



Counselors' Handbook



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Equity for All

We at Los Angeles Unified Adult Education pledge to remain unconditionally committed to continuing our long-held tradition of providing all Angelinos with access to our high-quality educational programs, ensuring equity for adult learners with high barriers to employment and higher education, such as low literacy, low skills, and low income. In pursuing this goal, we persist in strengthening our current partnerships, and building new ones, with federal, state, county, city, district and local community agencies and organizations which facilitate the layering of comprehensive services and supports, ensuring each student gets what they need to flourish in their chosen pathway.

Former United States Secretary of Education Arne Duncan once said, “I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice.” We at DACE couldn’t agree with you more, Mr. Duncan.

Division of Adult and Career Education

Los Angeles Unified School District



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"Leadership is intentional influence."

— Michael McKinney

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INTRODUCTION

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1. COUNSELING OVERVIEW

The Los Angeles Unified School District’s Division of Adult and Career Education (DACE) is committed to empowering learners to reach their academic, career, and civic goals. Towards that end, DACE provides individuals with access to high-quality educational programs, with a focus on ensuring equity for adult learners with high barriers to employment and higher education.

To support the success of all learners, DACE provides students access to comprehensive counseling services. DACE offers students personalized pathways to graduation and helps develop post-secondary plans that consider the whole person. Provision of counseling services at all DACE schools is guided by the following principles:

- Provide all students with a school counseling program that delivers educational guidance and promotes a culture of social-emotional growth.
- Engage students to identify, develop, and realize their future goals, and foster a desire for lifelong learning.
- Act in an ethical and professional manner to support student success.

2. SOCIAL AND EMOTIONAL LEARNING (SEL)

Success is often defined as doing well in school, getting a diploma, getting a college degree, or career training, and finally, having a career. While these are worthwhile achievements, a more holistic vision of success includes the development of students’ intrapersonal and interpersonal skills to prepare them to thrive in the world. These skills include the ability to do the following:

- ✓ communicate and collaborate effectively
- ✓ cultivate relationships
- ✓ be mentally and physically healthy
- ✓ develop and sustain a sense of purpose and belonging
- ✓ be civically engaged and culturally responsive

Along with academic knowledge, training, and professional credentials, these qualities support well-being and contribute to students’ future success in their careers, their communities, and their personal lives. These qualities are embedded in the competencies of social and emotional learning (SEL).

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) defines SEL as “the process through which students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and



show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” SEL efforts are deepened by a supportive school environment that provides strong and positive relationships. How students feel in school—whether they feel connected to their teachers, others in the school, or each other—is a powerful contributor to their personal and academic success. School staff help shape this environment by practicing and modeling their own SEL while working to improve students’ learning and experiences.

See Appendix 1 for detailed information on SEL competencies CASEL SEL Framework Wheel

Research shows that an education promoting SEL has a positive impact on a wide range of outcomes:

- ✓ Academic Performance
- ✓ Healthier Living
- ✓ Mental Wellness
- ✓ Workforce-Readiness
- ✓ Healthy Relationships

Most adult students willingly choose to participate in educational programs. However, they must often overcome significant barriers that affect their persistence. Adults often have multiple responsibilities, and elements such as work and family must be balanced with commitment to attend school. A less perceptible and more complex barrier that can make it difficult for a student to stay the course is the lasting, negative effect of adverse childhood experiences (ACEs) on health, well-being, and opportunities such as education and job potential. According to the Centers for Disease Control and Prevention, about 61% of adults surveyed across 25 states reported they had experienced at least one type of ACE before age 18, and nearly 1 in 6 reported they had experienced four or more types of ACEs. Despite these disturbing statistics, research tells us that many of these adults are resilient and can overcome their traumas.

In a study conducted by the National Center for the Study of Adult Learning and Literacy, students mentioned three types of “negative forces,” barriers they deal with: *life demands*, *relationships*, and *poor self-determination*. While SEL approaches in education will not solve all of the challenges adult students face, having SEL skills can provide students with the ability and confidence to overcome many barriers.

Negative Force	SEL Skill
<p>Life demands: child-care needs; work demands; transportation difficulties; the student’s own, or his or her family’s, health issues; age; lack of time; fatigue; bad weather; rules set by welfare and other social programs; unfavorable conditions at home; moving; and lack of income</p>	<ul style="list-style-type: none"> ✓ Growth Mindset ✓ Self-Efficacy ✓ Self-Awareness ✓ Self-Management ✓ Responsible Decision Making
<p>Relationships: family members, friends, colleagues, and community who did not support persistence, as well as</p>	<ul style="list-style-type: none"> ✓ Growth Mindset ✓ Self-Efficacy

fears about letting other people down by failing in a program	<ul style="list-style-type: none"> ✓ Self-Awareness ✓ Self-Management ✓ Responsible Decision Making
Poor self-determination: thinking negative thoughts,” “my own laziness,” and statements indicating a lack of confidence in participants’ own ability to succeed	<ul style="list-style-type: none"> ✓ Growth Mindset ✓ Self-Efficacy ✓ Self-Awareness ✓ Self-Management ✓ Responsible Decision Making

Psychologist Carol Dweck's research shows that a growth mindset – a mindset that perceives a challenge as an opportunity to learn, rather than a setback to overcome – results in persistence and resiliency. If the student can shift their mindset from fixed to growth, they are more likely to view adverse experiences and/or barriers uniquely, and difficult situations as temporary, so they can adjust and develop healthy coping skills (Dweck, C., *Mindset: The New Psychology of Success*, New York, Ballantine Books, 2006).

3. POPULATIONS SERVED

Funds of Knowledge

Understanding an adult student’s funds of knowledge helps educators serve each student by designing an equitable and individualized learning plan. The funds of knowledge concept was originally applied by Vélez-Ibáñez and Greenberg (1992) to describe the accumulation of abilities, knowledge, assets, and cultural ways of interacting. Vélez-Ibáñez and Greenberg assert that an awareness funds of knowledge can give the educator insight to a student’s skills, habits, and essential understanding to survive. A *Funds of Knowledge Tool Kit* published by the Washington Office of Superintendent of Public Education (https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/Funds_of_Knowledge_Toolkit.pdf) states from a (counseling) practical perspective, a student's funds of knowledge can be described as:

- academic and personal background knowledge
- accumulated life experiences
- skills and knowledge used to navigate everyday social settings
- world views structured by broader social forces (historically and politically influenced)

Adult students have complex layers of identities that impact funds of knowledge – some are workers, some are parents, and some are new immigrants. An equitable approach is when each student’s

funds of knowledge of are considered. If these funds of knowledge are ignored in the classroom, or worse, create barriers to education, then students will continue to be under-represented (Rios-Aguilar, Kiyama, Gravitt, & Moll, 2011). Existing knowledge, or students' funds of knowledge, honors experience and should be accessed so students can be served by building on prior learning. The awareness funds of knowledge advances equity and individualization when serving the population of adult students.

Equity and Individualization

Equity in education starts with the belief that all students are entitled to an education rooted in justice, free of racist and gender-exclusive practices and policies, as well as inaccurate historical depictions ("Equity in Education: A Guide for Educators." The Equity Collaborative, 2021). Equity portends fairness and occurs when all students are provided with the resources and conditions necessary to realize academic excellence ("Equity Toolkit for Administrators." Colorado Department of Education, 2010). An example of equity is providing resources to students that have the greatest needs.

Individualization recognizes and supports each student through an inclusive understanding of each student's uniqueness related to identity and funds of knowledge. This awareness can help counselors identify and address barriers for individual students at risk of dropping out.

School counselors play an important role in ensuring equity for students by recognizing and respecting each student's individual uniqueness. The American School Counselor Association (ASCA) posits that it is the role of the school counselor to advocate for the equitable treatment of all students, and to develop and implement a school counseling program promoting equity and access for students.

Guided by equity and individualization, adult education serves an increasingly diverse student population, including the following specialized groups as expressed by the US Department of Labor's Workforce Innovation and Opportunity Act (WIOA):

- **Displaced Homemakers** are individuals that are unemployed or underemployed and who provide unpaid services to family members (ex: military family, caretaker).
- **English Language Learners** are individuals who need language instruction and learning experiences that will enable them to communicate with English speakers, learn about the cultures and customs of the United States, and prepare for employment, citizenship, parenthood, and self-sufficiency.
- **Individuals with Cultural Barriers** are individuals from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education.

- **Foster Care Youth** are individuals who are currently in foster care or has aged out of the foster care system.
- **Individual with Disabilities** are individuals with cognitive, physical, sensory, or medical disabilities or disorders. Adult education provides modified equipment, specialized materials, and adaptive instructional strategies to help adults with disabilities increase their academic and workplace skills.
- **Low Level Literacy** are individuals who demonstrate basic skills below the eighth-grade level. Adult education provides them basic skills training, preparation for the high school equivalency test, preparation toward earning a high school diploma, and job skills training opportunities.
- **Long Term Unemployed** are individuals that have been unemployed for 27 or more consecutive weeks at program entry.
- **Low Income** are individuals from lower-income households who often have fewer educational opportunities.
- **Homelessness Individual and Runaway Youth** are individuals who live in extreme poverty and often cannot afford to travel to adult education programs. Adult literacy services provide life skills instruction, connections with community resources, self-esteem support, and preparation for employment.
- **Migrant/Seasonal Farmworkers** are individuals that are seasonal farmworkers and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day.
- **Adults with Justice System Involvement** are individuals who have been convicted of any criminal offense. Incarcerated adults are a significant portion of the hard-to-serve segment of the educational system. Correctional programs provide education and job-training services in technology, English as a Second Language, high school credit recovery, and basic education to prepare inmates to be responsible citizens and to successfully integrate into society.
- **Single Parents** are individuals that are single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

DACE works with partner agencies to ensure that these students receive needed services, such as child care, career counseling, vocational evaluation, and educational counseling.

SECTION 2 DIVISION PROGRAMS AND SERVICES

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1. OVERVIEW

The Division of Adult and Career Education (DACE) OFFERS a wide variety of educational programs that provide life-long educational opportunities and support services to all adults. DACE programs address the unique and evolving needs of individuals and communities by equipping adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members.

2. ACADEMIC

Adult Basic Education (ABE)

The ABE program is an adult literacy program that i instruction in reading, writing, and math. Instruction is offered from Level 0 to 9 (ninth grade).

ABE classes focus on the basic academic reading, writing, critical thinking and problem-solving skills through small-group, whole-group, and individualized instruction.

Adult Secondary Education (ASE)

Adult Secondary Education (ASE) is a competency-based curricular program designed for adult students who wish to earn a high school diploma, prepare for a high school equivalency exam, and enhance academic skills needed for career technical education training.

The Division offers rigorous academic curricula:

- College/College and Career Readiness Standards (CCRS): completing rigorous coursework, or passing challenging exams.. The following measures are approved as indicating college or career readiness:
 - Career Technical Education Pathway Completion
 - College Credit Course (formerly called Dual Enrollment)
 - A-G Completion: core courses approved by the University of California and California State Universities to satisfy subject requirements for freshman admission.
- Academic courses equivalent to Los Angeles Unified School District (LAUSD) secondary courses.

Assessment results allow teachers to personalize instruction—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.

Accelerated College and Career Transition (AC²T)

The Accelerated College and Career Training (AC²T) Program is DACE's dropout recovery component designed for students, ages of 16-24. The AC²T Program incorporates independent study, individualized instruction, and technology for students pursuing college-preparedness and/or career readiness. AC²T students earn their high school diploma or equivalency certificate while training for a career.

Refer to Section 10, Accelerated College and Career Transition (AC²T) for further information.

3. DISABILITY SUPPORT SERVICES (DSS)

DACE's Disability Support Services Office aids adult students with verifiable disabilities. Students may enroll in adult secondary education classes designed to ensure a smooth transition from high school to post-secondary opportunities or may request reasonable accommodations for vocational classes.

Refer to Section 11, Disabilities Support (DSS) section for further information.

4. ENGLISH AS A SECOND LANGUAGE (ESL)

ESL Instruction supports students with limited English proficiency to learn English. The courses encompass speaking, listening, reading, writing, mathematics, decision-making and problem-solving, and preparation to participate in job-specific career and technical training. Students may use ESL instruction to gain life and employment skills, progress to career or academic programs, and become actively engaged in their communities.

English Literacy and Civics Education (EL Civics)

EL Civics is a federally funded program that helps ESL students understand and navigate the American cultural, educational, financial, government, health, legal, and medical systems.

Distance Learning (DL)

Distance Learning gives students the opportunity to learn outside the classroom. Courses in ESL (Beginning Low to Intermediate High), are offered as paper-based and/or online through Division schools. The program is particularly beneficial to students whose work, family, and other obligations preclude attendance at regular classes.

Citizenship Preparation

The Citizenship program provides opportunities for students to learn about the United States naturalization process. Citizenship courses focus on the reading, writing, listening, and speaking skills needed to complete naturalization forms and pass the Naturalization Test.

5. FAMILY SUCCESS INITIATIVE (FSI)

FSI is a program through LA Unified's Division of Adult and Career Education that empowers families to support student success by targeting the skills needed to connect with, participate in, and become leaders within their school communities. FSI honors the unique strengths of bilingual families.

6. INTEGRATED EDUCATION AND TRAINING (IET)

The IET program offers ESL and ABE students project-based Career Technical Education (CTE) classes support for ESL, ABE Reading, and ABE Math. Students who enroll in these programs receive targeted development of ESL, ABE reading and math skills while receiving career training.

7. CAREER TECHNICAL EDUCATION (CTE)

The CTE program offers competency-based and academically-integrated career training that prepares students for employment, apprenticeship programs, state license tests, and industry certification tests. Courses are offered in 15 industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Pre-Apprenticeship and Apprenticeship Programs

Pre-Apprenticeship programs are designed to prepare students to enter and succeed in a Registered Apprenticeship Program (RAP). These programs vary in length and may or may not include wages or stipends. RAP is a type of nationally recognized apprenticeship that is approved by the U.S. Department of Labor. Students learn skills on the job. DACE is the largest Lead Education Agency (LEA) for Apprenticeship programs in California.

Most DACE CTE classes meet the necessary requirements for pre-apprenticeship programs. DACE currently offers the Multi-Craft Core Curriculum (MC3) program at selected school sites. The MC3 is a pre-apprenticeship program dedicated to preparing students with the required skills to enter a registered apprenticeship program in the Building and Construction trades. This program is supported by the Los Angeles/Orange Counties Building and Construction Trades Council, which provides case management and placement support for students.

Perkins Career and Technical Education Act

The Carl D. Perkins Career and Technical Education Act of 2006 is a principal source of federal funding for the improvement of secondary and postsecondary career and technical education programs. The purpose of the Act is to develop the academic, career, and technical skills of students who elect to enroll in career and technical education programs. 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, Aid to Families of Dependent Children (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.

Veteran Approved Campuses

Veteran Approved programs benefit veterans by paying tuition for approved postsecondary programs. Schools must apply to be eligible. The schools below have been approved by the Department of Veterans Administration (VA) and offer VA Approved courses.

- East Los Angeles Skills Center
- Harbor Occupational Center
- Maxine Waters Employment Prep. Center
- North Valley Occupational Center & Aviation Center
- Venice Skills Center

8. NAVIGATORS

Formally known as WIOA Navigators, Navigators help students select career pathways, develop personalized programs with any needed English and math supports, and coordinate efforts with county, city, and community partners, assuring students have access to the supports necessary to be successful.

Partnerships

Partnerships include:

- AmeriCorps & Job Corps Participants
- Employment Development Department (EDD) Participants
- Greater Avenues for Independence (GAIN) Participants
- Returning Citizens (Reentry)
- Veterans
- YouthBuild
- Immigrants and Refugees
- LAUSD Options High School Seniors
- Members of Community-Based Organizations
- People Experiencing Homelessness

9. WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

WIOA is legislation designed to strengthen and improve our nation's public workforce system by helping Americans, including youth and those with significant barriers to employment, acquire high-quality jobs and careers and helping employers hire and retain skilled workers.

WIOA requires states to strategically align their core workforce development programs to coordinate the needs of both job seekers and employers through a combined four-year state. WIOA promotes accountability and transparency through negotiated performance goals that are publicly available, fosters regional collaboration within states through local workforce areas, and improves the American Job Center system.

Titles I, II, III, IV

WIOA provisions include:

- Title I **Workforce Development Activities**, authorizes job training and related services to unemployed or underemployed individuals and establishes WIOA's governance and performance accountability system.
- Title II **Adult Education and Literacy** authorizes education services to assist adults in improving their basic skills, completing their secondary education, and transitioning to postsecondary education. This provision requires Local Education Agencies to submit data on adult

students who reach specified "Core Performance Indicators" (benchmarks) during the fiscal year.

Title III Title III integrates the **U.S. Employment Service (ES)** into the **One-Stop System** authorized by WIOA.

