☐ Date: ___________  If yes, ITP Attached (14+yrs) Yes ☐ No ☐

<table>
<thead>
<tr>
<th></th>
<th>CST</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SIXTH GRADE FALL

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/Health 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SEVENTH GRADE FALL

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science or Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EIGHTH GRADE FALL

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SIXTH GRADE SPRING

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/Health 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SEVENTH GRADE SPRING

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science or Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EIGHTH GRADE SPRING

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mark</th>
<th>Work Habits</th>
<th>Co-operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRWC/ESL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parent’s/Guardian’s Signature Date
- Copy Distribution: ___________________
- Counselor’s Copy: ___________________

### Student’s Signature Date
- Parent/Guardian’s Copy: ___________________
- Student’s Copy: ___________________

### Counselor’s Signature Date
- BUL-3407.1
**Los Angeles Unified School District**

**HIGH SCHOOL INDIVIDUALIZED GRADUATION PLAN**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLC:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID:</th>
<th>English Learner (EL/LEP)</th>
<th>ESL</th>
<th>PRP</th>
<th>RFPE Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Current</th>
<th>Yes □ No □ N/A □ Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, ITP attached</th>
<th>Yes □ No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UC/CSU A-G= 15 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD CREDITS = 230</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“A” 2 yrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/30 Social Science</td>
</tr>
<tr>
<td>English 9A</td>
</tr>
<tr>
<td>ESL Adv 3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“B” 4 yrs.</td>
</tr>
<tr>
<td>English/40 Language Arts</td>
</tr>
<tr>
<td>Algebra 1A</td>
</tr>
<tr>
<td>ESL Adv 3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“C” 3 yrs. recommend 4</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Algebra 1A</td>
</tr>
<tr>
<td>Geometry A</td>
</tr>
<tr>
<td>Algebra 2A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“D” 2 yrs. recommend 3</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>ICS 1A</td>
</tr>
<tr>
<td>*Biology A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“E” 2 yrs. recommend 4</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>*For Lang A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“F” 1 yr.</td>
</tr>
<tr>
<td>Visual/10 Performing Arts</td>
</tr>
<tr>
<td>*VA/PA A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>“G” 1 yr. or more</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Adv PE 1A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Health 5</td>
</tr>
<tr>
<td>Life Skills</td>
</tr>
<tr>
<td>Applied Technology</td>
</tr>
<tr>
<td>Applied Technology</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Interventions |
| Summer Bridge | Other Interventions | CAHSEE Intervention |
|               |                     |                    |

<table>
<thead>
<tr>
<th>Non-Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE ELA: Date Passed</td>
</tr>
<tr>
<td>Math: Date Passed</td>
</tr>
<tr>
<td>COMPUTER LITERACY Date Completed:</td>
</tr>
<tr>
<td>SERVICE LEARNING Date Completed:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CST</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSAT/SAT/ACT Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Off-Campus Class(es):</td>
</tr>
</tbody>
</table>

---

* Advanced Placement option available

---

* Course may be taken any time grades 9-12

▲ Could be taken either semester

---

* Parent/Guardian's Signature
  Date

* Student's Signature
  Date

* Counselor's Signature
  Date

Appendix C.0

BUL—3407.1
Diploma-on-Hold Form (Non-grad)

Date: ______________

Dear High School Counselor:

Name: ____________________________  D.O.B. __________

This student would like to complete his/her high school diploma from
_______________________________ High School. If it is still possible for this student to receive his/her high school diploma through your school, please complete this form. The student will return this form to the adult school. Thank you.

Courses/Tests Still Needed to Complete Diploma

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

Student must complete listed requirements by (date) __________ to receive diploma from our high school. If not the diploma must be completed at the adult school.

High School Counselor Signature: ____________________________  Date: __________

STUDENT: Please return this form to the adult school with your official transcripts.
Sample Comprehensive High School Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School:</td>
<td>Current Grade Level:</td>
</tr>
<tr>
<td>Passed CAHSEE:</td>
<td>Expected Graduation:</td>
</tr>
</tbody>
</table>

**Career Technical Education/Academic Plan**

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Subject</td>
</tr>
<tr>
<td>1</td>
<td>English I</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
</tr>
<tr>
<td>3</td>
<td>PE</td>
</tr>
<tr>
<td>4</td>
<td>Elective</td>
</tr>
<tr>
<td>5</td>
<td>Algebra I (sequence)*</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to Drafting (CTE sequence)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Subject</td>
</tr>
<tr>
<td>1</td>
<td>English III</td>
</tr>
<tr>
<td>2</td>
<td>U.S. History</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
</tr>
<tr>
<td>4</td>
<td>Foreign Language/Elective</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
</tr>
<tr>
<td>6</td>
<td>Arch Drawing and Design II (CTE sequence)</td>
</tr>
</tbody>
</table>

A student is not eligible to be admitted to a regional occupational center or program until he or she has attained the age of 16 years, unless the student meets one or more of the following conditions:

1. The student is enrolled in grade 11 or a higher grade.
2. The student received a referral and all of the following conditions are met:
   a. The student has a comprehensive high school plan which has been approved by a school counselor or school administration. The approval of the student’s parents or guardians may be sought but it is not required.
   b. The comprehensive plan shows a sequence of career technical education courses that allows the student to learn a comprehensive skill occupation that leads to a postsecondary vocational certificate, diploma or its equivalent. Students in the ninth or tenth grade must be enrolled in a year long course aligned to the sequence of courses that has been recommended.
   c. The student is enrolled in a school that maintains grades 9 – 12.
3. The admission of the student can not result in the denial of admission or displacement of students in grades 11 and 12 that would otherwise participate in the ROCP.

*If the sequence includes academic course(s), the sequence must also include two, or more, CTE courses*

I understand that I am to inform my counselor of any changes to my education and career goals so that the appropriate changes to my Comprehensive School Plan can be made.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Signature (optional):</td>
<td>Date:</td>
</tr>
<tr>
<td>Counselor/Administrator Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
## PUPIL ACCOUNTING REPORT

### General Information
- **School of Attendance Cluster:**
- **Location:**
- **School of Residence Cluster:**
- **Location:**

### Student Information
- **Last Name of Student:**
- **First Name:**
- **Middle Name:**
- **Ethnicity (Check one):**
- **Sex:**
- **District I.D. Number:**
- **Present Grade:**
- **Birthdate (Day/Month/Year):**
- **Residency:**
- **Present Address:**
- **Previous Address:**
- **Home Language:**
- **Immunization Status:**
- **Reasons for Suspension and/or Recommended Expulsions (Circle number(s) of all that apply):**
  - 1. Threatened/attempted physical injury to another person.
  - 3. Controlled substance/intoxicant.
  - 4. Substitute substance/intoxicant.
  - 5. Robbery/extrication.
  - 6. Damaged property.
  - 7. Stolen property.
  - 8. Tobacco.
  - 10. Drug paraphernalia.
  - 11. Disruption/willful defiance.
  - 12. Received stolen property.

### Transfer Information
- **Transfer To School Cluster Location Code:**
- **From School Cluster Location Code:**

### Permits and Other Assignments

<table>
<thead>
<tr>
<th>Permit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Residence Change</td>
<td></td>
</tr>
<tr>
<td>2. Inaccurate Residence Information</td>
<td></td>
</tr>
<tr>
<td>3. Special Education Assignment</td>
<td></td>
</tr>
<tr>
<td>4. PWT Assignment</td>
<td></td>
</tr>
<tr>
<td>5. Magnet/Alternative School</td>
<td></td>
</tr>
<tr>
<td>6. Satellite Zone Assignment</td>
<td></td>
</tr>
<tr>
<td>7. Capacity Adjustment Assignment</td>
<td></td>
</tr>
<tr>
<td>8. Residence/Caregivers Permit</td>
<td></td>
</tr>
<tr>
<td>9. Interdistrict Permit</td>
<td></td>
</tr>
<tr>
<td>10. Bilingual/ESL Assignment</td>
<td></td>
</tr>
<tr>
<td>11. Direction of Superintendent</td>
<td></td>
</tr>
<tr>
<td>12. Sibling Permit</td>
<td></td>
</tr>
<tr>
<td>13. Child Care Permits</td>
<td></td>
</tr>
<tr>
<td>14. Medical Permit</td>
<td></td>
</tr>
<tr>
<td>15. Medical Reimbursement</td>
<td></td>
</tr>
<tr>
<td>16. Perspective Residence Change Permit</td>
<td></td>
</tr>
<tr>
<td>17. Permit Termination (any)</td>
<td></td>
</tr>
<tr>
<td>18. Expulsion</td>
<td></td>
</tr>
<tr>
<td>19. Expulsion Reimbursement</td>
<td></td>
</tr>
<tr>
<td>20. O.T. Termination</td>
<td></td>
</tr>
<tr>
<td>21. Continuing Enrollment Permit</td>
<td></td>
</tr>
<tr>
<td>22. Other (must specify)</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information
- **Special Programs:**
  - Magnet School
  - Transportation (PWT)
  - Capacity Adjustment Program (CAP)
  - Satellite Zone

### Contact Information
- **Home Phone:**
- **Emergency Phone:**
- **Work Phone:**

### Immunization Record
- **Polio:**
- **DPT/TT:**
- **Measles:**
- **Rubella:**
- **Mumps:**
- **Hepatitis B:**
- **Dates of Doses:**
  - Completed
  - Medical
  - Religious

### Notes
- **Note:** Listed below are synopses only. Be sure to check back of PAR for more information.

---

*Cannabis* causes the expulsion of a projectile by explosion or combustion. BB, pellet, laser guns, etc. are not firearms.

---

Appendix 4G
READING and LANGUAGE ARTS CONTINUUM
A SEAMLESS DELIVERY SYSTEM

- ESL
  - Grade Level: 0 - 3

- Basic Reading - Beginning and Basic Language Arts - Beginning

- Grade Level: 4 - 6

- Basic Reading - Intermediate and Basic Language Arts - Intermediate

- Grade Level: 7 - 8

- Basic Reading - Advanced and Basic Language Arts - Advanced

- Grade Level: 9 - 12
  - High School Diploma

- Pre-GED
  - Pre-Algebra

- CAHSEE

- GED
- English 1 - 4
- English Composition/Contemporary
- Literature/American
- English Composition/Expository
- Literature/Modern
Math Continuum
A Seamless Delivery System

E SL
Grade Level
0 - 3

Grade Level
4 - 6

Grade Level
7 - 8

Grade Level
9 - 12
High School Diploma

Math Literacy

BASIC MATH-BEGINNING
- Whole Numbers
- Fractions
- Decimals
- Basic Geometric Shapes

BASIC MATH-INTERMEDIATE
- Applications of Whole Numbers, Decimals, Fractions, Geometric Shapes
- Integers
- Ratios, Proportions and Percents

BASIC MATH-ADVANCED
- Rational Numbers
- Exponents, Powers, Roots
- Algebraic Techniques
- Linear Equations and Inequalities
- Graphing Equations

PRE-GED
PRE-ALGEBRA

ALGEBRA 1/A
(High School Math Credit)
- Integers and Rational Numbers (Assn. 3)
- Equations (Assn. 4)
- Inequalities (Assn. 5)
- Graphs and Linear Equations (Assn. 6)

CAHSEE
### ASE English Language Arts Continuum – Learning Standards

<table>
<thead>
<tr>
<th>English 1</th>
<th>English 2</th>
<th>English 3</th>
<th>English 4</th>
<th>English Comp./Contemporary</th>
<th>Literature/Modern</th>
<th>English Comp./Expository</th>
<th>Literature/Expository</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-09-71</td>
<td>23-09-72</td>
<td>23-10-73</td>
<td>23-10-74</td>
<td>23-11-75</td>
<td>23-11-76</td>
<td>23-12-77</td>
<td>23-12-78</td>
</tr>
</tbody>
</table>

#### Writing
- Parts of Speech
- Complete Sentence Structure Review
- Paragraph
  - Narrative
  - Expository - Using Examples
  - Cause and Effect
  - Persuasion / Opinion
- Paragraph Transition to Essay
- Writing to Literature Essay
- Biographical Essay
- Vocabulary / Word Origins
- Sentence Structure Review
- Transition Words
- Paragraph Review
- Descriptive Paragraph
- Essays
- Expository
- Reflective
- Writing To Literature
- Business Writing
- Process Writing / Technical Writing
- Persuasive Speech
- The Writing Process
- Essays
- Expository
- Interpreting Poetry
- Interpretation Film / Screenplay
- Editing Skills
- Essay
  - Biographical
  - Comparison / Contrast
  - Opinion / Persuasion
- Writing to Literature
- Problem / Solution
- Fictional Narrative
- Sentence Structure Review
- Fictional Narrative
- Personal / Narrative Writing
- Opinion / Persuasion
- Writing to Literature
- Problem / Solution
- Fictional Narrative
- Essay
  - Biographical
  - Comparison / Contrast
  - Opinion / Persuasion
- Writing to Literature
- Problem / Solution
- Fictional Narrative
- Personal Writing / Autobiographical Essay
- Writing about the Novel / Critical Essay
- Writing about Poetry / Comparison and Analysis
- Writing about Drama / Interpreting Genre

#### Literature
- Focus on Short Fiction
- Poetry
- Short Fiction
- Historically Significant Speech
- Performance Video
- Focus on Poetry
- Screenplay
- Poetry
- Drama
- Novels
- Short Fiction
- Poetry
- Drama / Documentary
- Novel
- Short Story
- Poetry
- Drama
- Novel
- Short Story

#### Reading For Information
- News Article
  - Autobiography / Biography
  - Editorial / Op.-Ed.
  - Pieces
- Biography and Autobiography
- Autobiographical Essay
  - U.S. Government Website
  - Technical Directions
  - Historical Essay
- Technical Writing
  - Graphs
  - Manuals
  - Critical Essay
  - News Articles
- Editorial / Op.-Ed.
- Piece
- Business Writing
  - News Articles
  - Internet Documents
  - Technical Writing
- Critical Essay
  - Historical Source Materials
  - Speeches
  - News Articles
- Critical Essays
  - Historical Source Materials
  - Autobiography
  - Internet Articles
  - Workplace Writing
- Memoir
  - Autobiography
  - Historical Essay

#### Diagnostics/Assessment
- Pre-GED Reading Pre and Post Tests
- CAHSEE Language Arts
- GED Reading Pre and Post Tests
- GED Writing Pre and Post Tests
- Proofreading:
  - Punctuation and Sentence Structure
  - Pre and Post Tests
- Performance Assignment
- GED Writing:
  - Pre and Post Tests
- GED Reading:
  - Pre and Post Tests
Remediation Form

TO BE COMPLETED BY ADULT DIVISION SCHOOL STAFF

Student Name: ___________________________ Date: ____________________

Entrance Testing Scores:
  TABE Reading Score, Form ___: __________________________
  Writing Sample Evaluation: __________________________
  Math Placement Test: __________________________

Course Requested: _______________________________________

Due to the above score(s), we expect this student will experience difficulty in completing the requested course.

It is the policy of this school to remediate deficient skills before placing any student into a class for which he or she is not academically prepared. We recommend that this student complete the following before attempting the course for which he or she was originally referred.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Signature of Counselor or Administrator

TO BE COMPLETED BY HOME HIGH SCHOOL

Please check one of the following options and return this form to the Counseling Office of above-named school.

[ ] We concur with the above recommendation.
[ ] We disagree with the above recommendation and will place the student in a home high school class.
[ ] We will contact the Adult Division School Counseling Office to discuss this matter further.

____________________________________________________________________________

Student’s Signature ___________________________ Date ____________________

____________________________________________________________________________

Parent’s Signature ___________________________ Date ____________________

____________________________________________________________________________

High School Counselor’s Signature ___________________________ Date ____________________ High School of Residence ___________________________
Remediation Waiver

Date: ____________________

Student Name: _______________________________________________________

Entrance Testing Scores:
  TABE Reading Score, Form ____: _________________________
  Writing Sample Evaluation: _________________________
  Math Placement Test: _________________________

I understand that I am choosing to enroll in ____________________________
and it may be too difficult for my skill level. The adult school counselor or teacher has
recommended that I do remediation first. I have chosen to attempt the course without
remediation. I take full responsibility for the decision. I realize I may not be able to
complete this course in the adult school without remediation.

At the end of the first 3 weeks, the instructor will evaluate my progress. If at that time or
any time during the program I am not making adequate progress, the instructor has the
right to drop me from the program.

Sincerely,

__________________________________________
Student's Signature

__________________________________________
Parent's Signature

__________________________________________
High School Counselor's Signature

__________________________________________
High School of Residence

__________________________________________
Adult Division School Counselor's Signature
LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF ADULT AND CAREER EDUCATION

Adult Students* will be subject to appropriate disciplinary action including dismissal for the following:

- Possession or sale of WEAPONS
- Possession, use or sale of DRUGS AND ALCOHOL
- Possession, use, or sale of DRUG PARAPHERNALIA
- SEXUAL ASSAULT OR BATTERY
- SEXUAL HARRASSMENT
- HATE CRIMES: Crimes committed against others/property of others on the basis of that person’s perceived or actual race, color, religion, nationality, country of origin, ancestry, disability, gender, and/or sexual orientation
- Causing, attempting to cause, or threatening to cause PHYSICAL INJURY
- INTIMIDATING AND THREATENING BEHAVIOR toward school staff/students which disrupts class work, disrupts school operations, and/or invades the rights of others by creating an intimidating or hostile environment.
- TERRORIST THREATS, including falsely reporting a fire or bomb, and/or a threat to commit a crime against school staff/property that will result in death, great bodily injury, and/or property damage over $1000.
- Possession of IMITATION FIREARMS (i.e. replica guns, “look-aikes”)
- REPEATED DISRUPTIVE BEHAVIOR including but not limited to willful defiance of school authority, gambling, loitering, forgery of school documents, unsanitary hygiene, cheating
- OBSCENITY, VULGARITY, AND HABITUAL PROFANITY
- INTENTIONAL DAMAGE TO SCHOOL PROPERTY, including graffiti
- STEALING or attempting to steal school property or personal property
- Commission or attempting to commit ROBBERY OR EXTORTION
- RECEIVING STOLEN SCHOOL PROPERTY
- TOBACCO USE on campus

By signing below, I acknowledge that I have read and understand the list of reasons for immediate dismissal and I agree to comply with these expectations as a student of LAUSD Division of Adult and Career Education (DACE). I understand and agree that if I fail to comply with these expectations, I will be dismissed from the DACE program.

Name of Adult School / Center

________________________________________________________________________

Adult Student’s Name (Print)  Signature

________________________________________________________________________

Signature of District Employee  Date

* Adult students are students age 18 or older who are not concurrently enrolled in a LAUSD school.
DISTrito escolar unificado de los ángeles

Oficina de educación vocacional y profesional para adultos

Los estudiantes adultos* quedarán sujetos a la medida disciplinaria adecuada, incluso la expulsión, por las razones siguientes:

- Por posesión o venta de ARMAS.
- Por posesión, uso o venta de ESTUPEFACIENTES Y ALCOHOL.
- Por posesión, uso o venta de PARAFERNALIA utilizada con los ESTUPEFACIENTES.
- Por AGRESIÓN SEXUAL o por TOCAR A ALGUIEN EN FORMA OFENSIVA.
- Por HOSTIGAMIENTO SEXUAL.
- Por DELITOS MOTIVADOS POR PERJUICIOS: Delitos cometidos contra alguien o contra la propiedad de alguien con base en la percepción real o imaginaria de la raza, el color, la religión, la nacionalidad, el país de origen, la ascendencia, la discapacidad, el sexo al que se pertenece o la orientación sexual.
- Por causar, intentar causar, o amenazar con causar una LESIÓN FÍSICA.
- Por CONDUCTA INTIMIDANTE Y AMENAZANTE en contra del personal escolar o de los estudiantes, la cual interrumpe el trabajo en la clase, afecta el funcionamiento de la escuela o invade los derechos de los demás al crear un medio ambiente hostil e intimidante.
- Por AMENAZAS TERRORISTAS, incluso información falsa sobre incendios, bombas o amenazas en contra del personal o la propiedad de la escuela, que resultarían en muertes, lesiones corporales graves o daños a la propiedad por más de $1,000.00 dólares.
- Por posesión de ARMAS DE FUEGO DE IMITACIÓN (por ejemplo, pistolas fielmente reproducidas, “pistolas que parecen reales”).
- Por conductas que causan problemas repetidamente, incluso, -aunque no se limiten a estos - los actos de rebeldía flagrantes en contra de la autoridad escolar, juegos de azar, merodeos con fines delictivos, falsificación de documentos escolares, higiene insalubre, y por copiarse en los exámenes.
- Por OBSCENIDADES, VULGARIDADES Y BLASFEMIAS EN FORMA HABITUAL.
- Por DAÑOS INTENCIONALES EN CONTRA DE LA PROPIEDAD ESCOLAR, incluso graffiti.
- Por HURTAR o intentar hurtar propiedad de la escuela o propiedad personal.
- Por cometer o intentar cometer ROBO O EXTORSIÓN.
- Por RECIBIR BIENES ROBADOS DE LA ESCUELA.
- Por USAR TABACO en la escuela.

Al firmar a continuación, hago constar que he leído y entendido la lista de razones que causarían una expulsión inmediata y, como estudiante de la Oficina de Educación Vocacional y Profesional para Adultos (DACE, por sus siglas en inglés) patrocinada por el Distrito Escolar Unificado de los Ángeles, me comprometo a acatar estas expectativas. Entiendo y estoy de acuerdo en que si yo no acato estas expectativas, se me expulsará del programa DACE.

Nombre de la escuela para adultos

Nombre y apellido del estudiante adulto

Firma

Firma de la persona empleada del Distrito

Fecha

* Estudiantes adultos son aquellos estudiantes de 18 años, o más, que actualmente no están inscritos en una de las escuelas del Distrito Escolar Unificado de los Ángeles.

4243 rrr Translated by the LAUSD Translations Unit
Date: ________________

Dear ________________________

Name__________________________  _______ D.O.B. __________

When you began your program at (school) ________________________, you signed an agreement to follow the school policies that are based on California Education Code 48900. At this time, you have failed to comply with school policy.

The following has occurred:

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________

You must comply with the following or termination from (school) _____________________________ may result.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________

We will provide you with a copy of this contract as soon as the signatures below have been obtained.

Sincerely,

Administrator Name and Title

Witnessed by:

Counselor

Instructor

Student
Date: ______________

Subject: **Dismissal from (school) ________________________________**

Dear ___________________________ Student ID # __________ D.O.B. __________

Please be advised that you have been dismissed as a student from *(school) ________________________________* effective ________________ for the following infractions:

- You broke the contract dated ____________________________ (attached).
- Other (specify) ________________________________.

The dismissal means that, after today, you will no longer be allowed on the __________ ____________________________ campus. If you do come to school, you will be escorted off campus by security and subject to arrest for trespassing.

We are sorry that you could not continue your program of study at ____________________________. We realize that there are often many reasons that contribute to a student's difficulty at school. We hope that you will be able to successfully resolve any barriers to your education. If you feel that personal counseling would be helpful to you, we can recommend a counseling center.

Please let a counselor know if we can be of assistance to you, by calling the following phone number: ____________________________

Sincerely,

_________________________________________________
Administrator Name and Title

C: ____________________________, Principal
   ____________________________, Assistant Principal Counseling Services
   School Police Officer
   SIS
   Counselors
   Instructors
# TOP TEN ALTERNATIVES TO SUSPENSION

<table>
<thead>
<tr>
<th>Type of Alternatives</th>
<th>Steps to accomplish it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated Behavior Plan for Any Student whose behavior has impeded learning</td>
<td>Create a structured, coordinated behavior plan specific to the student, based on an assessment. The behavior support plan focuses on identifying the function of the inappropriate behavior, working as a team to decrease inappropriate behavior and teach and reinforce desired behavior.</td>
</tr>
<tr>
<td>Alternative Programming</td>
<td>Change student’s schedule and/or classes. Assign the student to an alternative school or program, independent study, or work experience program that is most tailored to the student’s needs.</td>
</tr>
<tr>
<td>Behavior Monitoring</td>
<td>Monitor behavior (including study skills, work habits) and academics with daily report cards, behavior check-offs after each class, self-charting of behaviors, and other strategies that provide feedback to the student.</td>
</tr>
<tr>
<td>Appropriate In-School Alternatives</td>
<td>Provide academic tutoring and behavior instruction, employing activities to develop social-emotional skills, social-cognitive skills, and work habits. Student integration of skills and consequent improvement in student conduct will result in student success and, subsequently, permission for the student to return to class.</td>
</tr>
<tr>
<td>Community Service</td>
<td>Assign pre-determined number of hours for community service, either in the school system or in the community.</td>
</tr>
<tr>
<td>Counseling</td>
<td>Refer students to group or individual counseling.</td>
</tr>
<tr>
<td>Parent Supervision in School</td>
<td>Invite and encourage parent to come to school to provide additional support and supervision.</td>
</tr>
<tr>
<td>Mini-Courses</td>
<td>Mandate or offer attendance at detention or Saturday School that would include short courses or modules on topics related to social-emotional behavior.</td>
</tr>
<tr>
<td>Restitution</td>
<td>Pay back can be financial or “in kind.” This allows the student to feel empowered to restore or modify the school environment.</td>
</tr>
<tr>
<td>Problem Solving/Contracting</td>
<td>Directly teach problem-solving skills to assist student in electing alternative ways to behave. Develop a contract that includes both positive and negative consequences. Emphasize student choice.</td>
</tr>
</tbody>
</table>
GUIDELINES FOR DEVELOPING AN IN-SCHOOL SUSPENSION PROGRAM

School districts may establish an in-school suspension program in accordance with Section 48911.1 of the Education Code as an educational and disciplinary alternative to off-campus suspension.

In-school suspension programs may be funded by school districts and county offices of education as part of a School Safety Incentive Program.

Guidelines for in-school suspension:

- Pupils suspended from school for any of the reasons listed in Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 may be assigned by the principal or his or her designee to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff and/or if an action to expel the pupil has not been initiated.
- Pupils assigned to a supervised suspension classroom shall be separated from other pupils at a school site for the period of suspension.
- Record implemented interventions in ID19 (or ISIS equivalent).

School districts must ensure that:

- Students with disabilities are provided supports and services as written in their IEPs.
- Students are engaged in educational activity.
- Students are properly supervised by certificated personnel.
- Students have access to appropriate counseling services.
- Students are responsible for contacting their teachers to give them assignments to be completed while assigned to the supervised suspension classroom.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- If no classroom work is assigned, the person supervising the suspension classroom shall assign school work.
- A school employee shall notify, in person or by telephone, the student’s parent or guardian at the time the student is assigned to a supervised suspension classroom.
- Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the student’s parent or guardian.

Pursuant to Section 48911.2, if the number of students suspended from school during the prior school year exceeded 30 percent of the school’s enrollment, the school should consider implementing an alternative to the school’s off-campus suspension program, which involves a progressive discipline approach that occurs during the school day on campus, which may include any of the following activities:

1. Conferences between the school staff and parents and/or pupils.
2. Referrals to the school counselor, psychologist, PSA counselor, and/or other school support service staff.
3. Detention.
4. Student success teams, guidance teams, resource panel teams, and/or other assessment-related team.

Summary: In-school suspension allows school districts to:

1. Remove the disruptive student from the general student body.
2. Consider him or her as being present at school for ADA purposes.
3. Reduce the number of out-of-school suspensions.
A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm.
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
(s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).

48900.7 Made terroristic threats against school officials, school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[v])
<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Offenses with Almost No Principal Discretion</td>
<td>Student Offenses with Limited Principal Discretion</td>
<td>Student Offenses with Greatest Principal Discretion</td>
</tr>
</tbody>
</table>

**Principal must immediately suspend and recommend expulsion when any of the following occur at school or at a school activity off campus.**

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)

2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)

4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Section 48900(n)). E.C. 48915(c)(4); 48900(n)

5. Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code). E.C. 48915(c)(5); 48900(b)

**Principal must recommend expulsion when any of the following occur at school or at a school activity off campus UNLESS she or he determines that expulsion is inappropriate.**

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)

2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)

3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)

4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)

5. Assault or battery (as defined in Penal Code sections 240 and 242) upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and (2)

6. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)

7. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

8. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)

9. Made terroristic threats against school officials or school property, or both. E.C. 48900.7; 48915(e)

10. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)

**16. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)**

---

* For Categories II and III, the school must provide evidence of one or both of the following: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, 2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>HIGH SCHOOL GRADUATION 9 - 12</th>
<th>UNIVERSITY OF CALIFORNIA “A-G” Requirements Grades of C or better</th>
<th>CALIFORNIA STATE UNIVERSITY “A-G” Requirements Grades of C or better</th>
<th>PRIVATE COLLEGES Grades of C or better</th>
<th>COMMUNITY COLLEGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English “B” Requirement</td>
<td>40 credits; English 9, English 10, American Lit &amp; Contemp. Comp. 12th grade Composition &amp; English elective</td>
<td>4 years college prep English</td>
<td>4 years college prep English</td>
<td>4 years college prep English</td>
<td>18 years old or high school graduate or high school proficiency test certificate</td>
</tr>
<tr>
<td>Mathematics “C” Requirement</td>
<td>20 credits college prep. math; Alg. 1 &amp; Geom or Adv. Applied Math or Algebra 2</td>
<td>3 years; Algebra 1, Geometry, Algebra 2, more recommended</td>
<td>3 years; Algebra 1, Geometry, Algebra 2, more recommended</td>
<td>college preparatory math each year</td>
<td>Students are most successful when they continue to take the college preparatory courses suggested for each semester</td>
</tr>
<tr>
<td>Lab Science “D” Requirement (Int/Coor Sci 1,2,3 meet science college prep. requirements)</td>
<td>10 credits bio. sci. (Biology) 10 credits phys. sci. (Chemistry or Physics)</td>
<td>2 years lab science, more recommended (Int/Coor Sci 1 meets elective requirement)</td>
<td>2 years lab science (Int/Coor Sci 1 meets elective requirement)</td>
<td>3 to 4 years lab science</td>
<td></td>
</tr>
<tr>
<td>World Languages “E” Requirement*</td>
<td>2 years same foreign language more recommended</td>
<td>2 years same foreign language</td>
<td>3 to 4 years foreign language recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual/Perf Arts “F” Requirement</td>
<td>10 credits visual/perf Arts</td>
<td>1 yr course visual and performing arts</td>
<td>1 yr course visual and performing arts</td>
<td>visual &amp; performing arts courses can count as electives</td>
<td></td>
</tr>
<tr>
<td>Electives “G” Requirement</td>
<td>70 credits of electives</td>
<td>1 year or more advanced courses in math, arts, English, lab science, foreign language, or social sciences</td>
<td>1 year of advanced courses in math, arts, English, lab science, foreign language, or social sciences</td>
<td>college preparatory electives in the subject area of interest</td>
<td></td>
</tr>
<tr>
<td>Applied Technology</td>
<td>10 credits Applied Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>20 credits</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Health</td>
<td>5 credits</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Life Skills</td>
<td>5 credits</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Total Credits</td>
<td>Total Credits needed to graduate: 230</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>California High School Exit Exam (CAHSEE) (Mandatory)</td>
<td>SAT Reasoning Test or ACT</td>
<td>SAT Reasoning Test or ACT</td>
<td>SAT Reasoning Test or ACT and SAT Subject Tests are required for some colleges</td>
<td>Placement exams for English, mathematics and chemistry</td>
</tr>
</tbody>
</table>

* E Requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in Language Other Than English.

For additional information regarding graduation requirements, college admission requirements, testing, financial aid, and general announcements, go to the LAUSD College Connection web site at http://www.lausd.k12.ca.us/lausd/offices/senior_high_programs
Algebra Equivalents

To meet the Division math requirements for a diploma:

<table>
<thead>
<tr>
<th>The traditional way (without GED)</th>
<th>The GED way</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 credits Algebra 1A or higher</td>
<td>5 credits Algebra 1A or higher</td>
</tr>
<tr>
<td>5 credits Algebra 1B or higher</td>
<td>5 credits Algebra 1B or higher</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>10 additional credits of any high school math*</td>
<td></td>
</tr>
</tbody>
</table>

The following courses (taken in the 9th Grade or above) are equivalent to Algebra 1A and 1B or higher:

<table>
<thead>
<tr>
<th>High School Courses</th>
<th>Division Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1A1 + 1A2 = Algebra 1A</td>
<td>Algebra 1A</td>
</tr>
<tr>
<td>Algebra 1B1 + 1B2 = Algebra 1B</td>
<td>Algebra 1B</td>
</tr>
<tr>
<td>Algebra XA + XB = Algebra 1A</td>
<td>Algebra 1A</td>
</tr>
<tr>
<td>Algebra XC + XD = Algebra 1B</td>
<td>Algebra 1B</td>
</tr>
<tr>
<td>Geometry A</td>
<td>Geometry 1A</td>
</tr>
<tr>
<td>Geometry B</td>
<td>Geometry 1B</td>
</tr>
<tr>
<td>Algebra 2A</td>
<td></td>
</tr>
<tr>
<td>Algebra 2B</td>
<td></td>
</tr>
<tr>
<td>Trigonometry or Calculus or Math Analysis</td>
<td></td>
</tr>
</tbody>
</table>

*Any high school math class is acceptable for the 10 additional credits. The following courses are not acceptable for the 10 additional credits: Business Math, CAHSEE Math Prep, GED Math Prep

Notes:
Advanced Applied math A/B is considered a higher math course. It is given if Geometry is too difficult. It can count as Algebra 1A and 1B or higher. Algebra 1A1 and 1A2 and Algebra 1B1 and 1B2 are UC and NCAA approved.
Certificate of Completion

TO WHOM IT MAY CONCERN:

Congratulations!! Your student __________________________ has successfully completed 15 hours in Biology Lab credit on ______________________ and ______________________ SCMI _____Catalina Island

Please enter 15 hours of student attendance on your roster before they have completed their contract and prior to giving them their credit slip.

Attested by: __________________________
Anthony DiAngelis
Teacher Adviser
Adult Secondary Education

Approved by: __________________________
Marsha Easterday
Supervisor
Adult Secondary Education

Counseling Handbook 5.1.1
Quick Reference for Counselors provides high school and community college counselors with detailed information to help them better advise their students about University of California admission and selection policies. For the most up-to-date information, visit www.universityofcalifornia.edu/educators/counselors.

2 Undergraduate Admission at UC
- Eligibility vs. Selection
- The Counselor’s Role

3 Admission as a Freshman
- High School Preparation
- Minimum Admission Requirements
- Applying to the University

14 Admission as a Transfer
- Planning to Transfer
- Minimum Admission Requirements
- Intersegmental General Education Transfer Curriculum
- Transfer Credit
- Applying to the University

19 Special Application and Screening Procedures

25 Freshman Selection
- Comprehensive Review Factors
- Freshman Admission Profile

36 Transfer Selection
- Comprehensive Review Factors

40 International Baccalaureate (IB) and Advanced Placement (AP) Test Credit

53 Language Other Than English Requirements

58 University Graduation Requirements
- The Writing Requirement
- American History and Institutions Requirement

59 Special Programs
- Educational Opportunity Program

60 Fees and Expenses

61 Financial Aid and Scholarships
- Scholarships
- Grants
- Loans

65 International Admission and Academic Records

66 Undergraduate Majors

76 UC Directory

80 Index

The University of California, in accordance with applicable federal and state law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admissions, access and treatment in University programs and activities. Inquiries regarding the University's student-related nondiscrimination policies may be directed to Clint Hadden, (510) 987-9571.

In accordance with federal law, the University of California collects information about campus crimes. For information about crime at a UC campus, contact the campus Police Department.
TO: Ed Morris
FROM: Fred Prinz

SUBJECT: A-G Approved Courses

The following division courses have been approved by the University of California to satisfy UC subject requirements for freshman admission.