Title IV authorizes employment-related **vocational rehabilitation services to individuals with disabilities**, in order to integrate vocational rehabilitation into the One-Stop system

Go to <https://www.dol.gov/agencies/eta/wioa> for more information on WIOA

10. PSYCHIATRIC SOCIAL WORKERS (PSW) PSYCHIATRIC SOCIAL WORKERS (PSW)

Psychiatric Social Workers (PSWs) are highly trained clinical social workers who provide a continuum of school-based mental health services including prevention, early intervention, and crisis response supports for students, families and staff impacted by behavioral and emotional challenges. The PSWs provide Accelerated College and Career Transition (AC2T) staff individual counseling, case management, and crisis intervention mental health consultation. Professional development is also provided for staff.

11. LOS ANGELES REGIONAL ADULT EDUCATION CONSORTIUM (LARAEC)

In response to California Assembly Bill 86 in 2013, 72 adult education consortia were developed in the state. The consortia consist of community college districts, school districts, and county offices of education that work collaboratively to expand and improve adult education in their regions by closing gaps between student needs and services available, integrate existing programs, and create seamless transitions to post-secondary or the workforce to achieve economic self-sufficiency.

The work of each consortium is focused on serving adult students in seven curricular areas:

- | | |
|---------------------------------|-----------------------------|
| 1. English as a Second Language | 5. Adults with Disabilities |
| 2. Career Technical Education | 6. Workforce Preparation |
| 3. Adult Basic Education | 7. Pre-Apprenticeship |
| 4. Adult Secondary Education | |

The Los Angeles Regional Adult Education Consortium (LARAEC) consists of five districts:

1. Burbank Unified School District's Burbank Adult School (BUSD/BAS)
2. Culver City Unified School District's Culver City Adult School (CCUSD/CCAS)
3. Los Angeles Unified School District's Division of Adult and Career Education (LAUSD/DACE)
4. Montebello Unified School District's Montebello Community Adult School (MUSD/MCAS)

5. Los Angeles Community College District's Non-Credit program.

For more information, visit <http://laraec.org/>

Board Meetings

LARAEC holds board meetings regularly. Meeting information can be found at <http://laraec.org/open-meetings/>

Lunch with LARAEC

The consortium offers professional development/information sessions on selected Thursdays. For upcoming and past sessions, please click on the following link <http://laraec.org/lunchwithLARAEC/> .

LARAEC Resources

LARAEC has made available valuable resources for teachers at its website at <https://laraec.org/faculty-and-staff/> which include the LARAEC-LAUSD Revised ESL Course Outlines and the Online Teacher Toolkit.

SECTION 3 THE COUNSELING OFFICE

- 1. ACADEMIC AND CAREER COUNSELING**
- 2. GENERAL OFFICE FUNCTIONS**
 - Assistant Principal, Adult Counseling Services (APACS)
 - Teacher Counselor
 - Pathway Advisors: Academic, English as a Second Language (ESL), and Career Technical Education (CTE)
 - Accelerated College and Career Advisor (AC2T)
 - Office Technician
- 3. COUNSELING OFFICE PHYSICAL LAYOUT**
- 4. PLANNING AND SCHEDULING COUNSELING OFFICE OPERATIONS**
- 5. COMMUNICATION**

1. ACADEMIC AND CAREER COUNSELING

The counseling/advisor position is an important part of a system that ensures students have excellent educational experiences. Counselors and advisors have the unique role of supporting students' social/emotional well-being, their academic and post-secondary goals, as well as supporting administrators, faculty, and staff.

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 and placement, transcript evaluation, registration, maintenance of records, monitoring of student progress, verification of course completion, and attainment of high school diploma requirements.

Initial intake interview often sets the tone for a 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 Student Tools Educational Pathways (STEP) orientation includes reading and math assessments to determine placement. By balancing the student's assessment results, prior education (transcripts), interests, and educational objectives, the counselor can better support the student's progress toward academic and career goals.

The Individual Student Plan (ISP) session is a perfect opportunity to communicate that returning to school is an excellent decision and that counseling staff are available to provide support along the way. At the conclusion of the session, students should understand what they will be doing in the coming weeks and how it relates to their broader educational goals.

Counselors are called upon on a regular basis to make sound professional judgments, which regularly involve determining whether a particular class listed on a transcript meets the intent of the graduation requirements. While DACE allows APACS some flexibility in adapting certain aspects of the counseling program, counselors should look first to policy established by California Education Code (EDC) and District and Division directives. For transcripts outside LAUSD, a good practice is to consult counselors from the outside school to confirm unfamiliar courses. When exercising professional judgment in the interpretation of student records, APACS consults with the principal before acting and document any actions taken.

2. GENERAL OFFICE FUNCTIONS

The counseling office is one of the most important, and busiest, offices on campus. The counseling staff, under the direction of the Assistant Principal, Adult Counseling Services (APACS), is responsible for the organization and management of the office. The counseling staff members include the following:

Assistant Principal, Adult Counseling Services (APACS)

The APACS is assigned to an Adult School, Skills Center or Occupational Center. The position requires a valid California Administrative Credential, a valid Pupil Personnel Services (PPS) credential and a master's degree from an accredited university.

Among other duties, the APACS plans and organizes the counseling and assessment programs, serves as a member of the administrative team responsible for the guidance and counseling program, secures and maintains student records, and plans and organizes the annual commencement program. The APACS assists in the coordination of the on-boarding process and uses data to plan the academic instructional programs.

Adult Teacher Counselor

The Adult Teacher Counselor position requires a valid California PPS credential. Counseling and guidance duties as determined by the APACS and the principal of the school are performed by the Adult Teacher Counselor. Under the guidance of the APACS, counseling and guidance duties are assigned to the Teacher Counselor.

Pathway Advisors: Academic, Accelerated College and Career (AC²T), English as a Second Language (ESL), and Career Technical Education (CTE)

The role of a Pathway Advisor is to provide guidance, placement, registration, and monitoring of student progress. Pathway Advisor positions require a valid California Adult Designated Subject teaching credential associated with their program.

Academic Pathway Advisor works in the counseling office and receives administrative direction from the APACS and the principal. Job duties include student assessment and placement, transcript evaluation, ISP recording in DACE-SIS, registration, maintenance of records, monitoring of student progress, and verification of course completion, and attainment of high school diploma requirements.

ESL Pathway Advisor receives administrative direction from the Assistant Principal supervising the ESL program and the principal. Job duties include student assessment and placement, ISP recording in DACE-SIS, registration, maintenance of records, and monitoring of student progress.

CTE Pathway Advisor receives administrative direction from the Assistant Principal supervising the CTE program and the principal. Job duties include student assessment and placement, ISP recording in DACE-SIS, registration, maintenance of records, and monitoring of student progress.

AC²T Advisor receives administrative direction from the APACS and the principal. Job duties include recruiting, enrolling, and counseling at-promise youth, out-of-school youth, and young adults. The AC²T Advisor also facilitates high-school diploma preparation, high-school equivalency exam preparation and administration, and supports the transition to higher education or employment.

Refer to Section 10, Accelerated College and Career Transition (AC²T) for further information.

Office Technician

An Office Technician may be assigned to a counseling office. The Office Technician performs general office tasks for the counseling team. Specific duties include electronic data input, 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.

3. COUNSELING OFFICE PHYSICAL LAYOUT

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

4. 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 term beginning and end dates, graduation, and report due dates. This will facilitate the timely scheduling of counseling-related functions including the Comprehensive Adult Student Assessment (CASAS), High School Equivalency Exam, and promotional testing.

At sites shared with K-12 schools, 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 High School Equivalency Exam testing, orientation assemblies, and other special events.

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

- STEP class schedule.

- Pre-registration of continuing adult high school, and possibly continuing English as a Second Language (ESL), and CTE students. This function may be completed in the classrooms. However, staff other than the classroom teacher should oversee classroom pre-registration to ensure the proper placement and equitable distribution of students.
- On-line course schedules.

5. COMMUNICATION

To improve the communication flow in the counseling office, the APACS should conduct regularly scheduled staff meetings to inform staff of updated Division and school policies and procedures, and short- and long-term plans of the counseling office. When changes in policies, procedures, or plans occur, all staff members should be notified.

At scheduled staff meetings, counseling personnel may plan upcoming events and update information to be disseminated, information such as office plans and schedules. It is especially important that classified staff be well informed. Well-informed classified staff is a valuable resource in the dissemination of information to students and non-counseling personnel because they often provide initial program information to students.

Scheduling staff meetings is particularly challenging: technology tools such as Zoom or Microsoft Teams may be considered. If a staff member is unable to attend a scheduled staff meeting, the APACS and staff members should arrange to meet at an alternate time.

Finally, a calendar of upcoming activities placed in a visible location or online may be helpful in the overall coordination of school activities.

SECTION 4 ENROLLMENT AND PLACEMENT

1. ENROLLMENT

- Adult Students
- Concurrent Students
- Minor Non-Concurrent Students, Pregnant Students or Parents Actively Engaged in Raising Children Students
- Students with Disabilities and Special Education Students in Adult Education Programs
- Basic Enrollment Requirements

2. STUDENT TOOLS FOR EDUCATIONAL PATHWAYS (STEP) CLASS

3. PLACEMENT

- Placement into the Adult Basic Education (ABE) Program
- ABE Reading Program
- ABE Basic Language Arts Program
- Multiple Measures of Assessment
- ABE Math Program
- Placement into the Adult Secondary Education (ASE) Program
- Placement for Remediation
- Placement of Special Education Students
- Placement of Integrated Education and Training (IET) Students
- Placement into the Career Technical Education Program

4. INDIVIDUAL STUDENT PLAN (ISP)

1. **ENROLLMENT**

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 appropriate courses that reflect their language arts and math skill levels.

Adult school courses that are equivalent to high school courses are not duplicate credits so 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.

Students with Disabilities and Special Education Students in Adult Education Programs

Refer to Section 11, Disabilities Support (DSS) section for further information.

Concurrent Students

The Division of Adult and Career Education (DACE) supports progress toward graduation by partnering with secondary schools to provide credit recovery services to concurrently enrolled students. Per *Assembly Bill No.104, Sec. 39*, the California Adult Education Program, (CAEP) provides funding for programs that serve adults and defines “adult” as “a person 18 years of age or older.” CAEP funding may not be used to serve minors.

Refer to the Concurrent Enrollment section for options on enrolling concurrent students.

Basic Enrollment Requirements

All students must have a record in the Division of Adult and Career Education Student Information System (DACE-SIS) to begin the enrollment process. Students that do not have a DACE-SIS record, must complete an online application at <https://lausd.focusschoolsoftware.com/focus/apply/>

The next step is enrollment in the Student Tools for Educational Pathways (STEP) class for an orientation for students entering the adult-school system, take a placement assessment and complete an Individual Student Plan.

2. **THE STUDENT TOOLS FOR EDUCATIONAL PATHWAYS (STEP) CLASS**

Student Tools for Educational Pathways (STEP) is a non-credit, competency-based, repeatable course intended to provide an orientation for students entering the adult-school system. STEP courses are designed to be used in an online, hybrid, and/or traditional in-school environment.

By taking this class, students will acquire tools and resources to successfully navigate college and career pathways. They will also be able to articulate their long and short-term educational goals and be prepared to study in a classroom environment.

3. **PLACEMENT**

As part of the enrollment process, counselors will confer with students to produce an Individual Student Plan (ISP) educational plan that outlines the steps the students may follow to reach their goals. During an interview, the counselor and student consider all factors pertaining to the development of the individual educational plan which leads 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 student.

Placement into the Adult Basic Education (ABE) Program

The ABE program provides instruction in reading, language arts, 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:

Course Number	Course Title	Grade Levels
53-03-64	Reading 1	0 - 3.9
53-03-65	Reading 2	4 – 6.9
53-03-66	Reading 3	7 – 8.9
53-03-75	Math 1	0 - 3.9
53-03-76	Math 2	4 – 6.9
53-03-77	Math 3	7 – 8.9
53-03-81	Basic Language Arts, Beginning	0 - 3.9
53-03-82	Basic Language Arts, Intermediate	4 – 6.9
53-03-83	Basic Language Arts, Advanced	7 – 8.9

ABE Reading Program

There are two levels of assessment: 1) prior to enrollment, and 2) in the classroom. Placement into the ABE reading program is determined through the administration of the CASAS Reading GOALS assessment. Students’ initial Reading Grade-Levels per the CASAS Reading GOALS assessment inform placement into appropriate ABE Reading courses (see Score/Placement Locator Chart below). Student placement is confirmed by results (if diagnostic assessment conducted is in the ABE Reading classrooms).

ABE Reading - CASAS Reading GOALS Score/Placement Locator

NRS ABE Levels	ABE Level Names	GOALS Scale Score Ranges	Grade Level	DACE Course
1	Beginning Literacy	193 and below	K	Reading 1 53-03-64
		194 - 203	1	
2	Beginning Basic Education	204 - 210	2	
		211 - 216	3	
3	Low Intermediate Basic Education	217 - 222	4	Reading 2 53-03-65
		223 - 227	5	
4	High Intermediate Basic Education	228 - 230	6	
		231 - 234	7	Reading 3 53-03-66
		235 - 238	8	

Students who are identified as being nonreaders or very low-level readers (below 193 Reading GOALS score) at the time of registration should not be given the test. Instead, they should be placed in Reading 1 according to the above chart with a note to the teacher to assess the student's skill level for appropriate placement within the Reading 1 course.

ABE Basic Language Arts Program

Placement of students into the ABE Basic Language Arts program is determined through CASAS Reading GOALS assessment scores (see above chart) and evaluations of student writing samples.

The *Adult Basic Language Arts with Writing Rubric* (January 2006) is used to evaluate student writing samples.

See *Appendix 3 for ABE Writing Rubric with Writing Samples*

Multiple Measures of Assessment

To ensure that students are placed properly (e.g., not placed into basic education courses that may delay their educational progress), counselors may consider multiple measures of assessment, including transcripts grades, educational history, and student verbal skills.

ABE Math

Placement into the ABE Math program is a two-part process. Initial placement occurs at registration facilitated by the school counseling team. Final placement occurs in the classroom facilitated by the math instructor.

Part 1: Initial Placement

CASAS *Math GOALS* results determine a student's initial math level and inform placement into the ABE Math program.

Math - CASAS Math GOALS Score/Placement Locator

NRS ABE Levels	ABE Level Names	GOALS Scale Score Ranges	Grade Level	DACE Course
1	Beginning Literacy	0 - 184	K	Math 1
		185 - 193	1	
2	Beginning Basic Education	194 - 198	2	
		199 - 203	3	
3	Low Intermediate Basic Education	204 - 209	4	Math 2
		210 - 214	5	
		215 - 221	6	
4	High Intermediate Basic Education	222 - 225	7	Math 3
		229 - 235	8	

Part 2: Final Placement

Final placement into Math 1, Math 2, or Math 3 is determined based on the results of diagnostic assessments conducted in the classroom.

Division of Adult and Career Education, Guideline 017.00, August 18, 2021

Placement into the Adult Secondary Education (ASE) Program

Placement into the ASE program is determined by the administration of the CASAS Math GOALS and CASAS Reading GOALS.

Students should be advised that DACE guidelines stipulate a 9th grade reading level as the competency level needed for probable success in high school diploma and CTE courses, and in the workplace. Students who score below a 9th grade reading level should be further advised that enrollment in the ABE program will increase the probability of their success in completing diploma requirements and/or CTE courses.

Students are placed into the ASE high school math program (Algebra 1A, 1B or Geometry 1A, 1B) by demonstrating competency in Basic Math. Placement into the ASE High School Math program is accomplished by successful completion of Math 3, or by scoring a minimum of 236 on the CASAS Math GOALS.

ASE Reading - CASAS Math GOALS Score/Placement Locator

NRS ASE Levels	ASE Level Names	GOALS Scale Score Ranges	Grade Level	DACE Course
5	Low Adult Secondary Education	239 - 243	9	ASE
		244 - 248	10	
6	High Adult Secondary Education	249 - 253	11	
		250 +	12	

ASE Math - CASAS GOALS Score/Placement Locator

NRS ABE Levels	ABE Level Names	GOALS Scale Score Ranges	Grade Level	DACE Course
5	Secondary Education	236 - 240	9	ASE
		241 - 244	10	
6	High Adult Secondary Education	245 - 248	11	
		249 +	12	

See Appendix 4 for complete CASAS GOALS Score-Placement Locator

The *ASE Guide to Evaluating Student Writing Samples* is used by teachers and counselors to evaluate and properly place students in the English Language Arts continuum.

See Appendix 4 for *ASE Guide to Evaluating Student Writing Samples*

Division of Adult and Career Education, Guideline 017.00, August 18, 2021

Placement for Remediation

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

Placement of Special Education Students

Refer to Disabilities Support (DSS) section for further information.