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course</th>
<th>Course No</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – History/Social Science</td>
<td></td>
<td>A – History/Social Science</td>
<td></td>
</tr>
<tr>
<td>37-01-70</td>
<td>U.S. History/1</td>
<td>37-02-72</td>
<td>World History/2</td>
</tr>
<tr>
<td>37-01-71</td>
<td>U.S. History/2</td>
<td>37-06-70</td>
<td>U.S. Government</td>
</tr>
<tr>
<td>37-02-71</td>
<td>World History/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B – English</td>
<td></td>
<td>B – English</td>
<td></td>
</tr>
<tr>
<td>23-09-71</td>
<td>English 1</td>
<td>23-11-75</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Composition/Contemporary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-09-72</td>
<td>English 2</td>
<td>23-11-76</td>
<td>Literature/American</td>
</tr>
<tr>
<td>23-10-73</td>
<td>English 3</td>
<td>23-12-77</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Composition/Expository</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-10-74</td>
<td>English 4</td>
<td>23-12-78</td>
<td>Literature/Modern</td>
</tr>
<tr>
<td>C – Mathematics</td>
<td></td>
<td>C – Mathematics</td>
<td></td>
</tr>
<tr>
<td>31-02-70</td>
<td>Algebra 1/A</td>
<td>31-03-71</td>
<td>Geometry/1A</td>
</tr>
<tr>
<td>31-02-71</td>
<td>Algebra 1/B</td>
<td>31-03-72</td>
<td>Geometry/1B</td>
</tr>
<tr>
<td>D – Laboratory Science</td>
<td></td>
<td>D – Laboratory Science</td>
<td></td>
</tr>
<tr>
<td>36-09-71</td>
<td>Biology / 1</td>
<td>36-11-75</td>
<td>Physics/1</td>
</tr>
<tr>
<td>36-09-72</td>
<td>Biology / 2</td>
<td>36-11-76</td>
<td>Physics/2</td>
</tr>
<tr>
<td>E – Language Other Than English</td>
<td></td>
<td>E – Language Other Than</td>
<td></td>
</tr>
<tr>
<td>25-25-60</td>
<td>Foreign Language/Chinese Mandarin 1</td>
<td>25-60-67</td>
<td>Foreign Language/Spanish 1</td>
</tr>
<tr>
<td>25-25-70</td>
<td>Foreign Language/Chinese Mandarin 2</td>
<td>25-60-68</td>
<td>Foreign Language/Spanish 2</td>
</tr>
<tr>
<td>G – Electives</td>
<td></td>
<td>G – Electives</td>
<td></td>
</tr>
<tr>
<td>36-09-51</td>
<td>General Science/Integrated 1</td>
<td>36-09-54</td>
<td>General Science/Integrated 4</td>
</tr>
<tr>
<td>36-09-52</td>
<td>General Science/Integrated 2</td>
<td>37-09-71</td>
<td>Economics</td>
</tr>
<tr>
<td>36-09-53</td>
<td>General Science/Integrated 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISTRICT FORM FOR CONSENT TO RELEASE
CONFIDENTIAL STUDENT INFORMATION

[NOTE—REVIEW SCHOOL’S CURRENT CONSENT FORM FOR THE ELEMENTS BELOW]

STUDENT’S NAME: ____________________________________________________________
STUDENT’S DATE OF BIRTH: ________ NAME OF SCHOOL: ________________________

CHECK ONE:
[ ] I am the ________________________ of the above named student, a non-emancipated
(Parent or Legal Guardian)
student under the age of 18. I hereby consent to the release of confidential student information relating to
this student.

[ ] I am an emancipated student or student over 18 years of age. I hereby consent to the release of my
confidential student information.

CHECK ONLY IF APPLICABLE:

[ ] Purpose of Release—If consent is being given to release this information for a particular purpose,
please describe this purpose: ______________________________________________________

[ ] Time Limit—If consent is being given to release this information during a particular period of
time, please write the beginning date and ending date of consent:

_________________________________________  _______________________________________
Beginning Date                        Ending Date

[ ] I do NOT want my student’s Directory Information (Name, Address, or Telephone Number)
released to anyone, including the U.S. Military, other than as required by law.

SIGNED: ___________________________ DATE: ___________________________
STUDENT EDUCATIONAL RECORD ACCESS LOG

A student educational record access log must be kept in each District student’s file, and must be completed every time there is a request for access to Confidential Student Information from a student’s file. For more information on Confidential Student Information and on when it may be disclosed, please refer to the Los Angeles Unified School District Policy on Protection of Student Records. Please contact the Office of the General Counsel with any questions regarding Confidential Student Information, this access log, or the aforementioned policy. The contents of this access log may not be disclosed except in accordance with the aforementioned policy.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Name of School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>Middle Name</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Request for Disclosure</th>
<th>Name of Person(s) Requesting Disclosure</th>
<th>Disclosure Granted (Y/N)?</th>
<th>Reason for Disclosure</th>
<th>Date, Time and Circumstances of Disclosure</th>
<th>Particular Student Records Disclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CUMULATIVE RECORD - ADULT EDUCATION**

**Name:** CODEY, TOM  
**Student Id:** 33080150

**Address:** 1255 OAK ROAD  
**City:** LOS ANGELES  
**State:** CA  
**Zip:** 90037

**Birth Date:** 09/26/1976  
**Birthplace:** USA  
**Date Entered:** 3/3/2006  
**Phone:** (213)758-2332

**Program:** Standard

**Course No.**  
**Comp Date Code Mark Credit**

**ENGLISH (40.00 required)**
- ENGLISH COMP EXPOSITORY 231177 09/28 R A 5.00
- MODERN LITERATURE 12TH 01/09 T1 C 5.00
- CONTEMPORARY COMP 11TH 06/15 T1 B 5.00
- AMERICAN LITERATURE 11TH 01/08 T1 A 5.00
- ENGLISH 10B 10TH 06/07 T1 A 5.00
- ENGLISH 10A 10TH 01/07 T1 A 5.00
- ENGLISH 9B 9TH 06/06 T1 A 5.00
- ENGLISH 9A 9TH 01/06 T1 A 5.00

**MATHMATICS (20.00 required)**
- GEOMETRY B 11TH 01/00 T2 B 5.00
- GEOMETRY A 10TH 01/07 T1 B 5.00
- ALGEBRA 1B 9TH 06/06 T1 A 5.00
- ALGEBRA 1A 9TH 01/06 T1 A 5.00

**SCIENCE (25.00 required)**
- HEALTH 10TH 01/07 T1 B 5.00
- INTEGRATED/CORRIC SCIENCE 1B 9TH 06/06 T1 A 5.00
- INTEGRATED/CORRIC SCIENCE 1A 9TH 01/06 T1 A 5.00

**SOCIAL STUDIES (30.00 required)**
- U.S. GOVERNMENT 370679 06/08 R A 5.00
- U.S. HISTORY 2 370172 06/08 R A 5.00
- US HISTORY A 11TH 01/08 T1 A 5.00
- WORLD HISTORY GEOG B 9TH 06/06 T1 A 5.00
- WORLD HISTORY GEOG A 9TH 01/06 T1 A 5.00

**FINE ARTS/FRN LANG (10.00 required)**
- SPANISH B 9TH 06/06 T1 A 5.00
- SPANISH A 9TH 01/06 T1 B 5.00

**PERSCAREER DEV (10.00 required)**
- CAREER PLANNING 370478 05/08 E CR 5.00
- COMPUTER OPERATOR (LITER) 211073 03/08 R A 5.00

**ELECTIVES (35.00 required)**
- LATIN AMERICAN HISTORY 11TH 01/00 T2 A 5.00
- ART HISTORY A 11TH 01/08 T1 A 5.00
- SPANISH 2B 10TH 06/07 T1 A 5.00
- SPANISH 2A 10TH 01/07 R A 5.00
- SERVICE 9TH 06/06 T1 A 5.00
- FOOD AND NUTRITION 9TH 01/06 T1 A 5.00

**Total Credits:** 150.00

**TRANSERCTS RECEIVED FROM:**
- Institution, City & State
  - MARSHALL SH 1/31/1999
    - LOS ANGELES, CA
  - NORTH HOLLYWOOD SH 1/31/2000
    - NORTH HOLLYWOOD, CA

**RECORD OF EXAMINATION DATA**
- Name of Examination: CHALLENGE TESTS  
  - CAREER PLANNING  
    - Date: 5/1/2008  
    - Score: 70

**General Education Development Test Results**

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>Form</th>
<th>TEST DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>IA</td>
<td>05/20/2008</td>
<td>700</td>
</tr>
<tr>
<td>READING</td>
<td>IA</td>
<td>05/20/2008</td>
<td>400</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>IA</td>
<td>05/20/2008</td>
<td>650</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>IA</td>
<td>05/20/2008</td>
<td>600</td>
</tr>
<tr>
<td>WRITING</td>
<td>IA</td>
<td>05/20/2008</td>
<td>560</td>
</tr>
<tr>
<td><strong>Average:</strong></td>
<td></td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

**STATE MANDATED PROFICIENCY EXAMINATIONS**

**CAHSEE TESTS PASSED**
- SUBJECT: ENGLISH  
  - DATE PASSED: 03/31/2008
- SUBJECT: MATHEMATICS  
  - DATE PASSED: 03/31/2008

**ELIGIBILITY FOR GRADUATION**

**GRADUATION REQUIREMENTS COMPLETED ON**

**CHECKED BY**

**APPROVED**

**DATE GRADUATED**

**DIPLOMA RECEIVED**

**Name of School:** RESEDA CAS  
**Address:** 18230 KITTRIDGE STREET  
**RESEDA, CA 91335**

Counseling Handbook 7.2.1  
Appendix 7-C
REQUEST FOR STUDENT RECORDS

To: ________________________________ School ________________________________

LAST NAME     FIRST     MIDDLE     MAIDEN (ADULT FEMALE)

who formerly attended your school has enrolled here. Please send us the student records checked below:

Cumulative Record □ Report Card □ Health Record □ Transcript □

If this student left during a semester, please include his/her marks, credits, and grade level at the time of leaving. An explanation of the marking system is helpful. Thank you.

Date Last Attended: ________________________________

Grade: ____________________
Birth Date: ________________

SCHOOL REQUESTING RECORDS

Street Address

City State Zip

LOS ANGELES UNIFIED SCHOOL DISTRICT
FORM 34-EH-28 (REV. 3/94)
STK. NO. 9661222083

Please return this card with transcript
FAX TRANSMITTAL

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
</tr>
<tr>
<td>From</td>
</tr>
<tr>
<td># of pages to follow</td>
</tr>
</tbody>
</table>

REQUEST FOR STUDENT RECORDS

To: ____________________________ School

LAST NAME  FIRST  MIDDLE  MAIDEN (Adult Female)

who formerly attended your school has enrolled here. Please send us the student records checked below:

- [ ] Cumulative Record
- [ ] Report Card
- [ ] Health Record
- [ ] Transcript

If this student left during a semester, please include his/her marks, credits, and grade level at the time of leaving. An explanation of the marking system is helpful. Thank you.

Date last attended: ____________________________
Grade: ____________________________
Birth Date: ____________________________

School Requesting Records

Street Address
City  State  Zip
Phone

Los Angeles Unified School District
FORM 34-EH-28 (REV. 3/94)
STK. NO. 9661222083

Please return this card with transcript.
**Los Angeles Unified School District**  
Information Technology Division

**Official Transcript Request Form**

**Personal Information**

- **Name:**  
- **Date of Birth:**  
- **Telephone:**

- **Address:**  
  - Street:  
  - City, State and Zip Code:  

- **Father’s name:**  
- **Mother’s name:**  
- **Place of Birth:**

**School Information**

- **Name (as registered at school):**

**Last School** you attended at L.A.U.S.D.

- **Year of Graduation or Last Year of Attendance at L.A.U.S.D.:**

**Other Schools Attended While at L.A.U.S.D.**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Dates of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transcript Information**

**Official____ Unofficial____**

**Please Specify the Type & Indicate Number of Copies Requested.**

- **Secondary Records:**  
  - Copies:

- **Secondary Records & Elementary:**  
  - Copies:

- **Secondary Records & Test Results:**  
  - Copies:

- **Secondary Records & Health Information:**  
  - Copies:

- **Health Info Only:**  
  - Copies:

- **All Records in File:**  
  - Copies:

- **Complete Set (Secondary Records, Elementary, Tests Results, & Health Information):**  
  - Copies:

**Please Specify Reason for Transcripts.**

- Mail to Institution of Higher Education____  
- Mail to Employer____  
- Cal Grant G.P.A. Verification____  
- Personal____

**Professional Services - Please Specify Service**

- Attorney Authorization Request____  
- Attorney SUBPOENA Request____  
- Education Verification____

**Mail to:**

**Mail to:**

**Payment:**  
Enclosed is a Money Order or Cashiers Check in the amount of $_________________

I verify that I am the student whose transcript is requested by this form.

- **Signature:**
- **Date:**

**Bulletin No. BUL-929**  
Office of the Chief Information Officer

*Counseling Handbook 7.2.2 Appendix 7-F*
## PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Date of Birth: ___________</th>
<th>Telephone: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: _________________________</td>
<td>Street</td>
<td>City, State and Zip Code</td>
</tr>
<tr>
<td>Father’s name: __________________</td>
<td>Mother’s name: __________</td>
<td>Place of Birth: ________</td>
</tr>
<tr>
<td>Driver’s License Number: ________</td>
<td>Soc. Sec. #: ___________</td>
<td></td>
</tr>
</tbody>
</table>

## SCHOOL INFORMATION

Name (as registered at school): ____________________________________________

**LAST SCHOOL** you attended at L.A.U.S.D.: ____________________________

Year of graduation or last year of attendance at L.A.U.S.D.: _____________

Other schools attended while at L.A.U.S.D.:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Dates of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TRANSCRIPT INFORMATION

PLEASE SPECIFY THE TYPE & INDICATE NUMBER OF COPIES REQUESTED.

<table>
<thead>
<tr>
<th>Type</th>
<th>Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>______</td>
</tr>
<tr>
<td>High School &amp; Elementary</td>
<td>______</td>
</tr>
<tr>
<td>High School &amp; Health Information</td>
<td>______</td>
</tr>
<tr>
<td>Health Info Only</td>
<td>______</td>
</tr>
<tr>
<td>Complete Set (High School, Elementary, Tests Results, &amp; Health Information)</td>
<td>______</td>
</tr>
</tbody>
</table>

PLEASE SPECIFY REASON FOR TRANSCRIPTS.

- Mail to Institution of Higher Education
- Mail to Employer
- Cal Grant G.P.A. Verification
- Personal

PROFESSIONAL SERVICES - PLEASE SPECIFY SERVICE

- Attorney Authorization Request
- Attorney SUBPOENA Request
- Education Verification

Mail to: ____________________________  Mail to: ____________________________

PAYMENT: Enclosed is a Money Order or Cashiers Check in the amount of $ __________________

I verify that I am the student whose transcript is requested by this form.

Signature ____________________________  Date: ____________________________

PERSONAL CHECKS ARE NOT ACCEPTED.
RUSH FEES
(DISTRICT OFFICE ONLY)

• OVER-THE-COUNTER
If you are in a hurry, you can receive your transcripts the same day if your graduation date is over 5 years ago. Visit the Los Angeles Unified School District’s Main Office-Student Records Unit located at 333 S. Beaudry Avenue, 9th Floor, Los Angeles, CA 90017 before 12:00 noon. The fee for this service is $10.00, in addition to the transcript fee. Requests made after 12:00 noon, will not be released the same day. The regular Over-The-Counter process time is 7-10 working days.

• OVERNIGHT DELIVERY
We can mail your transcripts overnight by U.S.P.S.-Express Mail. Upon receipt of your request and fees, your transcripts will be shipped the same day via U.S.P.S.-Express Mail. The fee for this service is $25.00, in addition to the transcript fee. The regular mail request process time is 4-6 weeks. Requests must be received before 12:00 Noon.

NOTE:
➢ Rush fee is per destination, in addition to the transcript charge.
➢ Rush service is not available for Archival Searches.
➢ Rush service is only available at L.A.U.S.D. Main Office.

PAYMENT:

<table>
<thead>
<tr>
<th>Mailed Request:</th>
<th>Fees are payable by money order or cashier's check only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Request:</td>
<td>Fees are payable by money order, cashier's check, or cash.</td>
</tr>
</tbody>
</table>

NO PERSONAL CHECKS ACCEPTED.
LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT RECORDS UNIT
P.O. BOX 3307, 9th Floor, Beaudry Building/
333 South Beaudry Avenue
Los Angeles, CA 90051

HOW TO REQUEST TRANSCRIPTS?

Complete an Official Transcript Request Form. See Attachment A-2. To avoid delays, please provide all the information that is requested.

IMPORTANT INFORMATION

- When ordering transcripts as a third party, you must provide a release form signed by the student. If the student is deceased, a certified copy of the death certificate is required.
- It takes 4-6 weeks from receipt of your request to receive transcripts, when ordered by mail.
- It takes 7-10 business days to process your transcript request, when ordered Over-The-Counter.
- Please specify the exact type of transcripts you require and the number of copies you need.
- Include all fees to cover your request. Any request that does not include fees or the correct amount to cover the requested items will be returned.
- The time frame to fill your request begins when all the information and fees are provided.
- Additional copies of Unofficial Requests will be mailed to only one address. If you need your transcripts mailed to several universities or employers, please read the information listed for MAIL TO INSTITUTION OF HIGHER EDUCATION or MAIL TO EMPLOYER.

- Rush Services

We can mail your transcripts overnight by United States Postal Service-Express Mail or you can place your request in person before noon, 12:00 PM for overnight delivery, for a nominal fee. Please see the Transcript Price List for fees. Rush service is not available for Archival Searches.

- We cannot accept faxes.
- Please make your money order or cashier's check payable to: "Los Angeles Unified School District".

- SORRY, NO PERSONAL CHECKS ACCEPTED.
# Transcript - Price List

**Los Angeles Unified School District**  
**ITD - Customer Support Services Branch**  
**Student Records Unit**

## Unofficial Transcripts

<table>
<thead>
<tr>
<th></th>
<th>1st Copy</th>
<th>Additional Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>$4.00 ea</td>
<td>$3.00 ea</td>
</tr>
<tr>
<td>High School &amp; Elementary</td>
<td>$5.00 ea</td>
<td>$4.00 ea</td>
</tr>
<tr>
<td>High School &amp; Test Results</td>
<td>$5.00 ea</td>
<td>$4.00 ea</td>
</tr>
<tr>
<td>High School &amp; Health Information</td>
<td>$5.00 ea</td>
<td>$4.00 ea</td>
</tr>
<tr>
<td>Health Information only</td>
<td>$4.00 ea</td>
<td>$3.00 ea</td>
</tr>
</tbody>
</table>
| **Complete Set**  
(High School, Elementary, Test Results, & Health Information) | $8.00 ea | $7.00 ea |

**Mail to Institution of Higher Education**

| High School Transcripts | $5.00 ea |

*($5.00 fee includes Official copy of high school transcript and postage. You must provide the address for the school)*

**Mail to Employer**

| High School Transcripts | $5.00 ea |

*($5.00 fee includes Official copy of high school transcript and postage. You must provide the address for the employer)*

## Official Transcripts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>$5.00 ea</td>
</tr>
<tr>
<td>High School &amp; Elementary</td>
<td>$7.00 ea</td>
</tr>
<tr>
<td>High School &amp; Test Results</td>
<td>$7.00 ea</td>
</tr>
<tr>
<td>High School &amp; Health Information</td>
<td>$7.00 ea</td>
</tr>
<tr>
<td>Health Information only</td>
<td>$5.00 ea</td>
</tr>
</tbody>
</table>
| **Complete Set**  
(High School, Elementary, Test Results, & Health Information) | $10.00 ea |

## Rush Fees

**Rush Fees (District Office Only)**

- **Same day service (pick up only)**: $10.00
  - If ordered before 4:00 PM
- **Overnight delivery**: $25.00
  - USPS- Express Mail
  - If ordered before 12:00 PM

*Rush fee is per destination, in addition to the transcript charge.*

## Archival Search

Elementary records prior to 1957 and any record prior to 1920

- **Hourly rate**: $30.00/hr
- Charged in increments of 15 minutes: $7.50 1/4 hr

**Note:**

- There is a (non refundable) minimum charge of $60.00 per search.

After the two hour minimum, charges will accrue in increments of 15 minutes at the rate of $7.50.

Please submit $60.00 fee to begin the search process. You will be informed of the total charges and this fee **MUST** be paid before records will be mailed.

## Payment:

- **Mailed request** - Fees are payable by money order or cashiers check only.
- **In person request** - Fees are payable by money order, cashiers check, or cash.

**No Personal Checks Accepted.**
Date: ____________________________

Dear Counseling Office Staff:

The student named below is now enrolled at this school. Please forward a transcript of the student's record at your school to:

<table>
<thead>
<tr>
<th>Attention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City, State ZIP</td>
</tr>
</tbody>
</table>

In addition, please:

1. Name your accrediting agency on the transcript.
2. If your marking scale is other than A, B, C, D, Fail, enclose an explanation.
3. If your school awards credits other than on the Carnegie System, enclose an explanation.
4. Return this form with the transcript to assist in identifying the student.

<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIDEN NAME</td>
</tr>
<tr>
<td>BIRTHDATE</td>
</tr>
<tr>
<td>BIRTHPLACE</td>
</tr>
<tr>
<td>DATE LEFT YOUR SCHOOL</td>
</tr>
<tr>
<td>GRADE LEVEL</td>
</tr>
</tbody>
</table>

Thank you for your help in assisting this student. ____________________________ Counselor Signature

--------------------------------- ---------------------------------  
AUTHORIZATION FOR RELEASE OF SCHOOL RECORDS

I authorize the release of my school records to ____________________________ .

_________________________ ____________________________
Date Signature of adult student or parent or guardian of minor
Date: _________________

To Whom It May Concern:

Re: ____________________________

Student

Date of Birth: ______________________

This is to inform you that the above-named student has completed all requirements for High School graduation. He or she will receive the diploma from _____________________________ after June 30, ________.

School Year

If you have any questions, please feel free to contact us.

Sincerely yours,

______________________________
Assistant Principal, Adult Counseling Services
REQUEST FOR REVIEW OF PUPIL EDUCATION RECORDS

A parent’s written request to review records should be documented and maintained at the school. A form, such as the following sample, Request for Review of Pupil Education Records may be used.

Los Angeles Unified School District

________________________________________

School

Request for Review of Pupil Education Records

I request an appointment with the principal, or other staff member designated by the principal, for the purpose of reviewing my child's education records during regular school hours. My preference for such appointment is as follows:

Date:____________________
Time:____________________

________________________________________
Date Signed  Signature of Parent/Guardian

Counseling Handbook 7.4.1
AUTHORIZATION FOR RELEASE OF SCHOOL RECORDS

I authorize the release of the school records of ____________________________ to the above-named Adult and Career Education school.

_________________________  __________________________
Signature of adult student or parent or guardian of minor student   Date

_________________________
Date of Birth

AUTHORIZATION FOR RELEASE OF EDUCATION RECORD INFORMATION

Student __________________________  Date of Birth ____________

You are hereby authorized to release the records of the above-named student and/or information therein to:

________________________________________________________________________

________________________________________________________________________

Description of records or information to be released:

________________________________________________________________________

________________________________________________________________________
# Location of Pupil Records

<table>
<thead>
<tr>
<th>Location</th>
<th>Type of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Attendance (Records remain at the site for at least five years)</td>
<td>Cumulative Health, Special Education</td>
</tr>
<tr>
<td>District Psychological Services</td>
<td>Counseling Disciplinary</td>
</tr>
<tr>
<td>333 South Beaudry Avenue, 17th Floor</td>
<td>Psychological</td>
</tr>
<tr>
<td>Los Angeles, CA 90017</td>
<td></td>
</tr>
<tr>
<td>(213) 241-8303</td>
<td></td>
</tr>
<tr>
<td>Pupil Services</td>
<td>Expulsion Records</td>
</tr>
<tr>
<td>Pupil Discipline Proceedings Unit</td>
<td></td>
</tr>
<tr>
<td>333 South Beaudry Avenue, 18th Floor</td>
<td></td>
</tr>
<tr>
<td>Los Angeles, CA 90017</td>
<td></td>
</tr>
<tr>
<td>(213) 241-3841</td>
<td></td>
</tr>
<tr>
<td>School Mental Health Centers</td>
<td>Counseling Psychological</td>
</tr>
<tr>
<td>439 West 97th Street</td>
<td></td>
</tr>
<tr>
<td>Los Angeles, CA 90003</td>
<td></td>
</tr>
<tr>
<td>(213) 754-2856</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher and School Health Centers</td>
<td>Dental</td>
</tr>
<tr>
<td>10th District PTA School Health Centers</td>
<td>Health</td>
</tr>
<tr>
<td>1000 Venice Boulevard</td>
<td>Vision</td>
</tr>
<tr>
<td>Los Angeles, CA 90015</td>
<td></td>
</tr>
<tr>
<td>(213) 745-7114</td>
<td></td>
</tr>
<tr>
<td>31st District PTA School Health Clinic</td>
<td>Dental</td>
</tr>
<tr>
<td>17445 Cantlay Street</td>
<td>Health</td>
</tr>
<tr>
<td>Van Nuys, CA 91406</td>
<td>Vision</td>
</tr>
<tr>
<td>(818) 344-3581</td>
<td></td>
</tr>
<tr>
<td>Last School Attended – Former students 0 – 5 years</td>
<td>Cumulative Health, Special Education</td>
</tr>
<tr>
<td></td>
<td>Counseling Disciplinary</td>
</tr>
</tbody>
</table>

BUL-2469
Office of the Chief Operating Officer

April 24, 2006
<table>
<thead>
<tr>
<th>Information Center Branch</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Records/Transcripts</td>
<td>Health, Special Education</td>
</tr>
<tr>
<td>Former students – 5 years or more</td>
<td></td>
</tr>
<tr>
<td>333 South Beaudry Avenue, 10th Floor</td>
<td></td>
</tr>
<tr>
<td>Los Angeles, CA 90017</td>
<td></td>
</tr>
<tr>
<td>(213) 241-1080</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Services Department</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>Division of Special Education</td>
<td>(213) 241-8052</td>
</tr>
<tr>
<td>333 South Beaudry Avenue, 16th Floor</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Los Angeles, CA 90017</td>
<td>(213) 241-8055</td>
</tr>
<tr>
<td>(213) 241-3325</td>
<td>Audiology/Deaf/Hard of Hearing</td>
</tr>
<tr>
<td></td>
<td>(213) 241-8053</td>
</tr>
<tr>
<td></td>
<td>Language and Speech</td>
</tr>
<tr>
<td></td>
<td>(213) 241-3333</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy/Physical Therapy</td>
</tr>
<tr>
<td></td>
<td>(213) 241-3325</td>
</tr>
<tr>
<td></td>
<td>Programs for Physically Disabled</td>
</tr>
<tr>
<td></td>
<td>(213) 241-3325</td>
</tr>
<tr>
<td></td>
<td>Visually Handicapped</td>
</tr>
<tr>
<td></td>
<td>(213) 241-8051</td>
</tr>
</tbody>
</table>
LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Chief Operating Officer

BUL-2433
April 3, 2006

Sample Findings and Conclusions Form

Request to Correct/Remove Information from the Pupil Record of:
[NAME OF STUDENT], [GRADE LEVEL], [SCHOOL]

For the following pupil record(s): ________________________________

Reason(s) for Request: (Attach copy(ies) of Attachment B)

Discussion of Reason(s) for Request:

- Reason A: Inaccurate

Facts/evidence supporting the request: ______________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Facts/evidence supporting the original record content: ________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

- Reason B: An unsubstantiated personal conclusion or inference

Facts/evidence supporting the request: ______________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Facts/evidence supporting the original record content: ________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
PARENT AUTHORIZATION FOR RELEASE OF
PUPIL RECORD INFORMATION
FOR CHALLENGE TO CONTENT

Pupil ________________________________ Birthdate ______

I hereby authorized the Los Angeles Unified School District to release pupil records relevant to the pupil record in question of the above named pupil and/or information therein to the following, who will serve on the appeal panel:

• (panelist name)
• (panelist name)
• (panelist name)

In addition, I authorize the parties involved in the appeal to review pupil record information as it pertains to this appeal. All information will be held confidential.

_____________________________ ______________________
Signature of Parent/Eligible Pupil Date
LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Chief Operating Officer

BUL-2433
April 3, 2006

SAMPLE REQUEST FOR APPOINTMENT OF
CERTIFICATED EMPLOYEE BY PARENT FOR HEARING PANEL

Dear Parent/Eligible Pupil:

The [local district superintendent/governing board] has received your request to appeal your school’s decision regarding your challenge to pupil record content. The [local district superintendent/governing board] will convene a hearing panel to review this appeal. The hearing panel will be comprised of:

- The principal of a public school other than the public school at which the record is on file;
- A certificated employee appointed by the parent; and
- A parent appointed by the [local district superintendent/governing board].

You are entitled to appoint a certificated employee (for example, a teacher, assistant principal, or principal) to this panel. Please provide us with the names of at least two individuals you would like to appoint, along with their contact information, so we can schedule the panel.

If you have any questions or would like additional information, please do not hesitate to contact this Office at ____________.

Sincerely,

_________________________________
Sample Request for Challenging the Content of a Pupil Record

Name of Parent/Guardian: _____________________________ Date of Request: ________

Name of Pupil: _____________________________ Grade of Pupil: ________

Reason(s) for Request to Challenge Content of Pupil Record(s):

___ Inaccurate;

___ An unsubstantiated personal conclusion or inference;

___ A conclusion or inference outside of the observer's area of competence;

___ Not based on the personal observation of a named person with the time and place of the observation noted;

___ Misleading; or

___ In violation of the privacy or other rights of the pupil.

Note: Pursuant to Education Code section 49070, a pupil record may be corrected or removed only on the basis of one of the above-noted reasons.

Please state, in detail, specific, objective facts supporting this request to challenge the content of a pupil record. If you would like to challenge the content of more than one record, please identify the record and the specific reason as well as facts supporting your request. Attach any documentation in support of your request to this form. Please note that this process is for challenging the content of pupil records only; for questions or concerns regarding other issues, contact your school principal.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Parent/Guardian: _____________________________ Date: ________________
Sample Request for Grade Change Appeal Form

Name of Parent/Guardian: ____________________________ Date of Request: ____________

Name of Pupil: ____________________________ Grade of Pupil: ____________________________

Name of Teacher: ____________________________ Course Name: ____________________________

Date Grade Issued: ____________ Date of Meeting with Teacher: ____________

Reason(s) for Request for Grade Change Appeal:

____ Mistake ______ Fraud ______ Bad faith ______ Incompetency

Pursuant to Education Code section 49066, a grade change request may only be reviewed on the basis of one of the above-noted reasons as they relate to the assignment of the grade.

Please state, in detail, specific, objective facts supporting this request for appeal. Attach any documentation in support of your request to this form. Please note that this process is for grade change appeals only. For questions or concerns regarding other issues, contact your school principal.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Parent/Guardian: ____________________________

BUL - 1926.0  Division of Instruction

November 7, 2005  Counseling Handbook 7.6  Appendix 7-O
WONDERFUL HIGH SCHOOL
CHANGE OF FINAL MARK FORM

Date: ____________________________

I request that the mark of ____________________________
(Print) Student’s Last Name, First Grade Birthdate
be changed in ____________________________
Course Title Period Semester Year

From: Academic mark Work habits Cooperation

To: Academic mark Work habits Cooperation

Reason for change ____________________________________________

Teacher’s Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved: ____________________________ Assistant Principal, SCS Date

The teacher must also change the mark in the roll book. Mark changed and initialed in roll book:

Teacher’s Signature Date Verified by Counseling office staff

Route To: Computer (MR04 & TR01) ____________________________
Computer Operator Date

Counselor ____________________________ Counselor Date

Individual(s) Responsible for Eligibility ____________________________

Cumulative Record Changed ____________________________ Credit Clerk Date

FILE THIS FORM WITH STUDENT’S CUMULATIVE RECORD WHEN COMPLETED.
Sample Findings and Recommendations Form

Grade Change Request of: [NAME OF STUDENT], [GRADE LEVEL], [SCHOOL]

For the following class: ________________________

Background: [Information regarding when the class was taken, who the teacher of the class was, which level(s) of review have already been conducted, and the results of each prior level of review.]

Reason(s) for Request: (Attach copy(s) of Attachment B)

Discussion of Reason(s) for Request:

- Reason A: Mistake
  Facts/evidence supporting the request: ____________________________________________
  ____________________________________________
  ____________________________________________
  Facts/evidence supporting the original grade: ______________________________________
  ____________________________________________
  ____________________________________________

- Reason B: Fraud
  Facts/evidence supporting the request: ____________________________________________
  ____________________________________________
  ____________________________________________
  Facts/evidence supporting the original grade: ______________________________________
  ____________________________________________
  ____________________________________________

BUL - 1926.0
Division of Instruction

November 7, 2005

Counseling Handbook 7.6
Appendix 7-O
- Reason C: Bad faith

Facts/evidence supporting the request:

________________________________________________________________________

________________________________________________________________________

Facts/evidence supporting the original grade:

________________________________________________________________________

________________________________________________________________________

- Reason D: Incompetency

Facts/evidence supporting the request:

________________________________________________________________________

________________________________________________________________________

Facts/evidence supporting the original grade:

________________________________________________________________________

________________________________________________________________________

Conclusions:

Based on a thorough review of the oral and written evidence that was provided, and after careful consideration, the reviewer finds that the grade change request should be [GRANTED/DENIED].

Signed: ___________________________ Date: ________________

[NAME OF REVIEWER]

[TITLE/POSITION OF REVIEWER]
Los Angeles Unified School District/Division of Adult and Career Education

GED Test Center
1646 South Olive Street Room 503
Los Angeles, CA 90015
(213) 765-2573

Waiver Documentation Form - Under-aged Examinees

Today’s Date: ___________________________ Date of GED Exam: __________________

Name: ___________________________ Age on day of testing: __________________

Address: ___________________________ City: __________________

Zip: ___________ Examinee’s phone #: ___________________________

School/Program of Attendance (if applicable):

________________________________________________________________________

School Contact Person: ___________________________ Phone: __________________

I am not yet 17 years and 10 months old but would like to take the GED Exam because I have been out of high school for more than 60 days (“check out” papers that show last date of attendance must be attached) and (check one of the following)

_____ I have been offered employment and need the GED to meet the job requirements.
Employer: ___________________________ Letter from employer attached.

_____ I will not graduate with my class.
I would have graduated with the Class of _________. Copy of transcript attached.

_____ I need the GED to qualify for entrance to a community college.
Name of College: ___________________________ Letter from college attached.

_____ I need the GED to qualify for entrance to the military.
Branch: ___________________________ Letter from recruiter attached.

Student Instructions:
This form along with the above mentioned documentation must be given to the Assistant Principal of Adult Counseling Services at the school where test will be taken or the GED Test Center if testing there before registration can be completed.

APACS: This form & documentation must be placed in the Demographic Survey and given to the proctor on day of testing.

AEWOC: This form must be completed with documentation attached before student can register for the exam. Clearance for registration should be obtained from the A.P.A.C.S.
To: Monica Balbuena, GED Chief Examiner  
Date: ________________

From: Assistant Principal, Adult Counseling Services

Subject: VERIFICATION OF STUDENT IDENTIFICATION

For GED Test purposes, I hereby verify the identification of the student whose data follows:

Student's Name_________________________  DOB: __________________

[Copy of Examinee's Current School Photo ID]

Date of Enrollment: _________________  School ID Expiration Date: ______________

Student's Signature: _______________________________________________________

APACS Signature: __________________________________________________________

School: _____________________________  Date: ______________

The above-named student will present this form to the GED test examiner in order to gain entrance into the testing room.

APPROVED:  
Ed Morris, Assistant Superintendent, Division of Adult and Career Education
Are You Ready to Take the GED Tests?

You may wonder if you need some help preparing for the GED Tests. By contacting an adult education resource center in your area, you can learn about preparation classes in local high schools, adult education programs, or community colleges. Staff members at these resource centers can help you decide whether you will need to study for all the tests, or whether you should spend time brushing up in just a few areas.

Call for Guidance

You may wish to talk with someone who can help you identify the best instructional setting for your needs. The National Center for Family Literacy hosts a call center that provides this service. Call the Family Literacy Infoline at 1-877-FAMILY1 (1-877-326-5481), or visit the National Center for Family Literacy web site for direct access to family literacy program site information in the Family Literacy Program Directory.

Locate Instructional Sites Near You

If you wish to locate the names and locations of all adult education centers and specific instructional programs within a specific radius of where you live, visit America’s Literacy Directory at the National Institute for Literacy (NIFL) web site. Simply enter your zip code to receive a customized listing of nearby programs and locations. The U.S. government also operates a toll-free information number through NIFL at (800) 828-8133.

If you decide you want to study on your own after looking at the sample questions we’ve posted on this site, there are a number of different instructional resources listed below that you can use—ranging from television study aids to official practice tests.

Also, if you feel you need a special accommodation due to a documented disability, contact your local GED Testing Center to learn what steps to follow.

Instructional Resources

There are a variety of tools you can use to help prepare yourself for the GED Tests.
The Official GED Practice Tests
Half-length and full-length GED practice tests, comparable in content, difficulty, and format to the GED Tests, are available in English, Spanish, French, and Canadian versions; audiocassette (English only), and large-print editions (English only); includes score conversion tables. Self-scoring answering sheets also available.

Published by Steck-Vaughn Company
In the United States: (800) 531-5015
In Canada: (416) 255-4491 or (800) 387-7278

GED Connection
GED Connection, from PBS LiteracyLink and KET, allows adults to study at home for their GED credential—watching programs broadcast on most PBS stations. For your local TV schedule, visit the PBS LiteracyLink web site, and enter your zip code in the top right corner of the first page, or check with your local public television station, or call KET at (800) 354-9067.

KET Preparation Materials
In addition to televised GED Connection programs, KET offers free online activities and practice tests at www.pbs.org/literacy. Visit KET’s web site or call (800) 354-9067 for a complete listing of GED preparation videos, workbooks, and other instructional products.

Steck-Vaughn Preparation Materials
In addition to the Official Practice Test, Steck-Vaughn publishes a wide range of adult education materials, including GED preparation books and a unique practice site. Visit the main Steck-Vaughn web site for a complete listing of their other instructional products.

Contemporary/McGraw-Hill
Publishes a number of instructional materials available for adult basic education and GED preparation courses.

Other Preparation Materials
Other commercial preparation materials for the GED Tests are available from a variety of sources, including Barron’s Books, Kaplan, Plato Learning, and the Princeton Review.
ABOUT THE GED

Overview

The General Education Development (GED) certificate is widely accepted as an equivalent to a high school diploma. The tests are designed to measure the knowledge and skills of a High School graduate. This certificate is earned by passing the official GED Tests. The tests are offered in English, Spanish, and French.