Placement of Integrated Education and Training (IET) Students

Placement into an Integrated Education and Training (IET) class is determined by the student's English language skills. While there is no ESL level requisite for enrollment, students in English as a Second

Language (ESL) level 3A or higher generally have the English language skills to succeed in the class. Teachers, however, may make IET enrollment recommendations for lower-level ESL students.

Placement into the Career Technical Education Program

Course Name	Course No.	Reading			Math		
		GOALS Scale Score Ranges	Grade Level	DACE Course	GOALS Scale Score Ranges	Grade Level	DACE Course
Basic Computer Literacy	53-04-50	217 - 222	4	Reading 2	---	---	---
VABE/Math/Photovoltaics	53-04-51	223 - 227	5	Reading 2	204 - 209	4	Math 2
VABE/Math/Energy and Utilities	53-04-52	223 - 227	5	Reading 2	204 - 209	4	Math 2
Industry Sector 2							
Desktop Publishing/1	70-55-70	239 - 243	9	ASE	204 - 221	4 - 6	Math 2
Video Production/1	70-85-60	228 - 230	6	Reading 2	---	---	---
Industry Sector 3							
HVAC/1	72-85-60	228 - 230	6	Reading 2	---	---	---
Tile Technician/1: Tile	71-55-80				236 +	9	ASE
Industry Sector 4							
Comp. Operations /1: Foundations	75-35-80	228 - 230	6	Reading 2	---	---	---
Industry Sector 5							
Child Development/1: Foundations	72-15-50	Employment Level			---	---	---
Industry Sector 6							
Mobile Electronics/1	72-55-80	228 - 230	6	Reading 2	---	---	---
Photovoltaics/1	72-65-50	228 - 230	6	Reading 2	---	---	---
Powerline Systems/1	72-75-80	228 - 230	6	Reading 2	---	---	---
Energy Auditing	72-85-50	228 - 230	6	Reading 2	---	---	---

Mobile Electronics Tech./1	79-35-80	231 - 234	7	Reading 3	0 - 203	K-3	Math 1
Tech. Integration/1: Copper + FIOS	72-85-80	228 - 230	6	Reading 2	---	---	---
Industry Sector 7							
CAD Tech.: Architectural Basics	79-25-55	239 - 243	9	ASE	204 - 221	4 - 6	Math 2
CAD Tech.: Mechanical Basics	79-2560	239 - 243	9	ASE	204 - 221	4 - 6	Math 2
Industry Sector 8							
Fashion/1	74-55-50	Employment Level			---	---	---
Manicuring/1	78-10-90	10th Grade Equiv.			---	---	---
Barber/1	78-45-51	10th Grade Equiv.			---	---	---
Cosmetology/1	78-45-60	10th Grade Equiv.			---	---	---
Esthetician/1	78-45-80	Complete 10th Grade			---	---	---
Industry Sector 9							
Health Information Tech/1: Terminology	76-15-50	228 - 230	6	Reading 2	---	---	---
Dental Assisting/1	76-35-53	244 - 248	10	ASE	222 - 235	7 - 8	Math 3
Physical Therapy	76-45-50	228 - 230	6	Reading 2	---	---	---
X-Ray Technology/1	76-45-83	239 - 243	9	ASE	---	---	---
Radiologic Technologist	77-20-70	244 - 248	10	ASE	---	---	---
Medical Assistant	77-40-50	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2
Nursing Assistant Long-Term Care	77-50-75	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2
Vocational Nurse	77-60-60	244 - 248	10	ASE	236 +	9	ASE
Home Health Aide (Supplemental)	77-80-70	235 - 238	8	Reading 3	---	---	---
Pharmacy Technician	77-90-60	HS Diploma	N/A	N/A	204 - 221	4 - 6	Math 2
Hospital Maintenance Technician	79-75-65	231 - 234	7	Reading 3	0 - 203	K-3	Math 1
Industry Sector 10							
Culinary Arts: Baking/1	77-15-50	228 - 230	6	Reading 2	---	---	---

Event Planning	77-25-50	228 - 230	6	Reading 2	---	---	---
Airport Operations	77-25-70	228 - 230	6	Reading 2	---	---	---
Baker	78-50-55	231 - 234	7	Reading 3	204 - 221	4 - 6	Math 2
Chef Assistant	78-50-80	228 - 230	6	Reading 2	204 - 221	4 - 6	Math 2
Cook Trainee	78-50-90	228 - 230	6	Reading 2	204 - 221	4 - 6	Math 2
Industry Sector 11							
Networking/1	77-65-50	228 - 230	6	Reading 2	---	---	---
Computer Technician (Introduction)	79-30-65	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2
Comp. Tech.: A+ Cert. (Upgrade)	79-30-90	239 - 243	9	ASE	204 - 221	4 - 6	Math 2
Network Control Operator	79-45-60	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2
Industry Sector 12							
Machinist/1	77-85-50	228 - 230	6	Reading 2	---	---	---
Welding/1	77-95-50	235 - 238	8	Reading 3	---	---	---
Industry Sector 13							
Customer Service Representative	71-60-50	235 - 238	8	Reading 3	---	---	---
Customer Service	78-35-50	235 - 238	8	Reading 3	---	---	---
Retail Merchandising/1	78-35-80	235 - 238	8	Reading 3	---	---	---
Industry Sector 14							
Emergency Medical Technician	77-50-50	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2
Law: Principles	78-75-50	228 - 230	6	Reading 2	---	---	---
Police Science	78-85-80	228 - 230	6	Reading 2	---	---	---
Industry Sector 15							
Logistics: Introduction	78-25-50	228 - 230	6	Reading 2	---	---	---
Auto Tech.: Exhaust Emissions	79-60-70	235 - 238	8	Reading 3	204 - 221	4 - 6	Math 2

Airframe & Powerplant Technician	79-70-50	239 - 243	9	ASE	236 +	9 +	ASE
General Airframe & Powerplant Tech/1	79-70-53	239 - 243	9	ASE	236 +	9 +	ASE
Airframe Technician Trainee	79-70-70	239 - 243	9	ASE	236 +	9 +	ASE
Powerplant Technician Trainee	79-70-90	239 - 243	9	ASE	236 +	9 +	ASE
Technology/1: Automotive Systems	79-90-83	228 - 230	6	Reading 2	---	---	---

4. INDIVIDUAL STUDENT PLAN (ISP)

To support student persistence DACE utilizes the Individualized Student Plan (ISP). The ISP is a student directed planning tool that maps academic plans, shows students' interests, needs, learning goals and graduation requirements.

The goal of the ISP is to inform students' of graduation options and to build students' knowledge of career or post-secondary pathways. The process engages students in decision-making that promote lifelong learning by assisting students in:

- Identifying Current and Future Goals
- Determining Motivation
- Outlining Action Steps
- Adopting a Growth Mindset Attitude
- Time Management Skills to Develop Discipline and Habit

The student's ISP is created during the matriculation process. The student and the counselor/advisor discuss education and/or career goals to develop a path of learning. Counselors/advisors also assist students with recommending options for post-secondary education including CTE training. As a central source of student goals and supports, the ISP contains the following information:

<u>AREA</u>	<u>ENTERED BY/THROUGH</u>
▪ Demographic	On-line enrollment
▪ Education	WIOA TOPS Form Entry
▪ Goals	WIOA TOPS Form Entry
▪ Grades	Counselor or Advisor
▪ Academic Progress	Counselor or Advisor

- ISP Status Counselor or Advisor
 - Notes Counselor or Advisor
- Career Services Received Pending activation:
Transition Services Received WIOA TOPS Form Entry
Career Services Received

Following the development of the ISP, students should understand the program, set realistic expectations, and establish learning goals, all of which should be documented on the student's Individual Student Plan (ISP) in DACE-SIS.

SECTION 5 CREDIT EVALUATION

1. CREDIT EVALUATION

2. CREDIT SYSTEMS

- Credit System Used in Los Angeles Adult School High School Classes
- Carnegie Units
- Correlating Uncommon Credit Systems with The Division System
- Contacting Sending School for Clarification

3. INTERPRETATION OF CREDITS AND GRADES

- Letter Grade with No Credits
- No Letter Grade
- Partial Credit
- Foreign Transcripts
- Adult Basic Education (ABE)
- English as a Second Language (ESL)
- Awarding English Course Credit for K-12 EL Classes
- Career Technical Education (CTE)
- Splitting Credits
- LAUSD District High School Course Catalog
- College Courses
- University of California A-G Course List
- Secondary Certificate Programs
- Qualifying Non-School Achievement
- Licensed Occupations
- Work Achievement

4. MARKING STUDENT COMPLETION IN DACE-SIS

5. VERIFYING SCHOOL ACCREDITATION

6. CREDIT FROM A NON-ACCREDITED SCHOOL

7. GRADE POINT AVERAGE (GPA)

- Unweighted GPA
- Weighted GPA

1. CREDIT EVALUATION

When evaluating student records, counselors grant full credit for previous educational accomplishments from accredited high schools, colleges, and adult schools. This expedites a 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 such as work experience.

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 another 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. However, counselors may apply multiple measures of assessment, to ensure that students are not placed into basic education courses that may delay their educational progress. This is especially significant if the High School Equivalency Exam is used to satisfy specific graduation requirements.

Uniformity is vital in evaluating students' previous educational accomplishments and in granting credits. Uniformity is also necessary among the Division's schools, different counselors at the same school, and in the individual counselor's evaluations of different students. Keeping clear notes in the student file, cumulative record, and DACE-SIS will eliminate any uncertainty as to why certain counseling decisions were made. Counselors initial and date all notations for other counseling personnel 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 section addresses various credit systems and provides the counselor with a review of some common non-school experiences for which credits may be granted.

Division of Adult and Career Education, Guideline No. 019, July 1, 2022.

After gathering all applicable student records such as assessment, student transcripts, credit slips, state licenses, and approved work achievement forms, the counselor may begin the process of evaluating the material, granting credits, preparing the Individualized Student Plan (ISP), and planning the student's course of study. When all coursework has been posted, the counselor will determine which graduation requirements are not satisfied and will advise the student accordingly.

When preparing the student transcript, the counselor will check that:

- both a grade and credit have been indicated on the high school transcript.
- 8th or lower grade courses taken in the 9th grade are not counted for high school credit.
- adult students are no longer eligible to receive credit for any Algebra class taken in middle school.
- religion (from non-accredited schools), homeroom or record room, 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.
- credit is not granted twice for the same class with the exception of elective courses that are deemed repeatable. **
- for repeated classes, the highest grade for that course is the grade recorded.
- special education courses that do not grant high school credit are not used for adult credit.
- special education students fulfill the same graduation requirements as regular high school students.

* *Credit may be granted for courses at an accredited private school, parochial or otherwise, regardless of religious content. Division of Instruction, Bulletin 6838.1, November 21, 2017*

** *See Appendix 5 for a list of LAUSD repeatable classes.*

2. CREDIT SYSTEMS

Course credits normally require the equivalent of five 40-to-60-minute periods of class time a week for one semester, or 60 hours a semester. One instructional credit normally requires 12 clock hours of instruction time. A semester course that meets for one period five days a week or 60 hours provides five (5) credits when satisfactorily completed; an annual course of 120 hours provides ten (10) credits.

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.

Credit System Used in Los Angeles Adult School High School Classes

Competency-based education adheres to DACE’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 DACE courses.

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

Credit for CTE classes is apportioned according to completion of course competencies. Refer to the Catalog of Authorized Courses for credit information on a specific course.

The ABE mathematics curriculum (Math 1, Math 2, Math 3) allows for post-tests to be used in conjunction with pretests for the purpose of validating the student's competency and granting equivalent credit.

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

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 DACE's credit system. For example, the student's transcript may show:

Year-long English I Course in Carnegie Units				
Subject	Grade	Dates	Mark	Credit
English 1	9	9/91 - 6/92	B	1

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:

Conversion to Division Credits			
Subject	Date	Mark	Credits
English 1	9/91	B	5
English 2	2/92	B	5

Conversion from Trimester System

One Carnegie Unit = 3 quarter courses = 10 semester credits (1 quarter = 3 1/3 credits). The Assistant Principal ACS/designee must carefully review the course description and California content standards covered when awarding credit to ensure the course is similar to the LAUSD course.

Division of Instruction, Bulletin 6838.1, November 21, 2017

Correlating Uncommon Credit Systems with The Division System

The counselor may come across transcripts with other unique credit systems. A careful reading of the transcript and interview of the student will usually help the counselor to correctly convert credits shown on the transcript to the DACE 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.

Instructional Hours from Transcript	30	60	120
DACE Credits	2.5	5.0	10.0

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. INTERPRETATION OF CREDITS AND GRADES

The counselor can accept credits and marks from public schools in California at their face value if they correspond closely to credits and marks earned for similar subjects in the Los Angeles Unified School District. The following descriptions will help the counselor interpret credits and marks. If the information is not clear, call the sending school for assistance.

Letter Grade with No Credits

The general policy for recording grades and credits is that any letter grade (with the exemption of letter F) should grant 5 credits per class.

Semester Period Credits

1. Record 5 credits for all semester (twenty-weeks in traditional schools) subjects which have been passed.
2. Record 2.5 or 2 1/2 credits for all half semester (ten-weeks in traditional schools) subjects which have been passed.
3. For a repeated course, place the 0 credits on the lowest course mark.

Division of Adult and Career Education, Guideline 018.00, May 10, 2022

No Letter Grade

Some schools do not use a letter grading system but have a percentage or numerical system. In these cases, the counselor can substitute the symbol "CR" (credit) for a grade. To interpret subject marks, it is necessary to know the passing mark established and accepted by the sending school. Most transcripts provide this information. However, if it is not provided, the counselor must contact the sending school to request this information.

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.

SCALES FOR EVALUATING MARKS				
Lowest Passing Mark	A	B	C	D
75	93-100	83-92	78-82	75-77
70	91-100	80-90	73-79	70-72
65	90-100	77-89	68-76	65-68
60	88-100	74-87	64-73	60-63
50	84-100	68-83	57-67	50-56

Division of Instruction, Bulletin 6838.1, November 21, 2017

Partial Credit

The Education Code provides that all students are entitled to partial credit for completed coursework. Every 5% of course completed = 0.25 credits.

%	Cr.	%	Cr.	%	Cr.	%	Cr.	%	Cr.
5%	0.25	25%	1.25	45%	2.25	65%	3.25	85%	4.25
10%	0.5	30%	1.5	50%	2.5	70%	3.5	90%	4.5
15%	0.75	35%	1.75	55%	2.75	75%	3.75	95%	4.75
20%	1	40%	2	60%	3	80%	4	100%	5

Division of Instruction, Bulletin 076310, September 25, 2019

DACE does not provide partial credit. Once the student completes the remaining credits for a class, the counselor makes a notation in the student's DACE-SIS record in the Graded tab in the Comments column for the class. An example notation would read "4 credits completed at XYZ HS."

Foreign Transcripts

Students retain originals of foreign transcripts and supporting documents. The counselor will make copies to be evaluated and kept in the cumulative record. Students must provide the counselor with a translated copy from an approved credit evaluation agency. Below are suggested evaluation services.

Academic Credentials Evaluation
Institute

<https://acei-global.org/>
Email: acei@acei-global.org

(310) 275-3530

Academic and Professional International Evaluations	http://www.apie.org/ Email: APIE@email.msn.com	(562) 594-6798
American Education Research Corporation	http://www.aerc-eval.com/ Email: aerc@verizon.net	(626) 339-4404
International Education Research Foundation, Inc.	https://ierf.org/ Email: info@ierf.org	(310) 258-9451

See Appendix 5 for National Association of Credential Evaluation Services student handout

The District 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.

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

- 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.

Deputy Superintendent, Division of Instruction, Bulletin 1545.1, September 2, 2015

Adult Basic Education (ABE)

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

	Course Name	Course No.	Credits
Beginning level courses:	Reading 1	53-03-64	5
	Math 1	53-03-75	5
	Basic Language Arts, Beginning	53-03-81	5
Intermediate level courses:	Reading 2	53-03-65	5
	Math 2	53-03-76	5
	Basic Language Arts, Intermediate	53-03-82	5
Advanced level courses:	Reading 3	53-03-66	5
	Math 3	53-03-77	5
	Basic Language Arts, Advanced	53-03-83	5

English as a Second Language (ESL)

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

Course Name	Course No.	Credits
ESL Beginning Low	50-01-51	5
ESL Beginning High	50-01-52	5
ESL Intermediate Low	50-01-53	5
ESL Intermediate High A	50-01-54	5
ESL Intermediate High B	50-01-55	5
ESL Advanced Low	50-01-56	5

Division of Adult and Career Education, Guideline 29, December 15, 2006

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 35 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 29, December 15, 2006

Awarding English Course Credit for K-12 EL Classes

A non-passed 9-10 grade English course may be substituted with a completed and passed English Language Development course if taken concurrently.

EL classes level 3A and 3B completed and passed can be used to satisfy English 1 (9A), and EL classes level 4A and 4B completed and passed can be used to satisfy English 2 (9B).

See Appendix 5 for DACE Memorandum Graduation Requirements for the Classes of 2020-2023 (ELD English and Middle School Algebra)

Career Technical Education (CTE)

Students may earn between five and 40 credits for successfully completing DACE CTE courses. These credits may be used to satisfy the elective requirements of LAUSD's High School Diploma Program as elective credits or Fine Arts/ Foreign Language/CTE credits and Personal Development electives.

Division of Adult and Career Education, Guideline 004.01, March 28, 2020

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.

Splitting Credits

For classes not completed with DACE and have been granted 10 or more credits, the counselor may split the credits to use in multiple subject areas. For example, if a student completes a 15 hour CTE class the counselor can use 10 credits to fulfill the Fine Arts/Foreign Language/CTE requirement and 5 credits toward the elective credits or Personal Development credits.

Refer to DACE-SIS section for information on splitting credits for courses completed at a DACE school.

LAUSD District High School Course Catalog

To verify course applicability, the LAUSD's Course Catalog may be helpful. Note: the catalog only lists recent course offerings; courses and related information are subject to change without notice.

<https://coursecatalog.lausd.net/CourseCatalog/>

College Courses

The counselor will grant adult high school credit for successful completion of college courses if the college course is included in the high school course of study or is of equivalent level.

College Credit Conversion Value

Depending on the course, the counselor can grant up to 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. See the bulletin below for the articulation agreement with Los Angeles Community College District equivalents.

See Appendix 5 for Instructional Services, Bulletin 1040.4, October 23, 2019, or go to <https://achieve.lausd.net/Page/16179> for approved LACCD Course Equivalency List.

University of California A-G Course List

Search for currently available online cross-campus courses being offered and find a specific institution's A-G course list.

<https://hs-articulation.ucop.edu/agcourselist>

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.

Qualifying Non-School Achievement

Education Code §51225.3 (iv) 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.

Licensed Occupations

Students who hold state licenses in various occupational fields can be granted credit toward a high school diploma. 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. Below are examples that illustrate the granting of credit for a particular license. The counselor will grant credit for other licenses by establishing the educational components involved in qualifying for the license and the correlating hours of instruction to arrive at a specific credit value for the course. The counselor can also consult the DACE's [Catalog of Authorized Courses](#).

Examples of Credit for State Licenses

Vocational Nursing (LVN)	Credits	Cosmetology	Credits	Barbering	Credits
Principals of Nursing	10	Anatomy	10	Principals of Barbering	10
Personal Hygiene	10	Hair Styling	10	Personal Hygiene	10
Family Living Edu.	10	Electrolysis	10	Business Management	10
Physiology	10	Personal Grooming	10	Physical Therapy	5
TOTAL	40	TOTAL	40	Anatomy	5
				TOTAL	40

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 DACE's bulletin below.

See Appendix 5 for Work Achievement sample letter.

4. **MARKING STUDENT COMPLETION IN DACE-SIS**

To track student achievement accurately, several steps need to be taken by the teacher when a student completes a class or course. A letter grade and course completion code are required for all ESL, ABE, ASE, CTE, Integrated Education and Training (IET), and Adult with Disability (AWD) students. Letter grades and course completion codes may be entered in DACE-Student Information System (SIS) at any point but must be completed for all students in a given section no later than the last day of instruction for that section.

Refer to DACE-SIS section for more information.

Division of Adult and Career Education, Guideline 004.01, March 28, 2020

5. **VERIFYING SCHOOL ACCREDITATION**

The goal of accreditation is to ensure that schools, postsecondary institutions, and other education providers meet and maintain minimum standards of quality and integrity in academics, administration, and related services. It is a process based on the principle of academic self-governance. Schools, postsecondary institutions, and programs (faculties) within institutions participate in accreditation.

Students who attend a non-accredited school face the possibility of receiving a degree, diploma, or certificate that is not recognized by the State. The student may:

- Be ineligible to receive state or federal financial aid, including grants and loans.
- Be ineligible to receive most private forms of financial aid, especially scholarships.
- Have employers disregard an academic credential that came from an unaccredited institution.
- Find their academic credits earned at the unaccredited school are not transferrable.

To find out if a school is accredited, check the school's website. Most accredited educational institutions will have a link to their accreditation status on their front page, or as a menu item. It is also important to check the credentials of the Accreditation Agency's website.

REGION	NAME/WEBSITE	STATES SERVED
New England	New England Commission of Higher Education (NECHE) www.neche.org	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont and select international locations.
Eastern Middle States	Middle States Commission on Higher Education (MSCHE) www.msche.org	Delaware, Washington, D.C, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico and the U.S. Virgin Islands.

Central	Higher Learning Commission https://www.hlcommission.org/	Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin and Wyoming.
Southern	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) www.sacscoc.org	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. The SACSCOC also accredits schools in Latin America.
Western	Western Association of Schools and Colleges (WASC) www.acswasc.org	California, Hawaii and certain international locations.
Northwest	Northwest Accreditation Commission, (formerly the Northwest Association of Accredited Schools) www.nwccu.org	Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.

Division of Instruction, Bulletin 6838.1, November 21, 2017

6. CREDIT FROM A NON-ACCREDITED SCHOOL

Credit for courses taken in non-accredited shall be accepted and/or granted as follows:

- Approval must have been secured in advance of enrollment if credit is to be considered for attendance at part-time non-accredited schools.
- In grades nine through twelve, courses taken must be similar in content to courses offered in LAUSD schools, follow the course description as outlined in the “Guidelines for Instruction: Course Description,” and meet the California State Content Standards.
- The in-class instructional time must be equivalent to 60 hours for five credits.
- The course syllabi must identify appropriate instructional strategies, not on-line instruction.

Counselors have the responsibility for reviewing transcripts and course documentation and recommending to the APACS whether credit is to be granted for courses taken in non-accredited schools.

Division of Instruction, Bulletin 6838.1, November 21, 2017

7. GRADE POINT AVERAGE (GPA)

A grade point average is a number representing the average value of the accumulated final grades earned in courses over time. A student's GPA is calculated by adding up all accumulated final grades

and dividing that figure by the number of grades awarded.

There are two types of GPAs:

Unweighted GPA

An unweighted GPA is measured on a scale of 0 to 4.0. It does not take into account the difficulty of a student's coursework. An unweighted GPA represents an A as a 4.0 whether it was earned in an honors class, AP class, or regular-level class. Most schools more or less follow this scale for unweighted GPAs.

Weighted GPA

A weighted GPA considers course difficulty rather than providing the same letter grade to GPA conversion for every student. Usually, weighted GPA is measured on a scale of 0 to 5.0, although some scales go higher. An A in an AP class may translate into a 5.0 weighted GPA, while an A in a regular-level class will give you a 4.0 weighted GPA.

Grade	Scale	
	<i>Unweighted</i>	<i>Weighted</i>
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0

See Appendix 5 for an Unweighted GPA Calculation Form Template

SECTION 6 ADULT EDUCATION CURRICULUM REQUIREMENTS

1. GRADUATION REQUIREMENTS

- California State Graduation Requirements
- Division Graduation Requirements
- Computer Literacy Requirement
- California High School Exit Exam (CAHSEE) Suspended
- Graduation Requirements for Homeless Youth, in Foster Care, on Probation
- No Residency Requirement

2. COLLEGE AND CAREER READINESS (CCR) STANDARDS

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

- Health Requirement: Special Note
- No Minimum Attendance Requirement
- DACE Course Outlines

4. EQUIVALENT ACADEMIC COURSES FOR ADULT AND SECONDARY STUDENTS

5. "A - G" REQUIREMENTS, UC AND CSU

6. UNIVERSITY AND EMPLOYMENT PREPARATION REQUIREMENTS

1. GRADUATION REQUIREMENTS

Graduation requirements adopted by the Board of Education provide an educational program required of all students that includes a core curriculum, elective courses, and testing requirements. LAUSD's goal is to provide maximum opportunities for adult and Accelerated College and Career Transition (AC²T) high school students to meet graduation requirements while meeting requirements for college admission and/or preparing to enter the workforce.

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

California State Graduation Requirements

The California Education Code (EC) specifies a minimum set of courses required for high school graduation that local school districts have the authority to augment.

To receive a diploma, students must complete all the following, inclusive. State-mandated graduation course requirements (the state minimums) are as follows:

- **3 years of English (6 semesters)**
- **2 years of mathematics (4 semesters):**
 - 1 year (2 semesters) of Algebra 1
 - 1 year (2-semester) course that meets or exceeds the rigor of the content standards of Algebra.
- **2 years of science (4 semesters):**
 - 1 year biology (2 semesters)
 - 1 year physical science (2 semesters)

NOTE: Integrated Science also fulfills this graduation requirement as long as biological and Physical science are included.
- **3 years of social studies (6 semesters):**
 - 1 year U.S. History and Geography (2 semesters)
 - 1 year World History, Culture, and Geography (2 semesters)
 - American Government, Civics (1 semester)
 - Economics (1 semester)
- **1 year of a foreign language, visual and performing arts, or career tech education (2 semesters)**

NOTE: A course in American Sign Language is deemed a course in foreign language satisfying the minimum course requirement.

- **2 years in physical education (4 semesters)** unless the pupil has been exempted pursuant to provisions of EC § 51241 (Adults students 18 years of age or older are exempt from this requirement).

The courses listed above represent the State of California’s **minimum requirements** to receive a high school diploma. They do not fully reflect current requirements established by Los Angeles Unified School District for Secondary or Adult High School Diploma students. The governing boards of local education agencies have the authority to supplement the state minimum requirements at the local level. See following sections for information on adult education graduation requirements.

Division Graduation Requirements

DACE counselors review student transcripts and provide options for earning a high school diploma or high school equivalency.

Students who pass a high school equivalency exam (i.e., the HiSET) can qualify for the High School Diploma by completing 50 additional credits of required coursework (10 classes), as specified by DACE guidelines below.

Students who pass the Spanish or French version of a high school equivalency exam may qualify for the High School Diploma by completing 70 additional credits of required coursework (14 classes), as specified by DACE guidelines below.

OPTION 1	OPTION 2 -HSE (English)	OPTION 3 - HSE (Spanish)
✓ 170 credits of required coursework (34 courses)	✓ Passing a high school equivalency exam in English ✓ 50 credits of required coursework (10 required courses)	✓ Passing a high school equivalency exam in Spanish or French ✓ 70 credits of required coursework (14 required courses)

Students who do not elect to use the High School Equivalency test to fulfill requirements, the coursework is as follows:

OPTION 1 - COURSEWORK	CREDITS
ENGLISH (40)	
English 1	5
English 2	5
English 3	5
English 4	5
English Composition/Contemporary or an 11 th grade equivalent class	5
Literature/American or an 11 th grade equivalent class	5
English Composition/Expository or a 12 th grade equivalent class	5
Literature/Modern or 12 th grade equivalent class	5
MATHEMATICS (20)	
Algebra 1A and 1B, equal or higher rigor	10
Geometry 1A and 1B, equal or higher rigor	10
SCIENCE (25)	
Health	5
Physics/Physical Science 1 and 2 / General Science/Integrated 1-2	10
Biology/Life Science 1 and 2 / General Science/Integrated 3-4	10
SOCIAL STUDIES (30)	
World History 1 and 2	10
U.S. History 1 and 2	10
U.S. Government	5
Economics	5
FOREIGN LANGUAGE/FINE ARTS/CAREER TECH ED (10)	
Foreign Language, Visual Arts, or Career Technical Ed (10 units in one area only)	10
PERSONAL AND CAREER DEVELOPMENT (10)	
Career Planning or Life Skills or Economics/Consumer or Parent Education, Psychology, Ethnic Studies, or a Career Technical Ed course (Additional courses acceptable are Social Justice, AVID, College and Career Planning, and Consumer Economics)	5
Any computer literacy course (Keyboarding is not applicable)	5
GENERAL ELECTIVES (35)	
Elective Courses	35
Total Credits	170

Division of Adult & Career Education, Guideline 015.01, July 1, 2022

Students who elect to use the High School Equivalency test, the coursework is as follows:

OPTION 2 ENGLISH HIGH SCHOOL EQUIVALENCY +COURSEWORK		CREDITS
ENGLISH (10)		
English 4 or a higher level English class		5
12 th grade equivalent English class		5
MATHEMATICS (10)		
Algebra 1A and 1B, equal or higher rigor		10
SCIENCE (5)		
Health		5
SOCIAL STUDIES (15)		
U.S. History 1 and 2		10
U.S. Government		5
PERSONAL AND CAREER DEVELOPMENT (10)		
Career Planning or Life Skills or Economics/Consumer or Parent Education, Psychology, Ethnic Studies, or a Career Technical Ed course (Additional courses acceptable are Social Justice, AVID, College and Career Planning, and Consumer Economics)		5
Any computer literacy course (Keyboarding not applicable)		5
HIGH SCHOOL EQUIVALENCY EXAM		
High School Equivalency Exam in English		PASS
Total Credits		50

Division of Adult and Career Education, Guideline 013.00, December 1, 2020

Students who elect to use the Spanish High School Equivalency test, the coursework is as follows:

OPTION 3 SPANISH HIGH SCHOOL EQUIVALENCY +COURSEWORK		CREDITS
ENGLISH (10)		
English 1		5
English 2		5
English 3		5
English 4		5
An 11 th or 12 th grade equivalent English class		5
12 th grade equivalent English class		5
MATHEMATICS (10)		
Algebra 1A and 1B, equal or higher rigor		10
SCIENCE (5)		

Health	5
SOCIAL STUDIES (15)	
U.S. History 1 and 2	10
U.S. Government	5
PERSONAL AND CAREER DEVELOPMENT (10)	
Career Planning or Life Skills or Economics/Consumer or Parent Education, Psychology, Ethnic Studies, or a Career Technical Ed course (Additional courses acceptable are Social Justice, AVID, College and Career Planning, and Consumer Economics)	5
Any computer literacy course (Keyboarding not applicable)	5
HIGH SCHOOL EQUIVALENCY EXAM	
High School Equivalency Exam in Spanish	PASS
Total Credits	70

Division of Adult and Career Education, Guideline 013.00, December 1, 2020

Computer Literacy Requirement

The computer literacy requirement may be satisfied in any of the following ways:

1. Completion of a computer course or an LAUSD designated course that meets the computer literacy requirement. See Ref. 913.1-Attachments A and B for approved courses.
2. Demonstration of computer literacy skills competency on the *Computer Literacy Criteria Checklist*. See Ref. 913.1-Attachment C *Computer Literacy Criteria Checklist* for list the District designated computer literacy criteria checklist.

In order for the student to complete the *Computer Literacy Criteria Checklist*, the Principal or Assistant Principal of Adult Counseling Services (APACS) must authorize the teacher and enrollment in the course. The selected teacher will administer all of the items on the *Computer Literacy Criteria Checklist*. When the student successfully demonstrates all skills on the checklist, the teacher completes the student with a CR grade mark and 5 credits.

3. Completion of a 5-credit LAUSD/DACE online secondary education class that requires digital literacy and/or applied technology to navigate (e.g. APEX, Edgenuity, Schoology).

When this class is applied to the computer literacy requirement, it cannot be used to fulfill a second course requirement.

Office of Curriculum, Instruction and School Support, Reference 913.1, January 13, 2013

California High School Exit Exam (CAHSEE) Suspended

Beginning with the Class of 2006, all public-school students were required to pass the CAHSEE to earn a high school diploma. Senate Bill 172, signed into law effective January 1, 2016, suspended the CAHSEE diploma requirement.

Graduation Requirements for Homeless Youth, in Foster Care, on Probation

Assembly Bill 167 and its amended AB 216 and AB 1806 forms are California legislation that affect pupils who were removed from their home under California Welfare and Institutions Code (WIC) § 309 or subject to a petition under California WIC § 300 or 602. The Bill exempts eligible students from school district graduation requirements, allowing them to graduate by completing state graduation requirements instead.

Assembly Bill 167 allows a school district to exempt homeless and itinerant youth, youth in foster care, and youth involved with the juvenile justice system from district graduation requirements if the following criteria are met:

1. The student is in 11th or 12th grade.
2. The student transfers to a school within a school district or to another school district.
3. The district makes a finding that the student is unreasonably able to complete district requirements by the end of the student's fourth year of high school.

Counselors are required to complete the "AB 167 Exemption Verification" for each student graduating under this exemption, file a copy in the student's cumulative record, and upload the form to the student's DACE-SIS record.

Student Health and Human Services, Bulletin 6718.0, August 8, 2016

No Residency Requirement

There is no residency requirement for the Division's High School Diploma program. Students must meet all current statutory, District, and Division graduation requirements.