There are five tests in the areas of Writing, Reading, Social Studies, Science, and Mathematics. The questions in each of these tests require you to use general knowledge and thinking skills. Very few questions ask you to recall facts, details, or definitions. Even though you have not finished high school, you may have gained skills and knowledge through reading, informal training, and your own life experience. The purpose of the GED testing program is to provide you an opportunity to have learning acquired from such educational experiences evaluated and recognized.

Eligibility

Anyone who is at least 18 years of age or within 60 days of their 18th birthday may take the official test. Some other exceptions may apply to 17 year olds. Call the GED Office for clarification or see additional information below.

FAQs

Frequently Asked Questions

Are the tests only in English?

In addition to English, the GED Tests can be taken in Spanish and French. Some adult schools offer preparation for taking the GED Tests in Spanish.

Should I study/prepare?

Yes, absolutely!

At our adult schools, counselors are available to provide you with an
Testing Breakdown

Language Arts – Writing

PART 1: Multiple Choice
Asks you to find errors in capitalization, punctuation, grammar and sentence structure and to organize sentences within real life documents like reports, resumes and e-mails.

• 50 questions
• 75 minutes

Part 2: Essay
Requires you to write an essay on a given topic familiar to most adults that will explain something or present an opinion.

• 45 minutes

Language Arts – Reading

The questions on this test are based on reading passages from newspapers, magazines, prose, literature, poetry and drama. You may be asked to restate, summarize or explain what you have read.

• 40 questions
• 65 minutes

Social Studies

This test has readings and questions from U.S. history, economics, geography, and political science. You will also interpret charts, maps, political cartoons, speeches and photographs. Questions also come from the Declaration of Independence, the U.S. Constitution, and landmark Supreme Court decisions.

• 50 questions
• 70 minutes

Science

The Science test contains questions on biology, earth, space and an individualized course of study that will help you prepare for the GED Tests. Some adult schools offer preparation for taking the GED Tests in Spanish.

To contact an LAUSD adult school in your area, click here, or call (213) 62-LEARN.

Are there practice tests?

Yes, half-length GED practice tests are available at all adult schools in the LAUSD. The tests are comparable in content, difficulty, and format to the Official GED Tests. They will give you a very good idea of how well prepared you are to take the Official GED Tests.

To contact an LAUSD adult school in your area, click here, or call (213) 62-LEARN.

How are the tests scored?

GED scores for each test area are reported as 'standard scores' which range from 200 to 800 and percentile ranks ranging from 1 to 99; higher scores result from correctly answering more test questions.

To pass the GED in California, examinees must receive a standard score of at least 410 on each of the five GED subsets and earn a total score of 2250 or an average standard score of 450 or higher.
environmental topics. You will be asked questions requiring critical thinking and problem solving skills.

- 50 questions
- 80 minutes

**Mathematics**

**PART 1:** allows the use of a calculator
**PART 2:** no calculator

A basic knowledge of addition, subtraction, multiplication, and division is required. Also included are questions relating to Geometry, Algebra, data analysis, and number operations.

- 50 questions
- 90 minutes

* Calculator provided by GED Test Center. You may not bring your own.

---

**TESTING FEES**

Presently, it costs $110.00 to take the full battery of the GED Tests. Re-tests are $25.00 each (per test). Fees are to be paid in Cash or Money Orders only. PERSONAL CHECKS WILL NOT BE ACCEPTED.

---

May I take the test more than once?

You may retake the GED up to a maximum of three times in a single year. Additionally, you need only take the sections you haven't passed.

Examinees who pass the test should receive the California High School Equivalency Certificate and an Official Report of test Results from the State GED Office within 6 weeks.

When will I receive my certificate?

The High School Equivalency Certificate will be mailed to each eligible client that passes the GED Test. Clients who do not pass will be sent a copy of their scores by the Test Center.
LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education

SUBJECT: OUT OF CENTER GED TESTING PROGRAM 2008-09 SCHOOL YEAR

I. Schedule of Testing
II. General Information
III. Responsibilities of Schools Referring Candidates for Testing
IV. Responsibilities of Schools Designated as Test Centers
V. Test Administration Time Schedule

I. SCHEDULE OF TESTING

Students enrolled in the high school diploma program will be given the opportunity to take the GED tests this school year on the following schedule:

FALL ENGLISH TESTING

<table>
<thead>
<tr>
<th>Dates</th>
<th>Test Centers</th>
<th>Dates</th>
<th>Test Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16, 17, 18, 2008</td>
<td>Van Nuys CAS</td>
<td>November 18, 19, 20, 2008</td>
<td>South Gate CAS</td>
</tr>
<tr>
<td>October 7, 8, 9, 2008</td>
<td>East Los Angeles Occupational Center</td>
<td>December 2, 3, 4, 2008</td>
<td>Van Nuys CAS</td>
</tr>
<tr>
<td>October 14, 15, 16, 2008</td>
<td>East Los Angeles Skills Center</td>
<td>December 2, 3, 4, 2008</td>
<td>Reseda CAS</td>
</tr>
<tr>
<td>October 14, 15, 16, 2008</td>
<td>Huntington Park CAS</td>
<td>December 2, 3, 4, 2008</td>
<td>Belmont CAS</td>
</tr>
<tr>
<td>October 14, 15, 16, 2008</td>
<td>Van Nuys CAS</td>
<td>December 2, 3, 4, 2008</td>
<td>Wilson-Lincoln CAS</td>
</tr>
<tr>
<td>October 14, 15 &amp; 16, 2008</td>
<td>Manual Arts CAS</td>
<td>December 9, 10, 11, 2008</td>
<td>East Los Angeles Occupational Center</td>
</tr>
<tr>
<td>October 15, 16, 2008</td>
<td>Metropolitan Skills Center</td>
<td>December 9, 10, 11, 2008</td>
<td>Los Angeles CAS</td>
</tr>
<tr>
<td>October 21, 22, 23, 2008</td>
<td>North Hollywood CAS</td>
<td>December 9, 10, 11, 2008</td>
<td>Harbor CAS</td>
</tr>
<tr>
<td>October 22, 23, 2007</td>
<td>Mid-Wilshire ECC</td>
<td>December 10 &amp; 11, 2008</td>
<td>Metropolitan Skills Center</td>
</tr>
<tr>
<td>October 22 &amp; 23, 2008</td>
<td>Pacoima Skills Center</td>
<td>December 16, 17, 18, 2008</td>
<td>Venice CAS/SC</td>
</tr>
<tr>
<td>October 28, 29, 30, 2008</td>
<td>Franklin CAS</td>
<td>December 16, 17, 18, 2008</td>
<td>Kennedy-San Fernando CAS</td>
</tr>
<tr>
<td>October 28, 29, 30, 2008</td>
<td>El Camino Real CAS</td>
<td>December 16, 17, 18, 2008</td>
<td>Gardena CAS</td>
</tr>
<tr>
<td>November 18, 19, 20, 2008</td>
<td>Evans CAS</td>
<td>January 13, 14, 15, 2009</td>
<td>Van Nuys CAS</td>
</tr>
<tr>
<td>November 18, 19, 20, 2008</td>
<td>Hollywood CAS</td>
<td>January 28, 29, 2009</td>
<td>Pacoima Skills Center</td>
</tr>
<tr>
<td>November 18, 19, 20, 2008</td>
<td>Manual Arts CAS</td>
<td>January 27, 28, 29, 2009</td>
<td>Jefferson CAS</td>
</tr>
<tr>
<td>November 18, 19, 20, 2008</td>
<td>Roosevelt CAS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SPRING ENGLISH TESTING

<table>
<thead>
<tr>
<th>Dates</th>
<th>Test Centers</th>
<th>Dates</th>
<th>Test Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10, 11, 12, 2009</td>
<td>Van Nuys CAS</td>
<td>April 21, 22, 23, 2009</td>
<td>Venice CAS/ SC</td>
</tr>
<tr>
<td>February 10, 11, 12, 2009</td>
<td>Manual Arts CAS</td>
<td>April 21, 22, 23, 2009</td>
<td>Evans CAS</td>
</tr>
<tr>
<td>February 10, 11, 12, 2009</td>
<td>East Los Angeles Occupational Center</td>
<td>April 21, 22, 23, 2009</td>
<td>Manual Arts CAS</td>
</tr>
<tr>
<td>February 24, 25, 26, 2009</td>
<td>Evans CAS</td>
<td>April 28, 29, 30, 2009</td>
<td>Franklin CAS</td>
</tr>
<tr>
<td>February 24, 25, 26, 2009</td>
<td>North Hollywood-Poly CAS</td>
<td>April 28, 29, 30, 2009</td>
<td>Roosevelt CAS</td>
</tr>
<tr>
<td>February 24, 25, 26, 2009</td>
<td>Roosevelt CAS</td>
<td>April 28, 29, 30, 2009</td>
<td>Belmont CAS</td>
</tr>
<tr>
<td>February 25, 26, 2009</td>
<td>Metropolitan Skills Center</td>
<td>April 28, 29, 30, 2009</td>
<td>Jefferson CAS</td>
</tr>
<tr>
<td>March 3, 4, 5, 2009</td>
<td>Reseda CAS</td>
<td>May 5, 6, 7, 2009</td>
<td>South Gate CAS</td>
</tr>
<tr>
<td>March 3, 4, 5, 2009</td>
<td>Westside CAS</td>
<td>May 5, 6, 7, 2009</td>
<td>Van Nuys CAS</td>
</tr>
<tr>
<td>March 3, 4, 5, 2009</td>
<td>Hollywood CAS</td>
<td>May 5, 6, 7, 2009</td>
<td>El Camino Real CAS</td>
</tr>
<tr>
<td>March 10, 11, 12, 2009</td>
<td>Van Nuys CAS</td>
<td>May 5, 7, 2009</td>
<td>Garfield CAS</td>
</tr>
<tr>
<td>March 10, 11, 12, 2009</td>
<td>East Los Angeles Occupational Center</td>
<td>May 5, 6, 7, 2009</td>
<td>Reseda CAS</td>
</tr>
<tr>
<td>March 10, 11, 12, 2009</td>
<td>Los Angeles CAS</td>
<td>May 12, 13, 14, 2009</td>
<td>East Los Angeles</td>
</tr>
<tr>
<td>March 24, 25, 26, 2009</td>
<td>East Los Angeles Skills Center</td>
<td>May 19, 20 21, 2009</td>
<td>Evans CAS</td>
</tr>
<tr>
<td>March 31, April 1, 2, 2009</td>
<td>North Hollywood-Poly CAS</td>
<td>May 19, 20 21, 2009</td>
<td>Huntington Park CAS</td>
</tr>
<tr>
<td>March 31, April 1, 2, 2009</td>
<td>Wilson-Lincoln CAS</td>
<td>May 19, 20 21, 2009</td>
<td>East Los Angeles</td>
</tr>
<tr>
<td>April 14, 15, 16, 2009</td>
<td>Van Nuys CAS</td>
<td>May 26, 27 28, 2009</td>
<td>Westside CAS</td>
</tr>
<tr>
<td>April 14, 15, 16, 2009</td>
<td>East Los Angeles Occupational Center</td>
<td>May 27, 28, 2009</td>
<td>Mid-Wilshire ECC</td>
</tr>
<tr>
<td>April 14, 15, 16, 2009</td>
<td>Kennedy-San Fernando CAS</td>
<td>June 2, 3, 4, 2009</td>
<td>Van Nuys CAS</td>
</tr>
<tr>
<td>April 14, 15, 16, 2009</td>
<td>Harbor CAS</td>
<td>June 2, 4, 2009</td>
<td>Garfield CAS</td>
</tr>
<tr>
<td>April 21, 22, 23, 2009</td>
<td>Huntington Park CAS</td>
<td>June 3, 4, 2009</td>
<td>Metropolitan Skills</td>
</tr>
<tr>
<td>April 21, 22, 23, 2009</td>
<td>East Los Angeles Skills Center</td>
<td></td>
<td>Center</td>
</tr>
</tbody>
</table>
FALL SPANISH TESTING

<table>
<thead>
<tr>
<th>Dates</th>
<th>Test Centers</th>
<th>Dates</th>
<th>Test Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 21, 22, 23, 2008</td>
<td>Huntington Park CAS</td>
<td>December 2, 3, 4, 2008</td>
<td>Harbor CAS</td>
</tr>
<tr>
<td>October 21, 22, 23, 2008</td>
<td>Manual Arts CAS</td>
<td>December 9, 10, 11, 2008</td>
<td>Jefferson CAS</td>
</tr>
<tr>
<td>October 21, 22, 23, 2008</td>
<td>Roosevelt CAS</td>
<td>December 9, 10, 11, 2009</td>
<td>Manual Arts CAS</td>
</tr>
<tr>
<td>November 18, 19, 20, 2008</td>
<td>Belmont CAS</td>
<td>January 13, 14, 15, 2009</td>
<td>Kennedy-San Fernando CAS</td>
</tr>
<tr>
<td>November 19, 20, 2008</td>
<td>Metropolitan Skills Center</td>
<td>January 27, 28, 29, 2009</td>
<td>Roosevelt CAS</td>
</tr>
</tbody>
</table>

SPRING SPANISH TESTING

<table>
<thead>
<tr>
<th>Dates</th>
<th>Test Centers</th>
<th>Dates</th>
<th>Test Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 24, 25, 26, 2009</td>
<td>Los Angeles CAS</td>
<td>May 5, 6, 7, 2009</td>
<td>Kennedy-San Fernando CAS</td>
</tr>
<tr>
<td>March 24, 25, 26, 2009</td>
<td>Roosevelt CAS</td>
<td>May 19, 20, 21, 2009</td>
<td>Belmont CAS</td>
</tr>
<tr>
<td>March 24, 25, 26, 2009</td>
<td>Manual Arts CAS</td>
<td>May 26, 27, 28, 2009</td>
<td>Huntington Park CAS</td>
</tr>
<tr>
<td>April 21, 22, 23, 2009</td>
<td>Harbor CAS</td>
<td>June 9, 10, 11, 2009</td>
<td>Jefferson CAS</td>
</tr>
<tr>
<td>April 28, 29, 30, 2009</td>
<td>Wilson-Lincoln CAS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SATURDAY TESTING

ENGLISH SATURDAY TESTING

Fall Semester

<table>
<thead>
<tr>
<th>Dates</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27 and October 4, 2008</td>
<td>North Valley Occupational Center</td>
</tr>
<tr>
<td>October 18 and 25, 2008</td>
<td>Maxine Waters Employment Prep Center</td>
</tr>
<tr>
<td>October 18 and 25, 2008</td>
<td>West Valley Occupational Center</td>
</tr>
<tr>
<td>October 25 and November 1, 2008</td>
<td>Garfield Community Adult School</td>
</tr>
<tr>
<td>November 1 and 8, 2008</td>
<td>Gardena Community Adult School</td>
</tr>
<tr>
<td>November 15 and 22, 2008</td>
<td>North Valley Occupational Center</td>
</tr>
<tr>
<td>November 15 and 22, 2008</td>
<td>Harbor Occupational Center</td>
</tr>
<tr>
<td>January 24 and 31, 2009</td>
<td>North Valley Occupational Center</td>
</tr>
</tbody>
</table>
### ENGLISH SATURDAY TESTING

#### Spring Semester

**Dates**

- February 21 and 28, 2009
- March 7 and 14, 2009
- March 7 and 14, 2009
- March 14 and 21, 2009
- March 28 and April 4, 2009
- April 18 and 25, 2009
- April 18 and 25, 2009
- May 2 and 9, 2009
- May 2 and 9, 2009
- May 2 and 9, 2009
- May 9 and 16, 2009
- May 9 and 16, 2009
- May 16 and 23, 2009

**Locations**

- West Valley Occupational Center
- Harbor Occupational Center
- Fremont Community Adult School
- North Valley Occupational Center
- Garfield Community Adult School
- West Valley Occupational Center
- North Valley Occupational Center
- Maxine Waters Employment Prep Center
- Fremont Community Adult School
- West Valley Occupational Center
- Gardena Community Adult School
- Harbor Occupational Center
- Fremont Community Adult School
- North Valley Occupational Center

### SPANISH SATURDAY TESTING

**Dates**

- September 20 and 27, 2008
- September 27 and October 4, 2008
- October 11 and 18, 2008
- October 11 and 18, 2008
- October 25 and November 1, 2008
- November 1 and 8, 2008
- November 1 and 8, 2008
- November 15 and 22, 2008
- December 6 and 13, 2008
- December 6 and 13, 2008
- December 6 and 13, 2008
- January 17 and 24, 2009
- February 14 and 21, 2009
- February 21 and 28, 2009
- February 28 and March 7, 2009
- March 21 and 28, 2009
- March 21 and 28, 2009
- April 18 and 25, 2009
- April 18 and 25, 2009
- April 18 and 25, 2009
- April 25 and May 2, 2009
- May 2 and 9, 2009
- June 6 and 13, 2009
- June 6 and 13, 2009

**Locations**

- Van Nuys Community Adult School
- Pacoima Skills Center
- Garfield Community Adult School
- South Gate Community Adult School
- East Los Angeles Skills Center
- Fremont Community Adult School
- Pacoima Skills Center
- Mid-Wilshire Center
- Van Nuys Community Adult School
- Hollywood Community Adult School
- Gardena Community Adult School
- Manual Arts Community Adult School
- Van Nuys Community Adult School
- Harbor Occupational Center
- East Los Angeles Skills Center
- Maxine Waters Employment Prep Center
- Pacoima Skills Center
- Mid-Wilshire Center
- Van Nuys Community Adult School
- South Gate Community Adult School
- Garfield Community Adult School
- Hollywood Community Adult School
- Van Nuys Community Adult School
- Gardena Community Adult School
NOTICE
GED REGISTRATION INSTRUCTIONS

Before any forms are completed, the counseling staff may wish to ask the following questions:

- Are you at least 17 years and 10 months old?
- Does your identification have your name, address, date of birth, signature, and photograph?
- Are you presently a student at a Division school? (This will determine if the counselor may sign for the student.)
- Is this the first time you are taking the GED? (This helps to determine whether the "retake" questions may be skipped.)

When enrolling GED applicants, please follow these instructions:

- Have student fill out the GED registration form.
- Have student fill out the CASAS/Tops Form (not AEWC students).
- Log applicant's name.
- Log receipt # and identification.
- Log test needed (specify if the applicant is taking ALL or PARTIAL test). Mark under appropriate box.
- If taking PARTIAL test, specify if it is to complete or re-take.
- TO COMPLETE, obtain a copy of original paid receipt, attach copy to new registration slip. (Do not charge any fees) and mark on the new registration slip the section(s) needed to complete.
- TO RE-TAKE, mark on the new registration slip the names of sections the applicant needs to re-take AND collect the additional fees.

RE-TESTING GUIDELINES

- Students who fail any part of the test may re-test when they feel they are ready (may re-test twice per calendar year).