2. COLLEGE AND CAREER READINESS (CCR) STANDARDS

College and career readiness refers to the completion of rigorous coursework that prepares students with the skills necessary for postsecondary education or training resulting in better job opportunities, and success in the workplace. The following measures are approved as indicating college or career readiness:

- Career Technical Education Pathway Completion

- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- A–G Completion *
- State Seal of Biliteracy
- Military Science/Leadership

* See *Equivalent Academic Courses for Adult and Secondary Students* on the following pages for a list of DACE “A through G” approved courses.

These have resulted in the implementation of communicating clearer expectations for students, improved curriculum and instruction, and creating professional development to help staff implement standards. Areas measured are English Language Arts and Literacy and include Reading, Writing, Speaking and Listening, and Language.

See Appendix 6 for Documents for CCR Standards.

U.S. Department of Education, Office of Vocational and Adult Education. College and Career Readiness Standards for Adult Education. Washington, D.C., 2013

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

The Division of Adult and Career Education (DACE) offers individualized instruction labs (II Labs) at DACE schools. The II Lab plays a pivotal role in meeting the graduation requirements of adult and secondary High School Diploma students. Curricula developed by the Adult Secondary Education (ASE) Office are competency-based and written to California State Content Standards Course contracts are standardized across DACE to ensure uniform instruction for all students. Course contracts also allow DACE students to transfer to other DACE schools and from continue where they left off.

All coursework in an II Lab must be completed within a one-year period, or a new contract must be initiated. Extensions may be granted on a case-by-case basis with the approval of the Assistant Principal, Adult Counseling Services (APACS).

Most DACE courses meet UC/CSU "A-G" requirements for freshman entry. Counselors should confirm each course’s status before enrolling the student in a particular class.

Division of Adult and Career Education Guidelines 25 and 021 establish policies for teachers and

support staff to maintain program integrity through grading, record keeping, attendance, and use of materials and tests procedures.

Health Requirement: Special Note

The Health course is not a California mandated requirement. The requirement is an LAUSD requirement and is a science course that fulfills five of the 25 required science credits.

Credit for Health

A Health course taken in another school district for fewer than five credits may meet the District requirement if the content of the course is judged to have met the State of California course content standards. See Section 4 Credit Evaluation, Partial Credit.

No Minimum Attendance Requirement

There is no minimum attendance requirement for DACE courses.

Students must achieve competency in course subject matter to successfully complete a course.

No specific amount of attendance warrants a passing grade. A student who demonstrates mastery of course objectives should not be denied credit on the basis of poor attendance.

DACE Course Outlines

The goals and purposes of DACE courses are stated in the course outline. These course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

DACE course outlines are available on the DACE website in the Faculty & Staff menu, and the Operations and Publications sub-menus. Quick link to the DACE Course Outlines:

<https://www.launifiedadult.org/apps/publications/>

Adult Secondary Education (ASE) courses are estimated at 60 hours for completion. The exceptions are Algebra 1A and 1B, each estimated at 90 hours for completion. Depending on the individual student, classes may be completed in less or more time than the ascribed hours. For a gage on the average number of hours to complete an ASE course, see *Average Hours to Complete II Lab Courses* in Appendix 6.

4. 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 DACE's graduation requirements.

Placement in any DACE class is based on assessment results. Students, adult and concurrent, are assessed and placed into appropriate courses that reflect appropriate skill.

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

Equivalent Courses

Adult Education Course Title:	Course Number	A-G	High School Course Title:	Course Number
"A" - History/Social Science				
World Hist/1	370271	A	WHG: Mod Wld A	370127
World Hist/2	370272	A	WHG: Mod Wld B	370128
US History/1	370170	A	US Hist 20th A	370129
US History/2	370171	A	US Hist 20th B	370130
US Government	370670	A	Prin Am Democr	370603
"B" - English				
English 1	230971	B	English 9A	230107
English 2	230972	B	English 9B	230108
English 3	231073	B	English 10A	230109
English 4	231074	B	English 10B	230110
English Composition/ Contemporary	231175	B	Contemporary Composition	230201
Literature/ American	231176	B	American Literature	230111
English Composition/ Expository	231277	B	Expository Composition	230205
Literature/Modern	231278	B	Modern Literature	230425
"C" - Mathematics				
Algebra 1/A	310270	C	Algebra 1A	310301
Algebra 1/B	310271	C	Algebra 1B	310302
Geometry 1/A	310371	C	CC Geometry A	310423
Geometry 1/B	310372	C	CC Geometry B	310424

"G" College Prep Elective				
Gen/Int Sci 1	360951	G	Intcoor Sci 1A	360121
Gen/Int Sci 2	360952	G	Intcoor Sci 1B	360122
Economics	370971	G	Economics	370905
Psychology	370474	G	Intro Psych	370403
Health				
Health	360574	N/A	Health SH	260103

Division of Adult and Career Education, Guideline 56.1, August 15, 2022

Assistant Principals, Adult Counseling Services (APACS), are to exercise professional judgment in evaluating transcripts. Credit is to be granted only when there is evidence of equivalency to DACE course objectives. Credits for unverifiable courses are to be recorded as elective credit only. *Office of Curriculum, Instruction and School Support, Reference No. 5523-0, June 11, 2011* does, however, establish criteria for granting credit for courses outside the regular accredited program.

Division of Adult and Career Education, Guideline 019, July 1, 2022

5. "A - 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. Guidelines are published online at:

California Department of Education

<https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>

California State University Counselor Resource

<https://www.calstate.edu/attend/counselor-resources>

Quick Reference Guide to UC Admission

<https://admission.universityofcalifornia.edu/counselors/files/quick-reference.pdf>

6. 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 College and Career Readiness Standards (CCRS) to help in the transition to postsecondary education and industry.

SECTION 7 TESTING

1. OVERVIEW

2. PLACEMENT USING CASAS GOALS ASSESSMENT

- CASAS - Comprehensive Adult Student Assessment Systems
- GOALS - Greater Opportunities for Adult Learning Success
- Reading Requirements
- Pairing Pre- and Post- CASAS GOALS Tests
- Earning Benchmarks for the ESL and Academic Programs (Payment Points)

3. HIGH SCHOOL EQUIVALENCY EXAM

1. OVERVIEW

Rigorous academic concepts that 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.

Reliable testing programs provide for accurate assessment and placement of students, as well as a means of validating instructional programs as a whole

2. PLACEMENT USING CASAS GOALS ASSESSMENT

CASAS - Comprehensive Adult Student Assessment Systems, GOALS - Greater Opportunities for Adult Learning Success)

Placement assessments are administered prior to enrollment to determine the extent of a student's knowledge and/or skill level relative to the objectives of planned instruction. How well the student performs on the placement assessment determines the instruction to be provided, Adult Basic Education (ABE) or Adult Secondary Education (ASE).

The CASAS GOALS assessments are the tests authorized by DACE to determine an adult student's reading level for placement into all DACE curricular programs and determine an adult student's math level for Academic and CTE programs. The three assessment instruments utilized by DACE are:

- The CASAS Reading GOALS Assessment
- The CASAS Math GOALS Assessment
- The Guide for Counselors and Instructors: Writing Rubric with Writing Samples

Student Tool for Educational Pathways (STEP) teachers administer the CASAS GOALS assessments as part of the enrollment/intake process. ESL STEP teachers use the GOALS Locator Test ensure students are assessed appropriately. Academic and CTE STEP teachers do not use the Locator Test; students are administered the CASAS Level D assessment.

READING GOALS TEST

CASAS Level	Form Number	Number of Test Items	Timing Students have up to
A	Form 901	39	60 minutes

A	Form 902	39	60 minutes
B	Form 903	40	75 minutes
B	Form 904	40	75 minutes
C	Form 905	40	75 minutes
C	Form 906	40	75 minutes
D	Form 907	40	75 minutes
D	Form 908	40	75 minutes

MATH GOALS TEST

CASAS Level	Form Number	Number of Test Items	Timing Students have up to
A/B	Form 913/914	40	60 minutes
C/D	Form 917/918	40	75 minutes

The CASAS GOALS assessment results can be interpreted to establish an equivalent grade range. Valid and reliable results, as with all standardized tests, depend on proper test administration.

CASAS publishes the assessments which can be visited online at [_https://www.casas.org/product-overviews/assessments/](https://www.casas.org/product-overviews/assessments/)

Reading Requirements

Students should be advised that the Division of Adult and Career Education (DACE) requires a 9th grade reading level as the entry level the ASE program. Students who score below a 9th grade reading level should be further advised that enrollment in an ABE program reading and/or language arts class will increase the probability of completing diploma requirements and/or CTE courses.

Reading levels for the Career Technical Education (CTE) programs vary depending on the program. However, a 9th grade reading level is needed for probable success in the workforce.

Since Adult Education is competency based, it is important to place students in course levels that are appropriate based on placement assessment scores.

Refer to the **Enrollment and Placement** section for further information.

Division of Adult and Career Education, Guideline 17, August 18, 2021

Pairing Pre- and Post- CASAS GOALS Tests

The CASAS GOALS assessments are used in a pretest—instruction—post-test format to monitor learning progress. Once an ESL or Academic student has received 20 hours of instruction – per CASAS recommendation – the student will take a second CASAS GOALS assessment. In other words, student learning (attainment of specific competencies within functional contexts) is then measured/determined by comparing the student’s pre-and post-assessment scores.

CASAS GOALS assessments comply with Workforce Innovation and Opportunity Act (WIOA) regulations.

CASAS/GOALS assessments comply with WIOA regulations. DACE assesses adult students enrolled in the following programs with pre- and post-tests and to report to WIOA students' educational progress:

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

Earning Benchmarks for the ESL and Academic Programs (Payment Points)

A student must receive a minimum of twelve hours of instruction to be eligible to earn one or more units of accomplishment referred to as benchmarks. Program funding is based on these benchmarks.

For purposes of WIOA benchmark-attainment, the California Department of Education (CDE) requires completed CASAS Entry, Update, and Pre- and Post-Test records for each student, ESL, ABE, and ASE.

Benchmarks are determined by CASAS pre- and post- assessment gains. They may be obtained in the following ways:

- Moving to a higher level per the CASAS GOAL grade level chart.
- Completing High School Diploma requirements.
- Passing all sections of high school equivalency exam.
- Passing a Civic Objective and Additional Assessment Plan (COAAP) assessment.

3. HIGH SCHOOL EQUIVALENCY EXAM

DACE currently utilizes the HiSET as their High School Equivalency instrument. Where noted, the below information is specific to the HiSET.

Official High School Equivalency Practice Tests are administered by the teacher upon enrollment in a HiSET Prep class. The tests contain about half as many multiple- choice questions as the actual High

School Equivalency, are used throughout the Division. Appropriate uses of the Official High School Equivalency Practice Tests are:

- To determine a student’s readiness to take the full-length High School Equivalency Exam
- 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 High School Equivalency Testing Center
- To help reduce anxiety by increasing familiarity with the actual High School Equivalency
- To determine student’s eligibility for the HiSET Merit Award

Contact the High School Equivalency Exam Office for more information at (213) 765-2573, or go to <http://achieve.lausd.net/hsetestcenter>

SECTION 8

GRADUATION PLANNING

1. GRADUATION OVERVIEW

2. IDENTIFYING POTENTIAL GRADUATES

- Counseling Potential Graduates

3. PREPARING FOR GRADUATION

- Reserving the Graduation Location
- Contracting Off-Site Locations
- Graduation Meetings
- Students Invited to Participate in the Ceremony
- Electing Class Officers
- Determining and Collecting Fees
- Ordering Diplomas
- Ordering Caps and Gowns, Sashes, etc.
- Printing Invitations and Programs
- Arranging Photographers
- Selecting Speakers
- Sending Invitations
- Arranging Media and Inviting Dignitaries
- Arranging Entertainment, Decorations, and Refreshments
- Arranging Custodial Services
- Arranging Ushers, Special Seating, and Parking
- Arranging Sound, Lights, and Music
- Scheduling Rehearsals
- Arranging Security

4. DISTRIBUTING SCHOLARSHIP APPLICATIONS

5. FUND-RAISING FOR STUDENT SCHOLARSHIPS

- Fund-raising Proposal
- List and Guidelines for Income and Fund-Raising Activities

1. GRADUATION OVERVIEW

Graduation marks the end of the traditional school year. It is a time when the school community comes together to recognize the achievements of those who have successfully completed the high school diploma program. It is also a time to honor High School Equivalency Certificate recipients.

No single event during 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 is the beginning of a longer process that includes additional 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 is a major indicator of future earnings. Students without a high school education generally earn less income than high school graduates. The high school diploma has become a necessity and is the first step toward meeting the requirements for college admission and/or 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 for the counseling staff who plan and organize the event.

Note: Only students that have completed all graduation requirements are allowed to participate in the graduation ceremony.

2. IDENTIFYING POTENTIAL GRADUATES

Adult students who have completed about 130 credits or who plan to take the High School Equivalency 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.

Counselors should periodically review older files to reestablish contact with former students who were within reasonable reach of a high school diploma. 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 High School Equivalency Exam or Career Technical Education (CTE) program as an alternative.

Counseling Potential Graduates

When potential graduates have been identified, they are invited by the Counseling Team to review the remaining requirements and 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 use this follow-up meeting to lay out a year-long plan. Upcoming test dates (High School Equivalency) as well as remaining requirements should be reviewed for completion or required course scheduling. The meeting also provides an excellent opportunity to complete a Graduation Application.

See Appendix 8 for Graduation Application

The counselor should also establish a follow-up system to keep students motivated and on track. From day one, students need to see not only what they will be doing next week, but what they will be doing as they move closer to their educational goals.

Finally, verifying student contact information is essential. As graduation approaches, the counseling staff may wish to establish correspondence with potential graduates by sending out a series of follow-up letters with dates to remember and requirements to complete.

3. PREPARING FOR GRADUATION

As early in the year as possible, the counseling staff should begin preparing for the graduation ceremony. Many of the preparations involve reestablishing contact with previous vendors. The graduation venue (high school auditorium, off-site location) may need to be reserved for rehearsals and the ceremony, and the management team may wish to establish a timeline.

See Appendix 8 for sample Graduation Timeline and sample Graduation Checklist

Reserving the Graduation Location

If the graduation is to be held at a shared school 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.

Contracting Off-Site Locations

Contracting off-site venues should be done with the assistance of the school financial manager.

APACS should 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.

To process a request for the rental of a non-District facility, a school or office must provide:

- The *Request for Use of Non-District Facility/Catering* form
- The *Transmittal Form* to request the approval from the Office of the Superintendent.
- An approved *Shopping Cart using Product Category 91852 (Rental of Facilities) or 64020 (Catering), and General Ledger 560001.*
- When creating the *Shopping Cart* the requestor should omit the *Vendor Code/Name* to prevent the *Purchase Order* from auto-generating.
- The vendor's proposed contract/invoice/quote.

For processing, scan and email forms, quote and Shopping Cart/LRP to procurement.rof@lausd.net.

If you have any questions concerning Non-District Facility/Catering transactions, please call the Procurement Services Support Center at (562) 654-9007.

Graduation Meetings

The APACS schedules separate meetings with potential graduates and staff to help with the graduation ceremony.

Graduation meetings also provide opportunities to discuss post-secondary plans such as college and career options.

Class meetings can be used to involve the students in determining the type of ceremony, its location, the class motto for the graduation program, class colors, type of entertainment, costs, and deadlines for all tasks.

Staff meetings will address graduation tasks. These meetings are held separately from meetings of the entire class.

Students Invited to Participate in the Ceremony

All high school diploma recipients and high school equivalency passers are eligible to participate in a school's graduation commencement ceremony. Eligible students should be notified and invited to participate in the ceremony.

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, to make informed choices, and early enough so tasks can be delegated to the officers.

Determining and Collecting Fees

Graduation fees may be collected to cover costs for venues, decorations, entertainment, printing, and caps and gowns, etc. Fees reflect current costs. The school financial manager collects and handles all monies.

Ordering Diplomas

Each student completes a *Graduation Application* showing exactly how his or her name is to appear on the diploma to have a record and avoid mistakes. The student's name must match their name in DACE-SIS. If the name differs, a valid identification is required for name changes.

The APACS completes an Adult Diploma Order Form which allows for 15 diploma requests. The form requires the student's name as they want it to appear on their diploma, the student's DACE-SIS ID number, and the date of graduation.

See Appendix 8 for and the Adult Diploma Order Form

Ordering Caps and Gowns, Sashes, etc.

The APACS is responsible for ordering caps and gowns for graduating students, and sashes for high school equivalency passer students that choose to participate in the ceremony. There are several 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 money for these activities.

Printing Invitations and Programs

Programs are usually paid out of *Student Body* funds. Invitations are paid out of graduation fees.

On occasion, potential graduates have not completed requirements in time to take part in the ceremony, yet there is no time to update the program. These potential graduates mistakenly believe they have graduated because they have been listed in the program as "Graduates." Therefore, when listing students in graduation ceremony programs, it is recommended that the phrase "Candidates for

Graduation” be used rather than “Graduates.”

Check with the principal and financial manager about the availability of funds. The printing may be done through the school or an outside vendor.

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 and pays the photographer directly.

Selecting Speakers

The APACS arranges for the selection and training of class speakers. The teachers of the class speakers are often helpful with the writing and presentation.

The following is a suggested format for student speaker speeches:

- 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.

The selection of outside speakers is the decision of the administration and the graduating class.

Sending Invitations

Graduates are given invitations for their guests. Administration may wish to send invitations to special guests and selected members of the community even if they are not expected to attend.

Arranging Media and Inviting Dignitaries

DACE normally distributes a memo sharing graduation information which is made available to local

media through the District's Department of Communications and Media Relations. Contact the Department at communications@lausd.net with any questions about local publicity and promotions.

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

DACE Central Office must be informed when dignitaries are participating at any school site event.

Arranging Entertainment, Decorations, and Refreshments

Payment for entertainment, decorations, and refreshments is determined largely by the venue. If the ceremony is held on a school site and the entire school is invited, the Student Body fund covers the cost. If the ceremony is held off campus and attendance is limited to graduates and their guests, the Student Body fund and graduate fees share the cost. The Financial Manager must be consulted in determining shared expenses.

Arranging Custodial Services

The APACS or the principal will consult with the Plant Manager to arrange for any necessary custodial services. Contact the DACE Facilities Manager to request extra custodial services.

Arranging Ushers, Special Seating, and Parking

Arrange with the Student Council and/or school site volunteers to recruit ushers. Ushers may assist with special seating arrangements and parking. If the ceremony is held on a week night, many of the faculty and clerical staff should also assist.

Arranging Sound, Lights, and Music

If an adult school does not have its own audio and lighting equipment, other arrangements must be made. At shared sites, the usual procedure is to arrange to use the equipment at the facility. Check with the individual in charge of the secondary facility to arrange for use of equipment. 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.

Scheduling Rehearsals

Graduation rehearsals should be held to assure that the ceremony goes well. Central office personnel

and community speakers will not be at rehearsals and expectations for their participation should be kept simple.

Arranging Security

Additional security may be necessary depending on the location and time of the ceremony. Arrange for additional security through the DACE Facilities Manager.

4. DISTRIBUTING SCHOLARSHIP APPLICATIONS

The graduation ceremony is an excellent occasion to recognize one or more graduates with a monetary award for academic achievement. Private industries, organizations, educational institutions, individuals, and DACE 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).

A Scholarship Application with the individual school's or donor's criteria should be distributed early enough for all interested graduates to participate.

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.

Throughout the year, counseling staff will keep instructors and students informed of awards for which students may qualify.

See Appendix 8 for sample Scholarship Application

5. FUND-RAISING FOR STUDENT SCHOLARSHIPS

LAUSD has established guidelines governing the way fund-raising may take place. The Financial Manager has been trained in the policies and guidelines for student body funds and is a good resource if you have questions on planning a fund-raiser. All monies collected from students on school premises, all receipts for the student body, and all drive collections shall be deposited through the student body finance office.

There are two types of scholarship accounts that can be established: "A" Scholarship Accounts and "B" Scholarship Accounts.

1. An "A" scholarship account is one from which an allowance is provided to a student for the purpose of remaining in the school that provides the scholarship.
2. A "B" scholarship account is one established to assist a student to attend a school of higher learning or the school he/she is attending. Proof of registration in school may be required to receive the scholarship award.

Fund-raising Proposal

Fund-raising drives are conducted by the student body to increase its scholarship funds. The type, frequency, and scheduling of these drives must be approved by the principal. The process should begin with a written proposal. The proposal must provide date(s) of the event, any division of profits, a complete description, purpose, funds to be paid to/received from, and approximate amount (cost). Below are some guidelines to assist in planning fund-raisers.

- Contributions and participation in student body fund raising activities by students and employees should be entirely voluntary.
- Fund-raising cannot occur during instructional time.
- No specific fund-raising activity should exceed more than 3 consecutive weeks.
- Student bodies may not contract with outside groups/vendors to rent/lease District property or District equipment as a money-making source or any other purpose unless the student body has first contacted the Facilities Services Division, paid a rental fee to the District, and provided adequate insurance coverage.
- Once approved by the principal, the Financial Manager submits the authorization to the Student Body Finance Support. A minimum of three weeks in advance of the event is required.
- Profits from student body activities which are supported by the general student body organization become general student body funds. They may not be later credited to any trust accounts of special groups.

Student body fund-raising activities shall be subject to the regulations established by the Superintendent. Check with the school's Financial Manager for updated information.

See Appendix 8 for sample Fundraising-Proposal-Template

List and Guidelines for Income and Fund-Raising Activities

Approved Activities

1. "A-Thons" (Endurance Contests) Sponsored by the Student Body
 - a. DACE may conduct walk, jog, cheer, sports, academic, dance, or other "thons" within reason.
 - b. "A-Thons" are to be held on school grounds.
 - c. All "thons" require authorization (submitted by the Financial Manager)
 - d. All monies collected must be deposited in the appropriate student body account.
 - e. Consideration should be given to the following:
 - Students under 16 must obtain written parental permission prior to participation.
 - Activity should be supervised, and individual student progress/condition monitored.
 - Supervisors should have easy access to current emergency cards.
 - The weather should be considered as to how it might affect student safety (e.g., excessive heat, smog, rain, etc.).
1. Concessions
 - a. Agreements with firms for concession sales of merchandise on school premises may be negotiated with authorization. Vendors must have adequate insurance and proper licenses.
 - b. Concession sales in connection with general student body activities and the profits therefrom shall be general student body funds.
 - c. Exception: Club and classes may earn up to 50% of the net profit for services provided to the student body at such authorized student body functions as festivals, concession sales, popcorn sales, etc. This does not apply to public appeal fund raising or similar sales.
2. Confections: Confections may be sold in the student store at the discretion of the principal.
3. Entertainment
 - a. Assemblies or entertainment, dances. No authorization required for the event.
 - b. Carnivals or festivals. Authorization required.
 - c. Admission charges should be set to permit the maximum number of students to attend.
 - d. Door prizes may be given at dances or other activities where the primary benefit to the ticket buyer is the dance or other activity and the prize is secondary.

4. Food Sales
 - a. Food should be delivered the same day it is to be served.
 - b. A *Food Handler's Health Certificate*, valid for one year, issued by either a school physician or nurse, is required for all persons preparing, serving, or selling food for student body fund raising activities on campus. Certificates are to be kept on file in the school office.
 - c. All food sales are subject to the health requirements concerning foods prepared outside of schools.

Food prepared in Private homes:

Permitted

- Cakes
- Candy
- Cookies
- Pies or tarts, fruit or berry
- Salads, fruit or vegetable (non-egg or non-dairy product dressing)

Prohibited

- Baked beans
- Casserole dishes
- Cream fillings
- Custards
- Fish
- Foods with dairy products Sandwiches
- Whipped cream
- Home-canned foods
- Meat
- Meat loaf
- Products containing mayonnaise (e.g., tuna salad, potato salad, macaroni salad, deviled eggs) popcorn balls

5. Recyclable Drives
 - a. Authorization required
 - b. Drives are limited to paper, plastic, or metal. No glass drives may be held.
 - c. Saturday, Sunday, and holiday collections on school grounds must have a Board employee present to assume responsibility for securing all doors and gates.
 - d. Paper and plastic should not be stored on the grounds overnight, within 10 feet of buildings, or on public property (sidewalks, etc.).
 - e. School must set a deadline for bringing paper and plastic materials to the grounds so trucks will not be kept waiting.
 - f. Enough bags for plastics and strings for paper must be delivered by the company in advance of the drive. Companies are not expected to furnish bags or strings unless this is part of the written confirmation. Schools are required to return all unused

bags and string supplied by the salvage dealer.

- g. Deposits of paper and plastic should be as far away from the recreation areas as practical and remain under supervision until removed by the salvage company.
- h. Companies must agree to remove all debris from the collection area but are required to pay only for acceptable material.
 - i. The use of roll-off containers on school grounds is prohibited.

Recycle dealers shall be held responsible for any damage a truck causes to school property, including the blacktop.

Exception: If only scrap aluminum is loaded, because of the lesser weight, the roll-off container may be used if it can be placed where a truck does not have to drive on the recreation areas.

6. Car Washes

- a. Car washes may not be held on campus.
- b. Sites used must have a "hold harmless agreement" for insurance.
- c. Car washes may be student body, or class activity.

Prohibited Activities

- 1. Raffles or games of chance
- 2. Rides - mechanical or animal
- 3. Use of darts or arrows
- 4. Objects thrown at a live target.
- 5. Use of water tanks into which a person is "dunked."
- 6. Destruction of old cars or similar objects by hammer, etc.
- 7. Sales of cosmetics, used jewelry, or used clothing, manicure or makeup booth.
- 8. Trampolines or mini trampolines
- 9. Car washes on campus
- 10. Rental to outside persons or groups of District-owned facilities, grounds, or equipment, unless the student body has rented the grounds, facilities, or equipment from the District for that intent. Liability insurance must be obtained by the student body.

School Fiscal Services Student Body Finance Section, Publication 469, April 30, 2008

SECTION 9

PATHWAYS, AND COLLEGE AND CAREER COUNSELING

1. PATHWAY OVERVIEW

2. COLLEGE COUNSELING

- Community Colleges (CC)
- California State Universities (Public)
- University of California (Public)
- Private Colleges and Universities

3. FINANCIAL AID

- Private Scholarships
- Federal Work-Study Jobs
- Americorp
- Cal Grants
- Stafford Loan Program

4. CAREER TECHNICAL EDUCATION

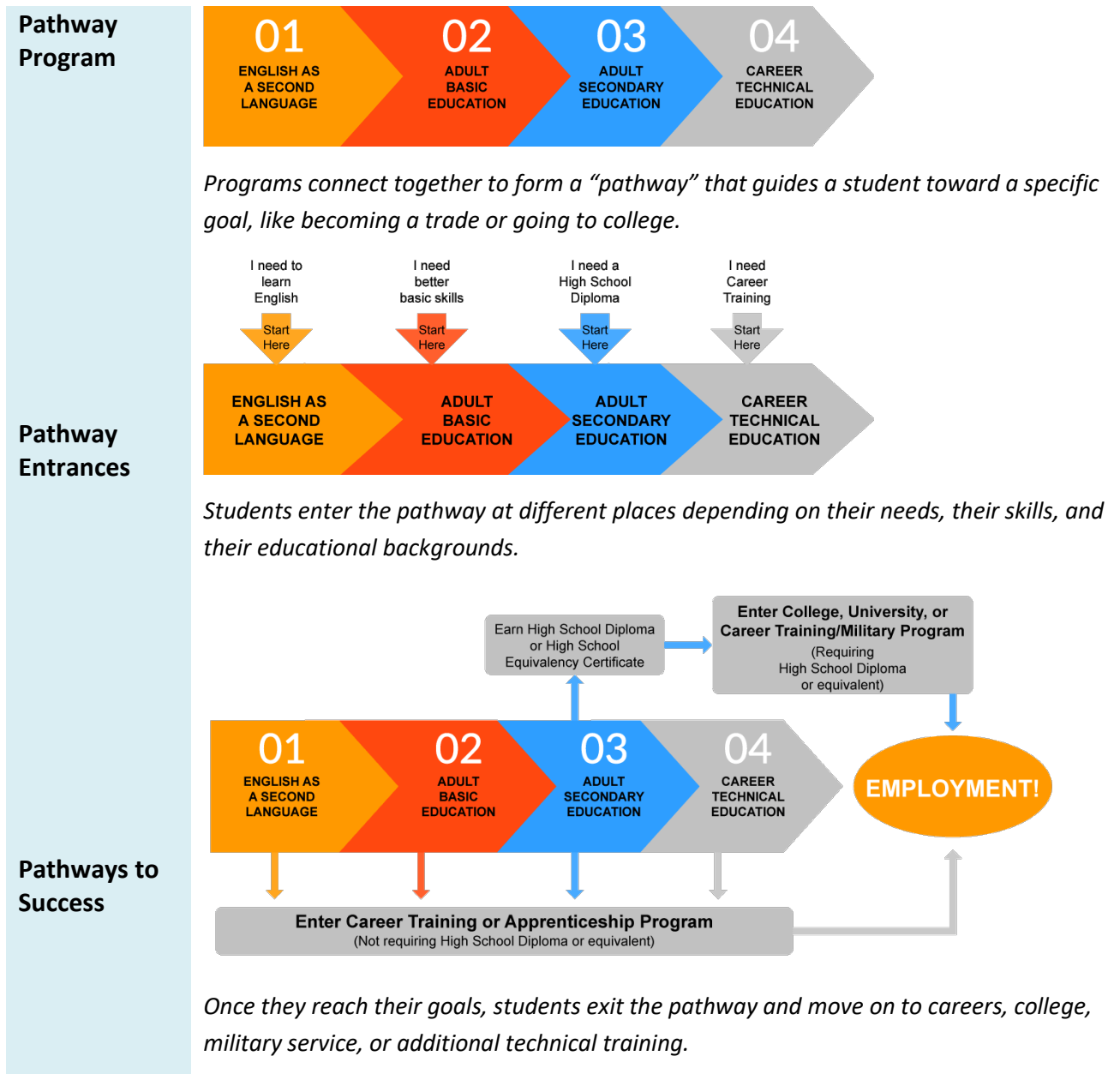
- Career Technical Education (CTE) Pathways

5. TOOLS FOR CAREER EXPLORATION

1. PATHWAY OVERVIEW

A pathway is a series of courses or programs that are designed to help students reach their goal. They are intended to prepare students for high-skill, high-wage jobs in emerging and growing industry sectors in the local or regional economy.

Pathways are designed to meet students where they are and take them where they want to go. Counselors work with students to develop pathways from high school or equivalency exam to community college or career technical education (CTE).



2. COLLEGE COUNSELING

The best college counseling starts early. Students should take the time to evaluate options to make decisions about college. Counselors should emphasize that the development/improvement of reading, language arts and math skills substantially increase students' chances of success in postsecondary education.

Most adult students have had no formal counseling prior to enrolling in a DACE school, nor have they received guidance about college preparation courses. DACE 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 college-bound adult students is a current course catalog found on the college's website.

Community Colleges (CC)

Community colleges (CC) are two-year institutions which offer Associate in Arts (AA) and Associate in Science (AS) degrees. CCs provide opportunities for students to raise 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 registering, students need to 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. Although a high school diploma is not required for enrollment, it is a requirement for Financial Aid.

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

California State Universities (Public)

The California State University System (CSU) 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.

CSU universities are widely known for their quality services at affordable prices. For more detailed campus-by-campus requirements, go to the school's website.

There are 23 CSU campuses in the state of California.

California State University (CSU)...

Bakersfield	Fullerton	Northridge	San José
Channel Islands	Humboldt	Pomona	San Luis Obispo
Chico	Long Beach	Sacramento	San Marcos
Dominguez Hills	Los Angeles	San Bernardino	Sonoma
East Bay	Maritime Academy	San Diego	Stanislaus
Fresno	Monterey Bay	San Francisco	

California State University enrollment information is available online at:

<https://www.calstate.edu/attend/counselor-resources>

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.

UC universities are higher ranked than CSU. It can be extremely difficult to gain admission into these universities because of the extreme competition and ranking.

For more detailed campus-by-campus requirements, go to the school's website.

There are 10 campuses in the state of California.

University of California (UC)...

Berkeley	Irvine	Merced	San Diego	Santa Barbara
Davis	Los Angeles	Riverside	San Francisco Graduate and professional school only	Santa Cruz

University of California enrollment information is available online at:

<https://admission.universityofcalifornia.edu/counselors/files/quick-reference.pdf>

Private Colleges and Universities

The Los Angeles area has a large number of private postsecondary institutions. 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.

3. FINANCIAL AID

Financial aid is available by the federal and state government and private sources in the form of grants, employment, scholarships, and loans. These monies are available for students to continue their education 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 yearly academic expenses.

Eligibility for financial aid is normally dependent on certain general criteria. To be eligible, students must:

- Possess a high school diploma or a High School Equivalency Exam Certificate
- 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 (males).
- Not be in default on any educational student loan.
- Not owe a refund on any state or federal grant
- Make satisfactory progress during 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 <https://studentaid.gov/>

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 <https://studentaid.gov/understand-aid/types/scholarships>

Federal Work-Study Jobs

Federal Work-Study provides part-time jobs to undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. Work-Study jobs are administered by schools participating in the Federal Work-Study Program. Check with the school's financial aid office to see if they offer the program.

Americorp

By becoming volunteers with AmeriCorps, a network of national and community service programs, students will receive an education award each year for up to two years to help pay for college or repay student loans. To learn more about Americorp, go to <https://americorps.gov>

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) and submit a verified Cal Grant GPA anytime between November and March 2. Students who meet the income, eligibility, and grade point average (GPA) requirements, will receive a grant to help 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 Grants	
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.
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.
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.