- FEES (Effective January 1, 2005):
  - $110 entire test
  - $25 re-take, each section if original test was taken after July 1, 2002
  - $110 re-take entire test if original test was taken after July 1, 2002

ACCEPTABLE FORMS OF IDENTIFICATION

- All identification must have a name, address, date of birth, signature, and photograph.
  - California Driver's License
  - California Identification Card
  - Valid Passport
  - Current identification from a postsecondary institution
  - Military ID
  - Government-issued (National or Foreign) identification
Los Angeles Unified School District/Division of Adult & Career Education

GED®

New Testing Site

Westchester High School campus
8701 Park Hill Drive
Los Angeles, CA 90045
(corner of Manchester and Park Hill)

Convenient Location Near LAX
Easy Bus / Freeway Access
Free / Safe Parking on Premises

Testing available every 2nd and 4th week of the month.

TO REGISTER: (You must pre-register the week before the test)
Go to Emerson Adult Learning Center
8810 Emerson Ave.
Los Angeles, CA 90045
(310) 258-2000
8:00 a.m. to 6:00 p.m., Monday through Friday
You must be at least 18 yrs old & have a valid CA Driver's License or ID card.
Cost $110.00

DIRECTIONS to Emerson Adult Learning Center:
405 Freeway, Exit Manchester Blvd West to Emerson
Left on Emerson Avenue (3 blocks)

For more information visit www.GED.adultinstruction.org
or call (213) 765-2573.
Testing Order and Arrival Times

**Weekdays**

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Arrival Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All First Tme Examinees</td>
<td>8:00 A.M.</td>
</tr>
<tr>
<td>Math (Retesters/Resume)</td>
<td>8:30 A.M.</td>
</tr>
<tr>
<td>Writing (Retesters/Resume)</td>
<td>11:00 A.M.</td>
</tr>
</tbody>
</table>

*Testing usually ends about 2:00 P.M. on Tuesdays*

<table>
<thead>
<tr>
<th>Thursdays</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8:00 A.M.</td>
</tr>
<tr>
<td>Science (Retesters/Resume)</td>
<td>9:00 A.M.</td>
</tr>
<tr>
<td>Social Studies (Retesters/Resume)</td>
<td>10:30 A.M.</td>
</tr>
</tbody>
</table>

*Testing usually ends about 12:30 P.M. on Thursdays*

**Saturdays**

<table>
<thead>
<tr>
<th>1st Saturday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Testers</td>
<td>7:30 A.M.</td>
</tr>
<tr>
<td>Math (Retesters/Resume)</td>
<td>8:00 A.M.</td>
</tr>
<tr>
<td>Writing (Retesters/Resume)</td>
<td>10:30 A.M.</td>
</tr>
</tbody>
</table>

*Testing usually ends about 2:00 P.M. on the first Saturday.*

<table>
<thead>
<tr>
<th>2nd Saturday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (Retesters/Resume)</td>
<td>7:30 A.M.</td>
</tr>
<tr>
<td>Science (Retesters/Resume)</td>
<td>8:30 A.M.</td>
</tr>
<tr>
<td>Social Studies (Retesters/Resume)</td>
<td>10:00 A.M.</td>
</tr>
</tbody>
</table>

*Testing usually ends about 12:30 P.M. on the second Saturday.*

**Evenings**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All First Tme Examinees</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>Math (Retesters/Resume)</td>
<td>5:30 P.M.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (Retesters/Resume)</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>Reading (Retesters/Resume)</td>
<td>7:00 P.M.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (Retesters/Resume)</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>Social Studies (Retesters/Resume)</td>
<td>6:00 P.M.</td>
</tr>
</tbody>
</table>

*Testing usually ends about 8:45 P.M. each night*
Request for Transcript and Authorization to Release GED Test Scores

Before completing this request form, please call the GED Test Center at (213) 765-2573 to verify your records are on file.

Date of Request ____________________________ Number of Transcripts Requested ____________________________

Client's Name at time of testing:

Last ____________________________ First ____________________________ MI ____________________________

Social Security Number ____________________________ Date of Birth: ____________________________ Contact Phone Number ____________________________

Test Location ____________________________ Send Transcripts To ____________________________

Name of Agency/Person Receiving Transcripts ____________________________

Address of Agency Receiving Transcripts ____________________________

City ____________________________ State ____________________________ Zip ____________________________

I hereby authorize the release of my GED test scores to the above stated person or agency.

Signature ____________________________ Date ____________________________

FOR GED OFFICE USE ONLY

Mail this form along with the $20.00 fee (money order only) per transcript to:

GED Test Center
1646 South Olive Street, Room 503
Los Angeles, CA 90015
## Graduation Timeline

<table>
<thead>
<tr>
<th>JANUARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation application form</td>
<td></td>
</tr>
<tr>
<td>Venue for dinner/dance</td>
<td></td>
</tr>
<tr>
<td>Graduation calendar</td>
<td></td>
</tr>
<tr>
<td>Letter to potential grads (announce 1st grad meeting)</td>
<td></td>
</tr>
<tr>
<td>Potential grad list</td>
<td></td>
</tr>
<tr>
<td>Memo to teachers to announce 1st grad meeting</td>
<td></td>
</tr>
<tr>
<td>Reserve cafeteria and auditorium</td>
<td></td>
</tr>
<tr>
<td>Agenda for 1st grad meeting</td>
<td></td>
</tr>
<tr>
<td>Memo re: GED Testing timeline to complete</td>
<td></td>
</tr>
<tr>
<td>Letter to chosen guest speaker</td>
<td></td>
</tr>
<tr>
<td>Identify 8th grade grads</td>
<td></td>
</tr>
<tr>
<td>Do timeline for 8th grade grads</td>
<td></td>
</tr>
<tr>
<td>Send letter to 8th grade potential grads</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Call photographer to arrange photo day</td>
<td></td>
</tr>
<tr>
<td>1st grad meeting</td>
<td></td>
</tr>
<tr>
<td>Letter to &quot;no shows to 1st meeting&quot; potential grads</td>
<td></td>
</tr>
<tr>
<td>Update grad list</td>
<td></td>
</tr>
<tr>
<td>Arrange for college and university speakers</td>
<td></td>
</tr>
<tr>
<td>Pre-registration schedule</td>
<td></td>
</tr>
<tr>
<td>Order black and white diploma cases</td>
<td></td>
</tr>
<tr>
<td>Letter to inactive potential grads</td>
<td></td>
</tr>
<tr>
<td>Graduation check-list re: duties and responsibilities for admin and staff</td>
<td></td>
</tr>
<tr>
<td>Have graduation application forms signed by students</td>
<td></td>
</tr>
<tr>
<td>Set up database for potential grads</td>
<td></td>
</tr>
<tr>
<td>List of students for GED testing and CAHSEE testing</td>
<td></td>
</tr>
<tr>
<td>Scholarship applications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARCH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminder for GED testing and CAHSEE</td>
<td></td>
</tr>
<tr>
<td>Identify students for CMAA scholarship</td>
<td></td>
</tr>
<tr>
<td>Memo for 2nd grad meeting</td>
<td></td>
</tr>
<tr>
<td>Agenda for 2nd grad meeting</td>
<td></td>
</tr>
<tr>
<td>Graduation fee memo</td>
<td></td>
</tr>
<tr>
<td>Meet with 8th grade grads</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APRIL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd grad meeting</td>
<td></td>
</tr>
<tr>
<td>Fund-raiser flyer</td>
<td></td>
</tr>
<tr>
<td>Measure for caps and gowns</td>
<td></td>
</tr>
<tr>
<td>Order caps and gowns</td>
<td></td>
</tr>
<tr>
<td>Work on 1st diploma order</td>
<td></td>
</tr>
<tr>
<td>Order invitations</td>
<td></td>
</tr>
<tr>
<td>GED memo to teachers re: Spanish and English tests</td>
<td></td>
</tr>
<tr>
<td>Letter of invitation to guest speaker</td>
<td></td>
</tr>
<tr>
<td>Contact See’s Candy rep</td>
<td></td>
</tr>
<tr>
<td>Agenda for 3rd grad meeting</td>
<td></td>
</tr>
<tr>
<td>Collect graduation fees</td>
<td></td>
</tr>
<tr>
<td>Meet with teachers re: candy sales</td>
<td></td>
</tr>
<tr>
<td>Candy sale form</td>
<td></td>
</tr>
<tr>
<td>Graduates profile</td>
<td></td>
</tr>
<tr>
<td>Work on grad program</td>
<td></td>
</tr>
<tr>
<td>Meet with student council re: fund raiser</td>
<td></td>
</tr>
</tbody>
</table>
# Graduation Timeline

## MAY
- 3rd grad meeting
- Work on graduation programs
- Graduation portraits
- Work on cumulative records
- ORDER CAPS, GOWNS, AND DIPLOMAS BY MAY 1
- Preliminary grad check
- Letter of invitation to special guests
- Scholarship applications for students
- Collect candy sales money
- Progress reports to teachers
- Order dance tickets
- DJ for dinner/dance
- Order cakes and buy paper goods
- 8th grade eligibility list
- 8th grade testing
- Letter to 8th grade graduates
- Flyers and posters for dinner/dance
- Letter to plant manager
- Work on graduation program
- Send letter for last grad meeting
- Grad invitations to other schools and staff and invited guests
- Letter and invitation to district representative
- Contact florist

## JUNE
- Letter to ESL teachers re: grad ceremony
- Work on graduation program
- Review progress reports
- Order additional diplomas
- Diploma inserts
- List for Corsages and boutonnieres
- Decorations for grad ceremony, reception, dinner/dance
- Letter re: graduation ceremony and reception help to teachers
- Scrip and speeches for ceremony
- Work on 3x5 cards for grad ceremony
- Award plaques for outstanding students
- Scholarship letters for scholarship winners
- Meet with scholarship committee
- Evaluation forms for scholarship committee
- Flowers, boutonnieres, and flora arrangements
- Podiums, flags, small table for diplomas
- Final graduation check
- Make sure programs are ready
- Rehearsals, group picture
- List of invited guests for name tags, flowers
- Refill helium tank
- Checks for DJ and restaurant

## HAVE GRADUATION CLEAN-UP COMMITTEE
Graduation Checklist

Complete | In Progress
------- | --------

Identify this year's potential graduates.
Counsel each potential graduate regarding remaining requirements.
Reserve the graduation location.
Complete contract for off-site location.
Schedule and hold meeting of the graduating class.
Elect class officers.
Determine and collect any graduation fees.
Order diplomas for all graduates.
Order caps, gowns, and stoles.
Print invitations and program.
Arrange for photographer.
Select speakers.
Select and order rings, pins, etc.
Send invitations.
Send press releases.
Arrange entertainment.
Arrange custodial services.
Arrange for ushers, special seating, and parking.
Arrange for sound and lights, including music.
Arrange decorations and refreshments.
Rehearse ceremony.
Arrange security.
Distribute scholarship applications.
APPLICATION FOR DIPLOMA – JUNE ________

PLEASE PRINT

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Mid Initial</th>
<th>Computer ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (number and street)</th>
<th>City</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>Date of Birth</th>
<th>Home Phone</th>
<th>Work or Other Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRINT NAME EXACTLY AS YOU WOULD WANT IT ON THE DIPLOMA

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ I am able to participate in the graduation ceremony.

☐ I am not able to participate in the graduation ceremony.

☐ I am undecided.

<table>
<thead>
<tr>
<th>Classes Required for Graduation</th>
<th>In Progress</th>
<th>Pending</th>
<th>Dates</th>
<th>Day/Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

California State Proficiency Requirements: (Indicate Passed or Needed)

<table>
<thead>
<tr>
<th>CAHSEE</th>
<th>Language</th>
<th>Math</th>
<th>All Requirements Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final GED Test Scores Due by June

Will take GED test? ☐ Yes ☐ No

Check one:

☐ English ☐ Spanish

Expected GED Test dates:

Results on file? ☐ Counselor's Initial

I understand that, in order to participate in the graduation ceremony and to receive my high school diploma, I must complete the requirements listed above on this application by June ________, 20____.

_________________________________   _________________________________   _________________
Student’s Signature                                            Counselor’s Signature                                        Date
Date ___________________

Dear Potential Graduate:

**GRADUATION DAY IS** __DATE__

According to our records, you only need to complete the following classes and/or tests in order to fulfill the requirements for your high school diploma.

<table>
<thead>
<tr>
<th>English 4 or English Elective</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>Algebra 1A or higher</td>
<td></td>
</tr>
<tr>
<td>Algebra 1B or higher</td>
<td></td>
</tr>
<tr>
<td>US Government</td>
<td></td>
</tr>
<tr>
<td>US History I</td>
<td></td>
</tr>
<tr>
<td>US History II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Career Planning, Psychology, or Parent Education</td>
<td>GED</td>
</tr>
<tr>
<td>Computer</td>
<td>Other</td>
</tr>
</tbody>
</table>

If you have already met with a counselor, please come to the Counseling Office as soon as possible to review your worksheet and transcripts. Ask about the challenge tests for health, career planning, and psychology.

We look forward to seeing you soon!

Sincerely,

Assistant Principal of Counseling Services
Date ___________________

Dear Potential Graduate:

TIME IS RUNNING OUT! GRADUATION IS ________________________

Have you done the following?

1. Contacted the counseling office to review your school folder?
2. Completed your course contracts?
3. Filled out your diploma order form?
4. Been measured for your cap and gown? (Cost is $_________; cash only)
5. Taken and passed the California High School Exit Exam (CAHSEE)?
6. Taken and passed the GED test, if you need it?

Please contact us immediately so we can help you complete your graduation requirements in time! We will be happy to help you. Counseling office hours are from ______________ to ______________.

Sincerely,

Assistant Principal of Counseling Services
The above-named student is currently enrolled in the high school program at __________________________ and would like to take additional classes at __________________________

your school. The following courses are requested:

These classes must be completed by: __________________________

Student's Reading Score (TABE D9/D10) __________________________

Writing Sample: __________________________

After the student completes each course, please send a copy of the credit slip stamped with the school seal to the Division of Adult and Career Education school shown above. Thank you.

Sincerely,

____________________________________________________          _________________
Assistant Principal of Counseling Services Signature                               Date
One or more scholarships will be awarded to graduating adult high school students on _______________. You must meet the following criteria to be considered for a scholarship. (Please show your understanding of these criteria by initialing each item.) In order to receive a scholarship:

1 ______ Finish all graduation requirements by _______________.

2 ______ Complete at least one class at _______________ by June 6, 2008.

3 ______ Submit a completed application to a counselor by _______________.

4 ______ Have a minimum GPA of 3.0 at _______________.

I. Personal Information

Name ________________________

(Last)                 (First)                (Middle Initial)                (Maiden Name)

Address _______________________

City ________________________ Zip Code __________

II. Use the space provided to state your future education plans.

________________________________________________________________________

________________________________________________________________________

III. List any information you feel would be of use to the scholarship committee, such as participation in school or community activities, or any special circumstances.

________________________________________________________________________

________________________________________________________________________

IV. Please respond to the following topic: "How and why I hope to continue my education."
(Use one side of an 8 1/2 x 11 sheet of paper to respond. The essay should be typed and double-spaced.)

V. I understand that awardees receive scholarships upon proof of registration for continuing education and/or training.

Signature ________________________ Date ____________________

DEADLINE: ________________________

DO NOT write below this line. For counseling use only.

GPA: ___________ NUMBER OF COURSES IN RESIDENCE: ___________

VIA GED: YES ______ NO _______ PASSED GED: YES ______ NO ______

PASSED ALL PROFICIENCY REQUIREMENTS: YES ______ NO ______

WILL COMPLETE ALL WORK BY DEADLINE: YES ______ NO ______

VERIFIED BY: ________________________ DATE: ___________
Dear Parent or Guardian:

Your son or daughter, ________________________________, is enrolled in the adult school learning center for a class required for graduation.

As student contracts used in the learning center require approximately 60 hours of study, your son or daughter will need to attend a minimum of ten hours per week to successfully complete a course in six weeks. If your son or daughter can attend only five hours a week, he or she will require approximately 12 weeks to complete a course. This week marks twelve weeks prior to graduation.

However, regardless of the amount of time spent in the classroom, if your son or daughter does not complete all assignments by ______________, he or she will not be able to participate in the graduation ceremonies.

I encourage your son or daughter to attend regularly to complete this required coursework on time. Whatever work is not completed this term may be completed in either the summer or fall toward graduation at a later date.

Sincerely,

Assistant Principal, Adult Counseling Services
TO:                 DATE:
FROM:
SUBJECT:  Deadline for Enrolling Graduating Seniors in the Adult Learning Center

Please note the deadline below for enrolling graduating seniors into the adult learning center: ____________________________

This date marks six weeks before the last day to complete all assignments in the learning center. As student contracts parallel a 60-hour course of study, your student will probably need to attend a minimum of ten hours a week to successfully complete a course on time. If your student can attend only five hours a week, he or she will require approximately 12 weeks to complete a course.

However regardless of the amount of time spent in the classroom, if your student does not satisfactorily complete all assignments by one week prior to graduation, he or she will not receive credit for the course.

I thank you for your cooperation in not letting students have unrealistic expectations about their coursework.
Concurrent Senior Waiver

I, ________________________________________, (_______/_______/_______), am enrolled at the above-named Division of Adult and Career Education School as a concurrent high school student. I am taking academic courses to complete the requirements for a high school diploma from my home high school: ___________________________________.

I understand and completely agree with the following conditions:

1. I am solely responsible for my attendance and progress in my adult school class(es).

2. ______________________________ is the deadline to register for any new graduation requirement. Late enrollment greatly decreases the probability of completing the course.

3. It is my responsibility to inform the adult school teacher and counselor of the graduation deadline dates at my home high school.

4. According to LAUSD Bulletin #BUL-1758: "No senior will be permitted to enroll in any adult education course immediately prior to graduation when there are fewer than 60 hours of scheduled instruction for the course left in the semester."

5. It is my responsibility to give my adult school teacher(s) adequate time to correct all assignments and to submit my credit slip(s) to the Adult School Counseling Office.

6. All of my assignments must be completed and turned in a minimum of one week before the graduation date established by my home high school. Students attending on Saturday must complete assignments two Saturdays before the graduation date.

In the event that I do not fulfill the requirements and/or do not complete the Adult School course(s) in time for my graduation deadlines, I understand that the above-named Division of Adult and Career Education School holds neither fault nor responsibility.

____________________________________________               ____________________
Student's Signature                    Date

____________________________________________
Parent or Guardian's Signature (if student is under 18 years of age)

For Office Use Only

Home High School Graduation Deadline: _____________  Registration Date: _____________
Credit Sent: _____________ (Via Fax - School Mail - Student)
Document of Understanding

Date _____________________

Student Name__________________________________ Date of Birth ______________

Class______________________ Time__________ Teacher _____________________

I understand and accept that I must complete and turn in all class assignments by the deadline below in order to be eligible to receive credits and a grade for this class.

ASSIGNMENT (S) DEADLINE ________________________

The Instructor will award credits within two weeks after all the work is submitted.

If I do not comply by the above deadline, I will be asked to repeat the class.

Student Signature ____________________________________ Date________________

Teacher Signature ____________________________

C: Instructor
Student
Counseling Office Student File
Final Month Progress Report

TO:            DATE:

FROM:

SUBJECT: GRADUATING SENIOR'S PROGRESS IN THE ADULT LEARNING CENTER

To date, your student, ______________________________, has finished _______ assignments of the _______ assignments on the contract for the course, ____________________, in which he or she is enrolled. The date the last assignment was credited to the student's contract was _______________.

At this point, it is:

_________ expected
_________ possible with continued or renewed student effort
_________ highly unlikely

that he or she will finish the coursework by _________________, the due date for all work to be completed in the learning center. Please feel free to contact me in the counseling office to discuss the progress of any of your students.
California Nonresident Tuition Exemption Request
For Eligible California High School Graduates

Note: This form is accepted by all California Community Colleges and all Universities in the both the University of California and California State University systems.

Complete and sign this form to request an exemption from Nonresident Tuition. You must submit any documentation required by the College or University (for example, proof of high school attendance in California). Contact the California Community College, University of California, or California State University campus where you intend to enroll (or are enrolled) for instructions on documentation, additional procedures and applicable deadlines.

ELIGIBILITY:

I, the undersigned, am applying for a California Nonresident Tuition Exemption for eligible California high school graduates at (specify the college or university) and I declare the following:

Check YES or NO boxes:

☐ Yes  ☐ No  I have graduated from a California high school or have attained the equivalent thereof, such as a High School Equivalency Certificate, issued by the California State GED Office or a Certificate of Proficiency, resulting from the California High School Proficiency Examination.

☐ Yes  ☐ No  I have attended high school in California for three or more years.

Provide information on all school(s) you attended in grades 9 - 12:

<table>
<thead>
<tr>
<th>School</th>
<th>City</th>
<th>State</th>
<th>Dates: From – Month/Year</th>
<th>Dates: To – Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Documentation of high school attendance and graduation (or its equivalent) is required by the University of California, the California State University and some California Community Colleges. Follow campus instructions.

Check the box that applies to you – check only one box:

☐ I am a nonimmigrant alien as defined by federal law. [Nonimmigrant aliens have been admitted to the United States temporarily and include, but are not limited to, foreign students (persons holding F visas) and exchange visitors (persons holding J visas)].

OR

☐ I am NOT a nonimmigrant alien. [U.S. citizens, permanent residents, or aliens without lawful immigration status, among others, should check this box.]

AFFIDAVIT:

I, the undersigned, declare under penalty of perjury under the laws of the State of California that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the nonresident tuition exemption for eligible California high school graduates. I hereby declare that, if I am an alien without lawful immigration status, I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so. I further understand that if any of the above information is untrue, I will be liable for payment of all nonresident charges from which I was exempted and may be subject to disciplinary action by the College or University.

Print Full Name (as it appears on your campus student records)  Campus/Student Identification Number

Print Full Mailing Address (Number, Street, City, State, Zip Code)  Email Address (Optional)

Phone Number (Optional)

Signature  Date

Rev. 10/03

RETURN THIS COMPLETED FORM TO THE CAMPUS ADMISSIONS OFFICE

Counseling Handbook 9.4.1  Appendix 9-L
California Nonresident Tuition Exemption
For Eligible California High School Graduates
(The law passed by the Legislature in 2001 as “AB 540”)

GENERAL INFORMATION

Any student, other than a nonimmigrant alien, who meets all of the following requirements, shall be exempt from paying nonresident tuition at the California Community Colleges, the University of California, and the California State University (all public colleges and universities in California).

- Requirements:
  - The student must have attended a high school (public or private) in California for three or more years.
  - The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example, passing the GED or California High School Proficiency exam).
  - An alien student who is without lawful immigration status must file an affidavit with the college or university stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.
  - Students who are nonimmigrants [for example, those who hold F (student) visas, B (visitor) visas, etc.] are not eligible for this exemption.
  - The student must file an exemption request including a signed affidavit with the college that indicates the student has met all applicable conditions described above. Student information obtained in this process is strictly confidential unless disclosure is required under law.
  - Students eligible for this exemption who are transferring to another California public college or university must submit a new request (and documentation if required) to each college under consideration.
  - Nonresident students meeting the criteria will be exempted from the payment of nonresident tuition, but they will not be classified as California residents. They continue to be “nonresidents”.
  - AB540 does not provide student financial aid eligibility for undocumented alien students. These students remain ineligible for state and federal financial aid.

PROCEDURES FOR REQUESTING THIS EXEMPTION FROM NONRESIDENT TUITION

California Community Colleges: Complete the form on the reverse. Submit it to the Admissions Office at the community college where you are enrolled or intend to enroll. You may be required to submit additional documentation. Call the college Admissions Office if you have questions.

University of California: The University of California (UC) system has its own nonresident tuition exemption application and affidavit form, but it will accept the exemption request form used by the California Community Colleges and the California State University. Your campus has established deadlines for submission of exemption requests; however, requests are not to be submitted until you have been admitted to a UC campus. Some students, such as transfer, graduate, and professional students, also must submit their official high school transcripts; check your campus for specific instructions. Once you are determined to be eligible for the exemption, you will continue to receive it as long as you fulfill the eligibility requirements or until the University no longer offers this exemption. The exemption covers the Nonresident Tuition Fee and the Educational Fee differential charged to nonresident students. Applying for the exemption does not alter your responsibility to pay by the campus deadline any nonresident tuition and associated fees that may be due before your eligibility is determined. For general information, visit the following website: www.ucop.edu/sas/sfs/ppolicies/ab540faqs.htm. For campus-specific instructions regarding documentation and deadline dates, contact the campus Office of the Registrar.

California State University: Complete the form on the reverse. Contact the Office of Admission and Records at the CSU campus where you are enrolled or intend to enroll for instructions on submission, deadline information, and additional requirements. You will be required to submit final high school transcripts and appropriate records of high school graduation or the equivalent, if you have not done so already. Call the Office of Admissions and Records at the campus if you have questions.

Rev. 10/03
FEES

Eligibility | Fees | Register for Classes | Contact Us

HOW MUCH DOES IT COST TO ATTEND?

Fees are set by the State Legislature and were recently reduced to $20.00 per unit beginning with the Winter 2007 intersession. Recent prior terms remain at $26.00 per unit.

- **California residents** pay only $20.00 per unit. That's $60.00 for one 3-unit class beginning with the Winter 2007 intersession.

- **Students admitted as "Special Part Time Students Grades K-12"** and enrolling in 11 or fewer units are exempt from enrollment fees charged for all terms (including summer) pursuant to Education Code section 76300.

- **Students from other states** pay non-resident tuition of $173.00 per unit plus a $20.00 per-unit enrollment fee beginning with the Summer 2007 intersession.

- **Students from other countries** pay tuition of $183.00 per unit plus a $20.00 per-unit enrollment fee beginning with the Summer 2007 intersession. Students on an F-1 visa also pay a $25 per semester international student processing fee. Also, students with an F-1 visa are required to pay an international student medical insurance fee, currently $420 per semester period. If you have any questions, please contact the International Student office at your college of choice (link opens a new browser window).

Special notice to part-time non-resident students: Beginning with the Winter 2008 term, nonresident students who enroll in six (6) units or less shall be exempt from the nonresident tuition fee. Students enrolling in more than six (6) units will be charged the nonresident tuition for all units taken, with the following exception:

For terms up to and including the Summer 2008 term, nonresident students enrolled in eleven (11) units or less will be exempt from the nonresident tuition fee, if and only if they: (1) were admitted as "Special Part Time Students Grades K-12," AND (2) first enrolled in any term beginning on or before July 1, 2007, AND (3) have remained in "continuous attendance," as defined in LACCD Board Rule 6203.

Beginning with the Fall 2008 semester, nonresident students who enroll in four (4) unit...
or less shall be exempt from the nonresident tuition fee. Students enrolling in more than four (4) units will be charged the nonresident tuition for all units taken. This rule applies to all non-resident students.

There is also a mandatory $11.00 Health fee ($8.00 for winter intersession or summer) and some colleges have a Student Representation fee of $1.00.

There are some other optional fees including $7.00 for membership in the Associated Student Organization (ASO).

There are many financial aid opportunities to help qualified students pay for their community college education, and you may even qualify to have your fees waived. Be sure to read about financial aid and get contact information from our financial aid offices if you would like to talk to us.
ADMISSIONS CONTACTS

Financial Aid Contacts | Transfer Contacts | International Student Contacts

City | East | Harbor | Mission | Pierce | Southwest | Trade | Valley | West | ITV

Los Angeles City College – Admissions Office (link opens new browser window)
Office Location: Administration Bldg., Room 100
Regular Office Hours:
Monday, Tuesday, Wednesday, Thursday - 8:30 a.m. to 7:00 p.m
Friday: 8:30 a.m. to 2:00 p.m.
Phone: (323) 953-4000 extension: 2104
Fax: (323) 953-4013

East Los Angeles College – Admissions Office (link opens new browser window)
Office Location: E1 Building, Room 104
Office Hours:
Monday – Thursday 8:00am - 7:00pm
Friday 8:00am - 1:00pm
Phone: (323) 265-8650 extension: 1
Fax: (323) 265-8688

Los Angeles Harbor College – Admissions Office (link opens new browser window)
Office Location: Administration Bldg. 100
Office Hours:
Monday - Thursday 9:30am - 6:30pm
Phone: (310) 233-4090
Fax: (310) 233-4662

Los Angeles Mission College – Admissions Office (link opens new browser window)
Office Location: Instructional Building
Office Hours:
Monday, Thursday 9:00am - 7:00pm
Tuesday, Wednesday, Friday 9:00am - 4:00pm
Phone: (818) 364-4684

Pierce College – Admissions Office (link opens new browser window)
Office Location: Administration Building 1003
Office Hours:
Monday - Thursday 8:30am - 7:30pm
Friday 8:30am - 3:00pm
Phone: (818) 719-6404  
Fax: (818) 716-1087

Los Angeles Southwest College – Admissions Office (link opens new browser window)  
Office Location: Student Services Center  
Office Hours:  
Monday - Thursday 7:30am - 7:30pm  
Friday 8:30am - 3:00pm  
Saturday 9:00am - 12:00 noon  
Phone: (323) 241-5321  
Fax: (323) 241-5359

Los Angeles Trade-Technical College – Admissions Office (link opens new browser window)  
Office Location: R Building  
Office Hours:  
Monday - Thursday 8:30am - 7:30pm  
Friday 8:30am - 1:00pm  
Phone: (213) 763-5300  
Fax: (213) 763-5383

Los Angeles Valley College – Admissions Office (link opens new browser window)  
Office Location: Administration Bldg., Room A-125  
Office Hours:  
Monday - Thursday 8:00am - 7:00pm  
Friday 8:00am - 4:00pm  
Phone: (818) 947-2553  
Fax: (818) 947-2501

West Los Angeles College – Admissions Office (link opens new browser window)  
Office Location: A-13  
Office Hours:  
Monday - Thursday 9:00am - 7:00pm  
Friday 9:00am - 2:00pm  
Phone: (310) 287-4501  
Fax: (310) 287-4327

Instructional Television (link opens new browser window)  
Office Location: Campus Center  
Office Hours:  
Monday - Thursday 9:00am – 5:30pm  
Friday 8:00am – 4:00pm  
Phone: (818) 833-3594
# Industry Sector / Career Pathway Matrix

<table>
<thead>
<tr>
<th>Industry Sectors</th>
<th>Pathways</th>
</tr>
</thead>
</table>
| A. Agriculture and Natural Resources     | 1. Agricultural Business  
2. Agricultural Mechanics  
3. Agriscience  
4. Animal Science Forestry and Natural Resources  
5. Ornamental Horticulture Plant and Soil Science |
| B. Arts, Media, and Entertainment         | 1. Media and Design Arts  
2. Performing Arts  
3. Production and Managerial Arts |
| C. Building Trades and Construction      | 1. Cabinetmaking and Wood Products Engineering and Heavy Construction  
2. Mechanical Construction  
3. Residential and Commercial Construction |
| D. Education, Child Development, and Family Services | 1. Child Development  
2. Consumer Services  
3. Education  
4. Family and Human Services |
| E. Energy and Utilities                  | 1. Electromechanical Installation and Maintenance  
2. Energy and Environmental Technology  
3. Public Utilities  
4. Residential and Commercial Energy and Utilities |
| F. Engineering and Design                | 1. Architectural and Structural Engineering  
2. Computer Hardware, Electrical, and Networking Engineering  
3. Engineering Design Engineering Technology  
4. Environmental and Natural Science Engineering |
| G. Fashion and Interior Design           | 1. Fashion Design, Manufacturing, and Merchandising  
2. Interior Design, Furnishings, and Maintenance |
| H. Finance and Business                  | 1. Accounting Services  
2. Banking and Services Related Services  
| I. Health Science and Medical Technology | 1. Biotechnology Research and Development  
2. Diagnostic Services  
3. Health Informatics Support Services  
4. Therapeutic Services |
| J. Hospitality, Tourism, and Recreation  | 1. Food Science, Dietetics, and Nutrition  
2. Food Service and Hospitality  
3. Hospitality, Tourism, and Recreation |
| K. Information Technology                | 1. Information Support and Services  
2. Media Support Services  
3. Network Communications  
4. Programming and Systems Development |
| L. Manufacturing and Product Development  | 1. Graphic Arts Technology  
2. Integrated Graphics Technology  
3. Machine and Forming Technology  
4. Welding Technology |
| M. Marketing, Sales, and Service         | 1. E-Commerce  
2. Entrepreneurship  
3. International Trade  
4. Professional Sales and Marketing |
| N. Public Services                       | 1. Human Services  
2. Legal and Government Services  
3. Protective Services |
| O. Transportation                        | 1. Automotive and Heavy Equipment Services Technology  
2. Aviation and Aerospace Transportation  
3. Collision Repair and Refinishing |
FREQUENTLY ASKED QUESTIONS

1. **EMPLOYEES WHO HAVE REASONABLE SUSPICION OF CHILD ABUSE MUST REPORT THE SUSPECTED ABUSE, SO WHAT DOES A “REASONABLE SUSPICION” MEAN?** Reasonable suspicion means it is objectively reasonable for a person, based on facts that could cause a reasonable person, drawing on his/her experience, to suspect child abuse. You may ask a child “what’s wrong?” and get a response that leads to reasonable suspicion.

2. **MAY AN EMPLOYEE USE ANY SOURCE OF INFORMATION TO ACQUIRE REASONABLE SUSPICION OF ABUSE?** Yes, an employee can use any source, such as the victim, friend, third parties, and oral/written words.

3. **IF AN EMPLOYEE HAS REASONABLE SUSPICION, MAY THE EMPLOYEE INVESTIGATE AND CONFIRM THE CHILD ABUSE?** No, the employee should not attempt to verify that the abuse occurred.

4. **DOES CHILD ABUSE ONLY INCLUDE PHYSICAL AND/OR SEXUAL ABUSE?** No, child abuse can also include neglect (failure of caregiver to protect the child or provide adequate food, shelter, medical care or supervision), mental cruelty, life endangerment (willfully causing a child to endure mental suffering or placing the child in a situation where his mental or physical health is in danger) and cruel or inhuman “corporal” punishment or injury (resulting in a traumatic condition).

5. **DOES AN EMPLOYEE’S KNOWLEDGE OF A STUDENT’S PREGNANCY OR S.T.D. IN AND OF ITSELF REQUIRE THE EMPLOYEE TO FILE A REPORT?** No, unless sexual abuse is suspected, such as the pregnancy or STD was the result of forced or coerced sexual activity, one partner is under the age of 14, or one partner is 21 or older. However, if you are not certain of the facts, it is best to report.

6. **WHEN TWO OR MORE EMPLOYEES HAVE REASONABLE SUSPICION OF CHILD ABUSE, CAN THEY AGREE ONE WILL MAKE THE REPORT?** Yes. A joint report may be submitted by one of the two employees per mutual agreement. However, each employee must ascertain that the report was made, because reporting is an individual duty.

7. **MAY AN EMPLOYEE WAIT UNTIL THE END OF THE DAY OR WEEK TO REPORT?** No, the law requires that the report by phone call be made immediately or as soon as possible and the written report mailed within 36 hours. Even if the 36 hour time limit has lapsed, the employee must still file the written report.

8. **SHOULD A PRINCIPAL PROVIDE A TEACHER CLASS COVERAGE, WHEN NEEDED, SO THAT THE REPORT CAN BE MADE IMMEDIATELY OR AS SOON AS PRACTICAL?** Yes, the law states that the report must be made immediately or as soon as possible.

9. **MAY REPORTS BE MADE TO SCHOOL POLICE?** No, the law requires that reports must be made to a child protective services agency, not school police. The law specifically states that school police is not a child protective agency.
10. **HOW SHOULD STAFF RESPOND TO A PARENT/ALLEGED PERPETRATOR WHO IS REQUESTING INFORMATION ABOUT THE REPORT (I.E. WHO, WHAT, WHERE, WHEN, AND WHY)?** Child abuse reports are confidential; therefore, staff should not provide the parent with specific information concerning the report. The parent/alleged perpetrator should be referred to the appropriate child protective services agency. The law specifically states that school police is not a child protective agency.

11. **DOES A LAW ENFORCEMENT OFFICER OR SOCIAL WORKER HAVE ACCESS TO THE CHILD’S SCHOOL RECORDS WHEN INVESTIGATING CHILD ABUSE ALLEGATIONS?** No, unless they have parent’s consent, subpoena, or court order; however, they may request to interview anyone in the course of the child abuse investigation.

12. **DURING A CHILD ABUSE INVESTIGATION, MAY DCFS OR THE LOCAL LAW ENFORCEMENT AGENCY TAKE THE CHILD VICTIM INTO PROTECTIVE CUSTODY?** Yes, a law enforcement official or a DCFS worker may take a student into protective custody. The law does NOT require law enforcement to accompany DCFS when taking the child into custody.

13. **WILL THE DISTRICT DEFEND AN EMPLOYEE IF HE/SHE IS SUED AS A RESULT OF FILING A CHILD ABUSE REPORT?** Yes, the District will defend an employee who makes a report consistent with District policy against any lawsuits that may be the result of the report.

14. **DOES THE LAW PROVIDE ANY PROTECTION AGAINST LAWSUITS FOR FILING MANDATED REPORTS?** Yes, the law provides that mandated reporters shall not be civilly or criminally liable for reporting the suspected child abuse.

15. **CAN IMPROPER CONDUCT ON A CAMPUS CONSTITUTE BOTH CHILD ABUSE AND SEXUAL HARASSMENT?** Yes, a school may have a dual duty to report child abuse and respond to allegations of sexual harassment.