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.

4. CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) integrates technical and occupational competencies with core academic content to provide students with a pathway to postsecondary education and future careers. Students may enroll in a single course or sequence of courses to prepare for employment opportunities. Students are introduced to workplace competencies associated with the area of interest and learn academic content in a hands-on context.

Career Technical Education (CTE) Pathways

When counseling students enrolled in CTE courses, the counselor or advisor may want to keep in mind two basic questions:

Who is this student? 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 an Individual Student Plan (ISP) to make 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.

5. TOOLS FOR CAREER EXPLORATION

The Employment Development Department (EDD) and the Bureau of Labor Statistics (BLS) provide general labor market information and 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 <https://www.bls.gov/ooh/>

The following online resources may assist students with career exploration and selection:

Website	Description
www.bls.gov	Industry/career conditions and outlooks
www.caljobs.ca.gov	California’s internet system for linking job listings and job seeker resumes
www.career.com	Job search, resumes online, career information
www.careerbuilder.com	Job seeking skills and tips; site has many job opportunities listed
www.careersite.com	Free, confidential ways to market yourself
www.collegecenter.com	Plan for college admission
www.craigslist.com	Job opportunities
www.fastweb.com	Scholarship information
www.humanmetrics.com	Condensed version of Myers/Briggs

	personality assessment
www.labormarketinfo.edd.ca.gov	Labor market, occupational profiles, job search information
www.monster.com	Search jobs, post resumes, get career advice
www.salaryexpert.com	See current salary information in area
www.statejobs.com	Map provides links to area jobs, including state government jobs

SECTION 10

ACCELERATED COLLEGE AND CAREER TRANSITION (AC²T)

- 1. OVERVIEW**
- 2. ENROLLMENT**
- 3. GENERAL OFFICE FUNCTIONS**
 - AC2T Pathway Advisor
 - AC2T Teacher
 - AC2T Teacher Assistant

1. OVERVIEW

AC²T is a tuition-free program designed for students, ages 16-24, who did not complete high school. The AC²T Program incorporates independent study, individualized instruction, and technology for students pursuing college-preparedness and/or career readiness.

AC²T students earn their high school diploma or equivalency certificate while training for a career.

The Program offers flexible scheduling and A-G approved courses, required for admission to the California State University and University of California college education systems.

The AC²T program is funded by two sources: California Adult Education Program (CAEP) for students 18 years and older, and Targeted Student Population (TSP) for students 16 and 17 years of age. TSP funds are intended to serve English learners (ELs), low-income students, and foster youth.

AC²T operates on the traditional, Single-Track, 182 instructional days, C-Basis calendar. Enrollment is available on an open-entry/open-exit basis pending available space. An AC²T program advisor is available at each site to assist students with academic and career education enrollment options.

Students enrolled in the AC²T program may earn credit to facilitate graduation from their home high school. Students who choose to return to their home high school with AC²T program credits are subject to the requirements of the receiving high school.

Students may also complete the requirements for the high school diploma in the AC²T program and graduate from a DACE school.

AC²T program students can successfully transition to college, the armed forces, and/or the workforce.

2. ENROLLMENT

All students must have a record in the Division of Adult and Career Education Student Information System (DACE-SIS) to begin the enrollment process. Students that do not have a DACE-SIS record, must complete an online application at <https://lausd.focusschoolsoftware.com/focus/apply/>

The next step is to attend an orientation at the selected AC²T site. Included in the orientation is a placement assessment and the completion of the Individual Student Plan.

Refer to Section 4, Enrollment and Placement section for further information on placement testing and Individual Student Plan (ISP).

3. GENERAL OFFICE FUNCTIONS

All AC²T certificated and classified staff are expected to:

- Contribute to maintaining a safe, positive, motivating, and non-threatening learning environment designed to stimulate interest education and which is conducive to maximum participation.
- Effectively communicate any concerns with appropriate personnel in a timely manner
- Arrive at work on time, maintain a positive attitude, and be productive.
- Possess a strong work ethic.

AC²T Pathway Advisor

The Accelerated College and Career (AC²T) Advisor position requires a California Adult Designated Subject teaching credential with an Academic designation. The principal or the principal's designee hires the AC²T Advisor.

The AC²T Advisor recruits, enrolls, and counsels at-promise youth, out-of-school youth, and young adults. The AC²T Advisor also facilitates high-school diploma preparation, high-school equivalency exam preparation and administration, and supports the transition to higher education or employment.

An effective AC²T Advisor will have all skills needed to be an effective, including:

- Being genuinely empathetic toward all students and staff.
- Be creative and flexible in dealing with the wide variety of students and staff.
- Able to interact with and provide in-service assistance to parents and staff.
- Be a reliable, self-directed, and self-motivated; good listeners and skilled guidance counselor.
- Be respectful to students, parents, peers, and staff.
- Be familiar with the community and community resources and services that can be used.
- Be skilled in record-keeping and accurate with paperwork; proficient in meeting deadlines.

AC²T Advisors must be effective communicators and be able to inspire staff members and students to fulfill the AC²T mission.

AC²T Advisors are required to:

- Provide Orientation Sessions
- Assess academic levels for reading, writing, and math.
- Provide Orientation Package that includes DACE and District informational and required documents. Collect student, parent/guardian signatures on documents as required. Package to include, but not limited to:

DACE

AC2T Grading Policies
AC2T Policies Agreement
Grad Plan/Intake Form
Health Class Consent (As needed)
Program description letter
Master Agreement for Independent Studies
Remind Application Consent
Request for Student Records
School Rules

LAUSD

Caregiver's Authorization Form Affidavit (As needed)
Directory Information Release (As needed)
Mental Health Services Consent (As needed)
RUP - Responsible Use Policy for Computers
Safe Gun Storage (As needed)
Student Emergency Form
Student Housing Questionnaire (As needed)

Referring Agency (as needed)

Student Referral Form

- Evaluate student records and transcripts to determine course work needed for high school graduation or equivalency, basic or personal skills, and/or job preparation.
- Develop and maintain the student's Individualized Student Plan (IEP) and graduation plan with student, parent, and other personnel as necessary; provide continuous evaluation of student progress.
- Enroll student.
- Equitably assign incoming students to a supervising teacher. As students come to us with various skill levels and requirements needed to complete for graduation, no teacher shall be assigned a majority of high-skilled level and/or closer to graduation completion students.
- Maintain accurate independent study records; prepare and maintain all district and state required reports.
- Supervise independent study contracts.
- Communicate relevant information to necessary parties, including students, parents, administrators, and outside agencies.
- Refer students to Psychiatric Social Workers (PSW) or to supplemental services as needed.
- Facilitate enrollment in Career Technical Education Programs.
- Cooperate, work, and communicate with site administrators and staff.
- Serve as school liaison to community, educational, and governmental agencies.
- Attend all AC2T meetings and participate in professional development opportunities.
- Share relevant information with teachers and staff.
- Perform other duties as assigned in accordance with the District-UTLA agreement.

AC²T Teacher

Effective AC²T must be flexible in dealing with a wide variety of students; able to interact with and provide assistance to parents; reliable, self-directed, and self-motivated; good listeners, academically prepared in one or more of the following areas: English, math, social studies, science, counseling and

work experience; respected by peers; familiar with the community and community resources and services that can be used; skilled in recordkeeping and accurate with paperwork; proficient in meeting deadlines.

AC²T Teachers are required to:

- Meet with every student assigned to his or her class at least once a week.
- Call student's home when students miss appointments.
- Issue credit/grades in for student in DACE-SIS upon completion of courses
- Provide instruction to students in compliance with District and State guidelines, using the independent study instructional strategy.
- Follow Independent Study contract guidelines for the correction and grading of student work.
- Assess the needs of students, determine instructional objectives which will best assist students in meeting their identified needs; use approved assessment techniques to measure student achievement.
- Maintain a learning environment designed to stimulate interest in education and maximum participation.
- Monitor student progress and provide guidance and counsel.
- Refer students to supplemental services as needed.
- Be sensitive to and aware of students' personal situations that may interfere with their performance.
- Work closely with the school's counseling staff.
- Maintain accurate independent study records. Teachers must assign hours, ensure all assignments have been graded in a timely manner, post grades to the contract, and keep an appropriate work sample for every student assigned to them.
- Participate in professional and staff development opportunities.

AC²T Teacher's Assistant (TA)

The AC²T teacher assistant assists AC²T teachers or other certificated personnel in the performance of their duties.

Specific tasks may include:

- Assist with classroom instruction as needed, including the use of instructional technology resources.
- Assist instructors with the correction of student work, in accordance with Independent Study (AIS) Contract Guidelines

- Assist in maintaining the classroom environment and learning resources, including organizing materials and making any necessary copies, and maintaining the supply inventory and checkout of materials.
- Post scores to weekly assignment sheets
- Assist with filing and maintaining student records.
- Perform related duties as needed and assigned.

SECTION 11

DISABILITY STUDENT SUPPORT

- 1. OVERVIEW**
- 2. STUDENT SUPPORT SERVICES AND REFERRALS**
- 3. ENROLLMENT PROCESS**
- 4. ASSESSMENT**
- 5. ACCOMMODATIONS**
- 6. COUNSELING REFERRALS AND TERMINATION**
- 7. COMMENCEMENT EXERCISES AND OTHER DACE SCHOOL ACTIVITIES**
- 8. HISET ACCOMMODATIONS**

1. OVERVIEW

The goal of DACE is to provide services in a manner that ensures adults with disabilities have an equitable and inclusive opportunity to participate by not denying services, or segregating them from nondisabled program participants in academic, English as a Second Language (ESL), and/or Career Technical Education (CTE) pathways.

Students who are eligible may request an accommodation as per Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Adult students with verifiable disabilities may request assistance from the Disability Support Services (DSS) Office.

Students with disabilities are not required to disclose their disabilities nor request accommodations. In compliance with ADA laws, students' rights to privacy are protected. Students must initiate a request for disability support services.

Students who may be perceived as having disabilities but have not requested disability support services should not be referred to the DSS office. Staff members who have a questions or concern regarding a student who has not requested support services, should contact the DSS Advisor. The Advisor will provide guidance and resources without infringing on the student's privacy.

Staff cannot ask students if they have disabilities; it is an infringement of their rights.

2. STUDENT SUPPORT SERVICES AND REFERRALS

It is essential to share all support services available on campus to all students by incorporating the information into class orientations, displaying flyers in the classroom, and posting the information on the school website.

- A. Individuals referred to DACE by the Department of Rehabilitation (DOR), private rehabilitation agencies, Regional Centers, County Mental Health, and/or LAUSD District Office of Transition Services (DOTS) should be directed to the DSS Office at the specific school site.
- B. Students who request disability support services should be referred to the DSS Office.

Students who qualify include:

- Individuals with a physical disability, hearing loss, or visual impairment
- Students who attended high school special education classes with an IEP
- Persons who have a job-related injury
- Individuals with a learning disability

- Persons receiving state, county, or social security income (SSI/SSDI) based on a disability
- Disabled Veterans

3. ENROLLMENT PROCESS

Students with disabilities may choose to enroll in DACE programs through the DSS office.

1. A student must provide verification of their disability to a DSS Advisor.
2. When screening a prospective student, the DSS Advisor will ensure that assessments do not place the prospective student at a disadvantage due to a sensory, physical, communicative, psychological, or learning disability. Arrangements for assessment accommodations suitable to the disability will be provided upon request to ensure equal access for success.
3. The DSS Advisor will review the educational objective of each prospective student and course requirements/prerequisites to assist with designing a meaningful and attainable career pathway.
4. Upon enrollment, the student may request reasonable accommodations as mandated by state and federal laws. The student must request the accommodation in writing, and submit it to the DSS Advisor. Requests for accommodations are reviewed and determined for each student on an individual basis.
5. Actual enrollment is dependent upon course availability at each campus. If classes are full, established school procedures for placing students on waiting lists are to be followed.

4. ASSESSMENT

Assessment accommodations suitable to a student's disability will be provided upon request to ensure equal access for success. The DSS Advisor will collaborate with the CASAS testing proctor to implement appropriate accommodations as requested. Accommodations may include but are not limited to:

- Large Print, Magnification Devices and Braille
- Reader services

- Sign Language Interpreter
- Extended assessment time
- Quiet area or separate room
- Alternative testing formats

5. ACCOMMODATIONS

The purpose of an accommodation is to ensure students with disabilities have equal access to programs, courses and activities offered on campus.

- A. Section 504 of the Rehabilitation Act of 1973 authorizes students with disabilities to request reasonable accommodations to ensure equity and access to all academic, ESL, and Career Technical Education Programs and campus activities. An accommodation is considered reasonable when it does not impose an undue burden on the operation of the educational program or activity and will be considered on a case-by-case basis.
- B. Students who are provided reasonable accommodations and are unable to meet the course competencies are subject to the same standards as non-disabled students.
- C. To guarantee a legal right to an accommodation, a student must disclose having a disability and request it in writing. A school is only required to accommodate verifiable disabilities.

6. COUNSELING REFERRALS AND TERMINATION

All students must adhere to DACE school policies, rules, and procedures.

If a student's inappropriate or disruptive conduct is related to their disability, their reasonable accommodations should be reviewed and updated as needed. If the conduct prevents the student from meeting the essential elements of the course or program, the instructor will refer the student to the DSS Advisor using the counseling referral form (See attachment). This will facilitate an opportunity to plan a strategy that will allow the student to successfully navigate their educational pathway.

As with any student in the DACE educational setting, if a student does not progress satisfactorily or show aptitude in a course, instructors may refer the student to their program advisor, DSS Advisor, and/or Assistant Principal of Adult Counseling Services (APACS). This will allow for their ISP to be reviewed and for staff to provide support, and make recommendations for improvements.

All students must adhere to the school district policies and regulations regarding appropriate conduct. Students not meeting these standards are subject to suspension and/or termination.

Once intervention and remediation have been provided and a student is unable to meet course competencies, administration may preclude the student from continuing a course.

Student termination will be at the discretion of a school's administrator. Refer to *Termination Guidelines* in section 15.

7. COMMENCEMENT EXERCISES AND OTHER DACE SCHOOL ACTIVITIES

DACE adult students with disabilities who may require accommodations in order to participate in commencement ceremonies and other school activities should contact the DSS Office. Students must initiate written requests in a timely manner. Once requests are received, DSS staff coordinates with respective LAUSD staff to ensure appropriate accommodations are in place.

Accommodations may include:

- Sign language interpreter
- Wheelchair accessibility/lifts
- Designated seating
- Disabled designated parking
- Mobility guides

To ensure students with disabilities equal access and inclusion in school activities, it is highly recommended to include in all promotional materials, flyers, and invitations include a statement such as:

“To request an accommodation contact the DSS office at (xxx) xxx-xxxx or email jane.doe@lausd.net”

8. HISET ACCOMMODATIONS

Adults with disabilities enrolled in HISET preparation classes may request assistance through the DSS office with the:

- Application information
- Gathering appropriate documentation
- Completion of HISET Testing Accommodation Request Form

- Submission of application and documentation
- Coordination of testing appointment with DACE High School Equivalency Testing Center

Note: Accommodations will be approved by the Educational Testing Services (ETS) Agency.

SECTION 12
CONCURRENT STUDENTS

1. OVERVIEW

2. ENROLLMENT OPPORTUNITIES FOR CONCURRENT STUDENTS

- Winter Plus and Spring Plus Credit Recovery
- Fee-for-Service Credit Recovery
- Assessment

3. RECORDING GRADES

1. OVERVIEW

Concurrent students that are 18 years of age may enroll into a DACE class.

Concurrent students under the age of 18 years of age may only enroll in classes funded by a secondary partnership.

The Division of Adult and Career Education (DACE) supports progress toward graduation by partnering with secondary schools to provide credit recovery services to concurrently enrolled students. Per *Assembly Bill No. 104, Sec. 39*, the California Adult Education Program, (CAEP) provides funding for programs that serve adults and defines “adult” as “a person 18 years of age or older.” CAEP funding may not be used to serve minors.

2. ENROLLMENT OPPORTUNITIES FOR CONCURRENT STUDENTS

Fee-for-Service Credit Recovery

As a result of changing funding streams, DACE has developed a fee-for-service credit recovery model where high schools have the option to purchase a class that supports graduation efforts. Below is an action plan for developing credit recovery partnerships using this model.