16. **HOW DOES A SCHOOL GET ADDITIONAL CHILD ABUSE REPORTING FORMS?** Additional reporting Forms § 8572 (employees). DOJ 900 (medical professional) may be obtained from DCFS (800/540-4000).

17. **ARE SCHOOL OFFICIALS REQUIRED TO KEEP LOGS OR COPIES OF CHILD ABUSE REPORTS?** No. Child abuse reports are confidential. Copies and logs of child abuse reports maintained at the school site would be considered pupil records and would therefore be accessible to the parent/legal guardian of the child. Therefore, they should not be maintained by school personnel. Individual reporters may retain a copy to keep in their personal files.

18. **SHOULD INCIDENTS OF CHILD ABUSE BE NOTED ON THE STUDENT’S HEALTH RECORD?** No. Incidents of child abuse must be reported to the appropriate child protective services agency. Recording such information on the student’s health card does not satisfy mandated reporting laws. Also, the health record is a pupil record, accessible to parents/legal guardians, school staff and others. Recording incidents of child abuse on the health card would destroy the confidential nature of the information and may compromise an investigation.

19. **KNOWING THAT EVERY SITUATION IS DIFFERENT, WHAT ARE SOME EXAMPLES OF NEGLECT, WILLFUL CRUELTY OR UNJUSTIFIABLE PUNISHMENT, AND MENTAL SUFFERING/EMOTIONAL WELL-BEING?**
Facts and circumstances may differ, so when a mandated reporter is not sure whether or not to file a report, s/he should contact the Child Protective Services Hotline at 1-800-540-4000. Some general examples of neglect might include the following:

General examples of neglect might include: the failure to provide adequate food, shelter, and clothing appropriate to the climatic and environmental conditions; the failure to provide, whether intentional or otherwise, supervision or a reliable person(s) to provide child care; leaving a child alone for an excessive period of time given the child's age and cognitive abilities; or holding the child responsible for the care of siblings or others where beyond the child's ability.

General examples of willful cruelty or unjustifiable punishment might include: chaining the child to furniture; forcing the child to eat or drink excessively as punishment; or cruel or unusual actions used in the attempt to gain submission, enforce maximum control, or to modify the child's behavior.

General examples of mental suffering/emotional mistreatment, which is not required to be reported, might include the following: repeated negative acts or statements directed at the child; exposure to repeated violent, brutal, or intimidating acts or statements among members of the household; rejection of the child; encouraging the child to steal or engage in other illegal activities; or encouraging the child to use drugs and/or alcohol.
BULLETIN NO. Z-10 (Rev.)
September 1, 2004

OFFICE OF GENERAL
COUNSEL

LAW ENFORCEMENT DEPARTMENTS - ABUSED CHILD UNITS

Below is a list of local law enforcement departments that contain Abused Child Units. When reporting to law enforcement, complete and mail the written report (SS 8572) to the same department within 36 hours of the allegation (write Attn: Abused Child Unit on envelope.)

CITY JURISDICTION

Bell Police Dept.
6326 Pine Avenue
Bell, CA 90201
(323) 585-1245

Los Angeles Police Dept., ACU
150 North Los Angeles Street, Room 140
Los Angeles, CA 90012
(213) 485-4700

Culver City Police Dept.
4040 Duquesne Avenue
Culver City, CA 90230
(310) 837-1221

Maywood Police Dept.
4317 E. Slauson Avenue
Maywood, CA 90270
(323) 562-5005

Gardena Police Dept.
1718 W. 162nd Street
Gardena, CA 90248
(310) 323-7911/217-9670 (follow-up calls)

Monterey Park Police Dept.
320 W. Newmark Avenue
Monterey Park, CA 91754
(626) 307-1234

Hawthorne Police Dept.
12501 S Hawthorne Blvd
Hawthorne, CA 90250
(310) 675-6254

San Fernando Police Dept.
910 First Street
San Fernando, CA 91340
(818) 898-1267

Huntington Park Police Dept.
6542 Miles Avenue
Huntington Park, CA 90255
(323) 584-6254

South Gate Police Dept.
8620 California Avenue
South Gate, CA 90280
(323) 563-5436

Inglewood Police Dept.
1 Manchester Blvd.
Inglewood, CA 90301
(310) 412-8771

Vernon Police Dept.
4305 South Santa Fe Avenue
Vernon, CA 90058
(323) 587-5171/8135

Policy Bulletin No. BUL – 1347
Office of General Counsel

November 15, 2004
Los Angeles Unified School District
Policy Bulletin

County Jurisdiction

Norwalk Sheriff's Station
12335 Civic Center Drive
Norwalk, CA 90650
(562) 863-8711

Malibu/Lost Hills Sheriff's Station
27050 Agoura Road
Agoura, CA 91301-5336
(818) 878-1808
(310) 456-6652

Pico Rivera Sheriff's Station
6631 S. Passons Blvd.
Pico Rivera, CA 90660
(562) 949-2421

Policy Bulletin No. BUL – 1347
Office of General Counsel
November 15, 2004
Child Abuse Checklist

Be sure the child abuse form is fully completed before reporting. Place this form with your notes in the student's folder.

<table>
<thead>
<tr>
<th>Police Telephone:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protective</td>
<td></td>
</tr>
<tr>
<td>Services:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*School Police is not a Child Protective Agency.*

<table>
<thead>
<tr>
<th>Date Telephone Report made to:</th>
<th>Name Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with whom you spoke:</td>
<td>Name</td>
</tr>
</tbody>
</table>

Date of Notification to Site Administrator

Date Adult Division Office called

Date Staff Relations Office called, if employee involved (213/241-3172)

See an Administrator to make this call.

Child Abuse Report Submitted as follows:

- Date Submitted to Law Enforcement Agency *(Original and all but yellow copy)*
- Date Submitted to Child Protective Services *(Original and all but yellow)*
- Date Submitted to Child Abuse Prevention Office, Beaudry Building *(Yellow copy and photocopy of original)*
- Date School copy of report and this form filed and name added to log of cases
**SUSPECTED CHILD ABUSE REPORT**

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

<table>
<thead>
<tr>
<th>PLEASE PRINT OR TYPE</th>
<th>CASE NUMBER:</th>
</tr>
</thead>
</table>

### A. REPORTING PARTY

<table>
<thead>
<tr>
<th>NAME OF MANDATED REPORTER</th>
<th>TITLE</th>
<th>MANDATED REPORTER CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>REPORTER'S TELEPHONE (DAYTIME)</td>
<td>SIGNATURE</td>
<td>TODAY'S DATE</td>
</tr>
</tbody>
</table>

### B. REPORT NOTIFICATION

<table>
<thead>
<tr>
<th>□ LAW ENFORCEMENT</th>
<th>□ COUNTY PROBATION</th>
<th>AGENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>OFFICIAL CONTACTED - TITLE</td>
<td>TELEPHONE</td>
<td></td>
</tr>
</tbody>
</table>

### C. VICTIM

<table>
<thead>
<tr>
<th>ONE REPORT PER VICTIM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>BIRTHDATE OR APPROX. AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Street</td>
<td>City</td>
<td>Zip</td>
</tr>
<tr>
<td>PHYSICALLY DISABLED?</td>
<td>DEVELOPMENTALLY DISABLED?</td>
<td>OTHER DISABILITY (SPECIFY)</td>
<td></td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td>□ YES □ NO</td>
<td>PRIMARY LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>IN FOSTER CARE?</td>
<td>IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ YES</td>
<td>□ DAY CARE □ CHILD CARE CENTER □ FOSTER FAMILY HOME □ FAMILY FRIEND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ NO</td>
<td>□ GROUP HOME OR INSTITUTION □ RELATIVES HOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIP TO SUSPECT</td>
<td>PHOTOS TAKEN?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ YES □ NO</td>
<td>DID THE INCIDENT RESULT IN THIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VICTIM'S DEATH?</td>
<td>□ YES □ NO □ UNK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. INVOLVED PARTIES

<table>
<thead>
<tr>
<th>VICTIMS SIBLINGS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>BIRTHDATE OR APPROX. AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Street</td>
<td>City</td>
<td>Zip</td>
</tr>
<tr>
<td>BUSINESS PHONE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VICTIMS PARENTS/GUARDIANS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>BIRTHDATE OR APPROX. AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Street</td>
<td>City</td>
<td>Zip</td>
</tr>
<tr>
<td>BUSINESS PHONE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUSPECT'S NAME (LAST, FIRST, MIDDLE)</th>
<th>BIRTHDATE OR APPROX. AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>Street</td>
<td>City</td>
<td>Zip</td>
</tr>
</tbody>
</table>

### E. INCIDENT INFORMATION

| IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX |
| IF MULTIPLE VICTIMS, INDICATE NUMBER: |

<table>
<thead>
<tr>
<th>DATE / TIME OF INCIDENT</th>
<th>PLACE OF INCIDENT</th>
</tr>
</thead>
</table>

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

---

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY: Police or Sheriff's Department; BLUE COPY: County Welfare or Probation Department; GREEN COPY: District Attorney's Office; YELLOW COPY: Reporting Party

Counseling Handbook 10.4
Appendix 10-E
CONFIDENTIAL REPORT - NOT SUBJECT TO PUBLIC DISCLOSURE

REPORT OF SUSPECTED DEPENDENT ADULT/ELDER ABUSE

TO BE COMPLETED BY REPORTING PARTY. PLEASE PRINT OR TYPE. SEE GENERAL INSTRUCTIONS.

COUNTY APS OR OMBUDSMAN CASE NUMBER

RECEIVING AGENCY USE ONLY

LAW ENFORCEMENT CASE/FIELD NUMBER

A. VICTIM [As applicable under Welfare and Institutions Code (WIC) 15636 (a)]

NAME: ____________________________ [LAST NAME FIRST]

AGE: ___________ DATE OF BIRTH: ___________ SSN: ___________

SEX: ____________________________ ETHNICITY: ____________________________

☐ MALE ☐ FEMALE ☐ NON-VESRAL ☐ ENGLISH ☐ OTHER (SPECIFY)

ADDRESS (IF FACILITY, INCLUDE NAME AND NOTIFY OMBUDSMAN):

CITY: ____________________________ ZIP CODE: ____________________________

□ ELDERLY (65+)

□ DEVELOPMENTALLY DISABLED

□ MENTALLY ILL/DISABLED

□ PHYSICALLY DISABLED

□ UNKNOWN/OTHER

□ LIVES ALONE

□ LIVES WITH OTHERS

B. REPORTING PARTY: Check Appropriate Box If Reporting Party Waives Confidentiality To:

☐ ALL ☐ All but victim ☐ All but Perpetrator

NAME (PRINT): ____________________________

SIGNATURE: ____________________________ OCCUPATION: ____________________________

RELATION TO VICTIM/KNOWS OF ABUSE: WHERE TO CONTACT (STREET) (CITY) (ZIP CODE)

□ COMMUNITY CARE FACILITY

□ NURSING FACILITY/SWING BED

□ HOSPITAL/ACUTE CARE HOSPITAL

□ ELDERRLY (65+)

□ DEVELOPMENTALLY DISABLED

□ MENTALLY ILL/DISABLED

□ PHYSICALLY DISABLED

□ UNKNOWN/OTHER

□ LIVES ALONE

□ LIVES WITH OTHERS

□ SELF-NEGLECT (WIC 15610.57(b)(5))

☐ NO PHYSICAL INJURY ☐ MINOR MEDICAL CARE

☐ DEATH ☐ MENTAL SUFFERING ☐ OTHER (SPECIFY) ☐ UNKNOWN

C. INCIDENT INFORMATION - Address where incident occurred:

DATE/TIME OF INCIDENT(S): ___________

PLACE OF INCIDENT: [CHECK ONE]

☐ OWN HOME

☐ HOME OF ANOTHER

☐ NURSING FACILITY/SWING BED

☐ HOSPITAL/ACUTE CARE HOSPITAL

☐ OTHER (SPECIFY)

□ ABUSIVE BEHAVIOR

□ ENVIRONMENTAL HAZARD

□ PHYSICAL ATTACK

□ SEXUAL ABUSE

□ OTHER (SPECIFY)

D. REPORTED TYPES OF ABUSE [CHECK ALL THAT APPLY]:

1. PERPETRATED BY OTHERS (WIC 15610.70 & 15610.63)

a. PHYSICAL

☐ ASSAULT/BATTERY

☐ CONSTRAINT OR DEPRIVATION

☐ SEXUAL ASSAULT

☐ CHEMICAL RESTRAINT

☐ OVER OR UNDER MEDICATION

b. ☐ NEGLECT

c. ☐ FINANCIAL

d. ☐ ABANDONMENT

e. ☐ ISOLATION

f. ☐ ABDUCTION

g. ☐ OTHER (Non-Mandated e.g., deprivation of goods and services: psychological/mental)

ABUSE RESULTED IN (CHECK ALL THAT APPLY)

☐ NO PHYSICAL INJURY

☐ MINOR MEDICAL CARE

☐ HOSPITALIZATION

☐ CARE PROVIDER REQUIRED

☐ DEATH

☐ MENTAL SUFFERING

☐ OTHER (SPECIFY)

E. REPORTER'S OBSERVATIONS, BELIEFS, AND STATEMENTS BY VICTIM IF AVAILABLE. LIST ANY POTENTIAL DANGER FOR INVESTIGATOR (E.G., ANIMALS, WEAPONS, COMMUNICABLE DISEASES, ETC.). [CHECK IF MEDICAL, FINANCIAL, PHOTOGRAPHS OR OTHER SUPPLEMENTAL INFORMATION IS ATTACHED]

F. FAMILY MEMBER OR OTHER PERSON RESPONSIBLE FOR VICTIM'S CARE. [If unknown, list contact person].

NAME: ____________________________

☐ RELATIONSHIP: ____________________________

ADDRESS: ____________________________

CITY: ____________________________ ZIP CODE: ____________________________

Telephone: ____________________________

G. OTHER PERSON BELIEVED TO HAVE KNOWLEDGE OF ABUSE. (E.G., FAMILY, SIGNIFICANT OTHERS, NEIGHBORS, MEDICAL PROVIDERS AND AGENCIES INVOLVED, ETC)

NAME: ____________________________

ADDRESS: ____________________________

Telephone: ____________________________

RELATIONSHIP: ____________________________

H. SUSPECTED ABUSER [CHECK IF Self-Neglect]

NAME OF SUSPECTED ABUSER: ____________________________

☐ CARE CUSTODIAN (TYPE)

☐ HEALTH PRACTITIONER (TYPE)

☐ SPITEFUL

☐ OTHER

ADDRESS: ____________________________

ZIP CODE: ____________________________ TELEPHONE: ____________________________

SEX: ____________________________ ETHNICITY: ____________________________ AGE: ___________ D.O.B: ___________

☐ MALE ☐ FEMALE

HEIGHT: ___________ WEIGHT: ___________ EYES: ____________________________ HAIR: ____________________________

□ LOCAL APS

□ LOCAL LAW ENFORCEMENT

□ LOCAL OMBUDSMAN

□ CALIF. DEPT. OF MENTAL HEALTH

□ CALIF. DEPT. OF DEVELOPMENTAL SERVICES

NAME OF OFFICIAL CONTACTED BY PHONE: ____________________________

TELEPHONE: ____________________________ DATE/TIME: ___________

J. WRITTEN REPORT: ☐ Mailed or ☐ Faxed (DO NOT FAX REPORT TO CDSS) to agency to which telephone report was made.

AGENCY NAME: ____________________________

ADDRESS OR FAX #: ____________________________

DATE SENT OR FAXED: ___________

K. RECEIVING AGENCY USE ONLY ☐ Telephone Report ☐ Written Report

1. Report Received by: ____________________________ DATE/TIME: ___________

2. Assigned ☐ Immediate Response ☐ Ten-day Response ☐ No Initial Face-To-Face Required ☐ Not APS ☐ Not Ombudsman

Approved by: ____________________________

3. Cross-Reported to: ☐ CDHS, Licensing & Cert.; ☐ CDSS-CL; ☐ CDA Ombudsman; ☐ Bureau of Medi-Cal Fraud & Elder Abuse; ☐ Mental Health; ☐ Law Enforcement; ☐ Professional Board; ☐ Developmental Services; ☐ APS; ☐ Other (Specify)

Date of Cross-Report: ___________

SOC 341 (6/04)

Appendix 10-F
**LAW ENFORCEMENT DEPARTMENTS**

When reporting to law enforcement, complete and mail the written report (ATTACHMENT C) to the same law enforcement department that you called, within 36 hours of the allegation (write Attn: Dependent/Elder Adult Unit on envelope).

**CITY JURISDICTION**

<table>
<thead>
<tr>
<th>Bell Police Dept.</th>
<th>Los Angeles Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6326 Pine Avenue</td>
<td>150 North Los Angeles Street</td>
</tr>
<tr>
<td>Bell, CA 90201</td>
<td>Los Angeles, CA 90012</td>
</tr>
<tr>
<td>(323) 585-1245</td>
<td>(213) 485-4700</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culver City Police Dept.</th>
<th>Maywood Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4040 Duquesne Avenue</td>
<td>4317 E. Slauson Avenue</td>
</tr>
<tr>
<td>Culver City, CA 90230</td>
<td>Maywood, CA 90270</td>
</tr>
<tr>
<td>(310) 837-1221</td>
<td>(323) 562-5005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gardena Police Dept.</th>
<th>Monterey Park Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1718 W. 162nd Street</td>
<td>320 W. Newmark Avenue</td>
</tr>
<tr>
<td>Gardena, CA 90247</td>
<td>Monterey Park, CA 91754</td>
</tr>
<tr>
<td>(310) 323-7911</td>
<td>(626) 307-1234</td>
</tr>
<tr>
<td>(310) 217-9670 (follow-up calls)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hawthorne Police Dept.</th>
<th>San Fernando Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4440 W. 126th Street</td>
<td>910 First Street</td>
</tr>
<tr>
<td>Hawthorne, CA 90250</td>
<td>San Fernando, CA 91340</td>
</tr>
<tr>
<td>(310) 675-4443</td>
<td>(818) 898-1267</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Huntington Park Police Dept.</th>
<th>South Gate Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6542 Miles Avenue</td>
<td>8620 California Avenue</td>
</tr>
<tr>
<td>Huntington Park, CA 90255</td>
<td>South Gate, CA 90280</td>
</tr>
<tr>
<td>(323) 584-6254</td>
<td>(323) 563-5436</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inglewood Police Dept.</th>
<th>Vernon Police Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Manchester Blvd.</td>
<td>4305 Santa Fe Avenue</td>
</tr>
<tr>
<td>Inglewood, CA 90301</td>
<td>Vernon, CA 90058</td>
</tr>
<tr>
<td>(310) 412-8771</td>
<td>(323) 587-5171/8135</td>
</tr>
</tbody>
</table>

---

BUL-2449.0
Office of the General Counsel  
June 1, 2006