Proposed Actions	Timeline
DACE will distribute a credit recovery packet to current and prospective secondary school partners. The packet will include the following items: <ul style="list-style-type: none">▪ DACE Credit Recovery Programs Flyer▪ Intent to Participate in DACE Credit Recovery Form▪ Steps for Funding Adult Education Credit Recovery	Due February
Credit Recovery Form from all secondary schools planning to offer adult education credit recovery services during the next school year. Forms must be received by May.	Due May
DACE will work with credit recovery partners to transfer funds no later than September. If funds are not received by September, the class may be cancelled.	Due September
Secondary schools that would like to purchase credit recovery services after the start of the school year must complete an Intent to Participate in DACE Credit Recovery Form and transfer funds prior to the start of class.	Ongoing

See Appendix 12 for Principals Credit Recovery Package

Winter Plus and Spring Plus Credit Recovery

Twice yearly, DACE partners with the Division of Instruction (DOI) to provide LAUSD juniors and seniors with accelerated credit recovery opportunities. Winter Plus begins during the winter break and continues for the subsequent 11 Saturdays, while Spring Plus begins during the spring break and stays in session for 11 Saturdays thereafter. With this model of individualized instruction, students can complete two courses online with the support of a DACE instructor and high school administrator.

DACE's Curriculum and Instruction team facilitates the connection between the high school and DACE school administrators. The Curriculum and Instruction team facilitates student enrollment, monitors academic progress, supervises student engagement and procures secondary funding for instruction.

For questions regarding administrator assignments, please contact your Local District Counseling Coordinator.

Assessment

Concurrent students may be exempt from specific reading requirements with the signature of the secondary principal or designee, who recommends enrollment in classes for high school graduation.

Students cannot 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 granted on a case-by-case basis with the approval of the Assistant Principal, Adult Counseling Services (APACS).

3. RECORDING GRADES

All course completion data for concurrent students is automatically imported to the LAUSD K-12 My Integrated Student Information System (MiSiS) on a regular basis. The concurrent student's LAUSD K-12 student identification must be entered in DACE-SIS for the grade to be uploaded. If the upload does not take place within 48 hours, and the K-12 student identification is entered in DACE-SIS, report the error to your DACE-SIS Coordinator.

Only secondary coursework will upload into MiSiS. Adult Basic Education classes, such as Math 1 – 3, will not upload. For this coursework a paper copy of the can be sent to the student's high school counselor.

Concurrent students can request additional grade/credit slip copies. Students should reach out to the Counselor to obtain official/unofficial transcripts

Division of Adult and Career Education, Guideline 004.01, March 28, 2020

SECTION 13
EDUCATIONAL RECORDS

1. OVERVIEW

2. STUDENT INFORMATION, GENERAL

- Directory Information
- Confidential Student Information

3. EDUCATION RECORDS

- Informal Notes, Defined
- Education Records, Construction of
- Cumulative Records
- Preparing an Electronic Cumulative Record (E-CUM)
- Diploma Type
- Adding Transferred Courses with Credit and Test Scores
- Transcripts
- Documents Supporting Earned Credit

4. ORGANIZATION OF FILES

- Adult Student Files, Organization of Records, General

5. RECORDS, ACCESS TO

- Education Records, Access to Adult Records
- Education Records, Student Access, Inspection and Review

6. EDUCATION RECORDS, CHALLENGE TO THE CONTENT OF

7. RECORDS, DESTRUCTION OF

1. 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.

A 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, the principal or a certificated designee is responsible for their security and devises procedures to assure access is limited to authorized persons.

2. STUDENT INFORMATION, GENERAL

Student records should always be complete and current. Information entered on cumulative records should be reflected in the DACE-SIS. There are two general categories of student information that must be protected by all District employees: Directory Information and Confidential Student Information.

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 directory information to certain individuals, officials, and organizations identified by the district as those who have a legitimate need to know. Parents of students 17 years or younger and/or adult students have the right to limit or deny the release of any portion of directory information (see Section 8 Documents for Consent to Release Confidential Student Information form).

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 Section 8 Documents for Consent to Release Confidential Student Information form).

Office of Data and Accountability, Bulletin 6887.1, March 6, 2018

Office of General Counsel, Bulletin 1077.2, July 18, 2017

3. EDUCATION RECORDS

Education records include all items of information directly related to an identifiable student and 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 an assistant principal, In the DACE Counseling Office, with the Adult Counseling Services (APACS), as immediate custodian. Education records which pertain to attendance may be maintained in the main office (or DACE-SIS) 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.

California Code of Regulations, Title 5, Section 432 lists three types of records:

1. Mandatory Permanent Records are 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 are 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 are records which have clear importance only to the current educational process of the student.

Office of the Chief Operating Officer, Bulletin 6887.1, March 6, 2019

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 the official's substitute, are not education records available for inspection, review, or challenge.

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 DACE 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
- High School Equivalency documents
- Documents related to a change of name
- 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 in individual student education records. 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 6887.1, March 6, 2019

Cumulative Records

The Education Code (EDC) requires the maintenance of a Mandatory Permanent Pupil Record (a cumulative record). If all the required information is not included in 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
- Subjects taken
- Grades and credits earned
- Date of high school graduation or equivalent

From DACE-SIS, some of the above listed information, i.e., entering or leaving dates, is easily retrievable.

For DACE students, the cumulative record is normally prepared when the students have completed between 120 and 130 semester credits. Some time prior to graduation, an electronic record should be created in the DACE Student Information System (DACE-SIS).

Preparing an Electronic Cumulative Record (E-CUM)

For schools that use the traditional cumulative record, an E-CUM should be completed in the DACE-SIS 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.

Diploma Type

In DACE-SIS, the Diploma Type is entered as one of the following:

1. High School Diploma (170 Credits)
2. High School Equivalency English (50 Credits + English HSE)
3. High School Equivalency Spanish (70 Credits + Spanish HSE)
4. High School Diploma State (Adults and students who qualify under EC 51241(c) are exempt from the PE requirement)

See DACE-SIS Section for information on how to set the Diploma Type in DACE-SIS.

Adding Transferred Courses with Credit and Test Scores

- See DACE-SIS Section for information on Entering Out of District Coursework in DACE-SIS.

Guidelines for the recording of names on the cumulative record may be found in *Cumulative Record Handbook for Secondary Students, April 2017*

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 an incoming student takes a domestic transcript to a counselor, the counselor will verify that it is official and record its receipt on a worksheet or cumulative record.
- The transcript is filed in the cumulative record or a student folder as part of a 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.
- The copy of the official foreign transcript is scanned and uploaded to the student's DACE-SIS record or/and filed in the cumulative record or student folder as part of the permanent education record.

Requesting Transcripts from LAUSD Schools or Grades from Student Records

- LAUSD Transcripts can be ordered online at <https://achieve.lausd.net/transcripts>

Requesting Transcripts from Non-LAUSD Schools

- A letter, fax, or email should be sent on school letterhead to request transcripts from schools outside the District.

See Appendix 13 for Student Record Request FAX Cover Sheet.

Sending Transcripts

- Upon receipt of a lawful request for a transcript, the school will forward a copy of the cumulative record and copies of supporting documents directly to the requesting school. An adult student's signature or signature of a 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 DACE schools 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 credit slips issued (with school seals) in the event the student has earned too few credits to have a cumulative record prepared.
 3. A DACE-SIS printout can be stamped with the school seal and signed and dated by the APACS if a cumulative record with credit slips cannot be located.

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 DACE-SIS record.

Documents Supporting Earned Credit

Schools are required to compile and maintain certain records which can later be destroyed. Such records are called Mandatory Interim Pupil Records and include all documents which support a 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 principal and assistant principal (or APACS) 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
- High School Equivalency Test scores

4. ORGANIZATION OF FILES

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

Adult Student Files, Organization of Records, General

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

<i>Active Files</i>	The educational records of adult high school students from the current or previous term should be grouped and maintained in an easily accessible file.
<i>Prospective Graduate File</i>	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.
<i>Inactive File</i>	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.

Location of Graduate Cumulative (CUM) Records

Beginning in 2009, Graduate CUM information has been consistently entered into the student information system (DACE-SIS). Prior to that time, all records were documented on paper. Some of these records were sent to Student Records.

Depending on the graduation year, these paper CUM record files are stored on the main campus of a DACE school.

Microfilmed Graduate Cumulative Records (CUM)

Microforms are scaled-down reproductions of documents, typically either films or paper, made for the purposes of storage. Prior to the computerization of student records, all K-12 schools sent their student records to the LAUSD's Student Records Department.

At different periods in DACE's history, adult schools also sent their Graduation CUM Records to LAUSD's Student Records to be microfilmed. Listed below are the schools that sent Graduation CUMs to Student Records, during what time period, and the current school that may house additional records from the school.

FORMER SCHOOL NAME	YRS	CURRENT SCHOOL	FORMER SCHOOL NAME	YRS	CURRENT SCHOOL
Banning CAS	1934-1982	HOC	Manual Arts CAS	1910-1975	LATC
Belmont CAS	1922-1981	AFOC	Metro CAS	1944-1960	EVANS
Carson CAS	1964-1982	HOC	Metropolitan Skills Center	1929-1958	EVANS
Central CAS	1914-1977	AFOC	North Hollywood CAS	1939-1980	WVOC
Central City CAS Changed name to Friedman Occ. 1976-(80)	1954-1975	AFOC	Polytechnic CAS	1907-1954	NVOC
Dorsey CAS	1947-1966	LATC	Reseda CAS	1954-1969	NVOC
Fairfax CAS	1944-1983	VSC	Roosevelt CAS	1924-1981	ELAOC
Franklin CAS	1927-1982	ELAOC	San Fernando CAS	1948-1969	NVOC
Fremont CAS	1939-1969	MWEPC	San Pedro CAS	1929-1981	HOC
Gardena CAS	1958-1977	MWEPC	South Gate CAS	1928-1965	SOC
Garfield CAS	1926-1975	ELAOC	University CAS	1940-1960	VSC
Hollywood CAS	1939-1983	AFOC	Valley Alternative	1983	WVOC
Huntington Park CAS	1927-1982	SOC	Van Nuys CAS	1955-1977	WVOC
Jefferson CAS	1939-1981	AFOC	Venice CAS	1938-1977	VSC
Jordan CAS	1950-1975	MWEPC	Washington CAS	1942-1979	MWEPC
Jordan-Locke CAS Vets 1956-1977	1962-1979	MWEPC	Westchester CAS	1936-1964	VSC
Lincoln CAS	1931-1966	ELAOC	West Valley CAS	1942-1979	WVOC
Los Angeles CAS	1929-1975	LATC	West Valley Occupational	1971	WVOC

5. **RECORDS, ACCESS TO**

Items presented in this section of the handbook are governed by the information in the following

District policy bulletins:

Change a Pupil Grade – Bulletin 1926.3, September 17, 2019

Office of Data and Accountability, – Bulletin 6887.1, March 6, 2019

Office of the Chief Operating Officer, Bulletin 6825.0, February 13, 2017

Cumulative Record Handbook for Secondary Students, April 2017

Office of General Counsel – Bulletin 1077.2, July 18, 2017

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.

Students 18 years of age and older have an absolute right of access to their student records. Parent(s) of an 18-year-old student or a student enrolled in higher education should be denied access to the record without written authorization of the student, unless the student is a dependent (e.g., under a conservatorship). Adult students may provide written consent for third parties to access student records (see Appendix 11 for *Consent to Release Confidential Student Information Form*). 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.
- The right to review the content of education records and obtain copies of such records within five days of a request. The District may require a reasonable charge in an amount not to exceed the actual cost of furnishing copies of any pupil record. No charge may be made to search for or to retrieve any pupil record.
- The right to respond to reasonable requests from a school for explanations of information on an education record.
- The right of the adult student to challenge the content of records and to request correction of inaccurate, misleading, or inappropriate data.
- The right of the adult student to insert into education records an explanation of the content of the record.

Students must be notified of a student’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.

Education Records, Access to Adult Records

Federal and state statutes govern the rights and obligations regarding access to and disclosure of pupil record information (Family Educational Rights and Privacy Act, (FERPA), 20 U.S.C. Section 1232g;

California Education Code Sections 49060 et seq., 49073 et seq.). These laws and this bulletin are applicable to all schools and offices within the District, including but not limited to elementary, middle, and high schools; adult schools; early education centers; educational options schools; continuation schools; special education schools; and dependent/affiliated charter schools.

Adult students 18 years of age and older have an absolute right of access to their student records. Parent(s) of an 18-year-old student should be denied access to the student's records without written authorization of the student, unless the student is a dependent (e.g., under a conservatorship, or when the student is a dependent for income tax purposes as defined in section 152 of the Internal Revenue Code).

Pupil Record Considerations for "Specialized" Professionals

School district employees who maintain unique relationships with students are those with specialized training or hold specific licenses, certificates and/or credentials. Some examples of these employees include school psychologists, social workers, nurses, certain counselors, physicians and individuals working under the direct supervision of the above-named professionals.

These specialized professionals are required to exercise a greater degree of care to protect the confidentiality of information obtained within the context of their professional relationship with the student.

Confidential records are NOT student records and must be maintained by the specialized professional separate from the student's academic record files.

Adult students and parent(s) of dependent students must provide written consent to third parties to access student records. This authorization should be maintained in the student's file.

In the following cases, the release of a student's records, other than directory information, does not require written consent:

- Teachers and staff within the school or District whose assigned duties require access to education records
- 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 Controller 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 a 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.

Education Records, Student Access, Inspection and Review

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 the request for inspection and review, a counselor may remove from an education record material which in the counselor's 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 may challenge the accuracy or relevance of the content of a student 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 *Education Records, Access to Adult Records* to whom an adult student has provided written consent for access. This listing should indicate all individuals or organizations 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 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.

6. EDUCATION RECORDS, 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 student, 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. Course

grades are subject to challenge only in limited instances listed below:

- An error
- Fraud
- Bad Faith
- Incompetency

Grade change requests forms can be found on the DACE-Support – Operations web page: https://www.launifiedadult.org/apps/pages/index.jsp?uREC_ID=1638005&type=d&pREC_ID=1817431

See DACE-SIS Section for more information.

7. RECORDS, DESTRUCTION OF

Retention and Destruction of records are set forth in the California Department of Education’s Management Bulletin 06-03, information and directions about retention of records for adult schools and Workforce Investment Act (WIOA) Title II grant recipients. The method of destruction shall assure that records are not available to possible public inspection in the process of destruction.

Records Categorize as Permanent or Non-Permanent

Records shall be classified as either Permanent or Non-Permanent Records. Note: Continuing Records, (i.e. records that are active and useful over a period of years) are not classified until the Records’ usefulness has ceased.

TYPE	CLASS	EXAMPLES
Permanent Records <i>Permanent Records are classified as Class 1 and are to be maintained indefinitely. Per Title 5, California Code of Regulations section 16023.</i>	Class 1 – Maintained Indefinitely	Annual Reports, Records of Official Actions, Permanent Personnel Records (other than Pupil Records), and Property Records.
Non-Permanent Records <i>With the exception of Continuing Records, Non-Permanent Records may be destroyed 7 years after</i>	Class 2 – Optional Records Optional Records are records that are worthy of temporary preservation. They can be records that do not have a specific legal	Certificated Eligible List Cards, Certificated Re-election List Cards, Classified Eligible List, Certificated Promotional Eligible List, Classified, Certificated and

<p><i>origination unless specified otherwise in accordance with the rules set forth below, or with the Records Retention Schedules adopted by the District.</i></p>	<p>requirement, but serve a business need; or records held until they can be classified as a Permanent Record (Class 1), Disposable Record (Class 3), or a Non-Record. Per Title 5, California Code of Regulations section 16024.</p> <p>All Records from the prior school year may be classified as Class 2 – Optional, pending further review and classification within one year.</p>	<p>Promotional Examination Cards, Certificated Smooth Reports and Classified Smooth Reports.</p>
	<p>Class 3 – Disposable Records.</p> <p>Disposable Records are records that need to be retained for legal or audit purposes but do not require permanent retention. Per Title 5, California Code of Regulations section 16025.</p>	<p>Copies of any record, detail records basic to audit, periodic reports, certificated examination records, classified examination records, certificated promotional-examination records, original documents that have been scanned.</p>

SECTION 14
DACE-STUDENT INFORMATION SYSTEM (DACE-SIS)

1. OVERVIEW

2. RECORDING GRADES, CREDITS AND HISET TEST SCORES IN DACE-SIS

- Entering Out of District Coursework
- Entering Coursework Not Available in DACE-SIS Course Dropdown
- Enter HiSET Scores
- Grade Change Requests
- Splitting DACE CTE Credits
- Set a Graduation Requirement Program
- Documenting Retired Coursework in DACE-SIS

3. DACE-SIS QUICK GUIDES AND OTHER RESOURCES

1. **OVERVIEW**

In 2019, DACE upgraded its Adult Student Information System (AIS) to the DACE Adult Student Information System (DACE-SIS). Key upgrades include:

- The expansion of customized reports
- An expanded scope of data collection
- Improved compatibility with Workforce Opportunity and Innovation Act (WIOA) data collection requirements

Additional enhancements now include:

- student self-registration
- improved instruments for Individualized Student Plans (ISPs)
- digital competency checklists
- a student portal
- wait listing
- email verification

These enhancements promote improved counseling for all adult students, student-centered processes that support student retention and student goals, improved student engagement and learning outcomes, and acquisition of necessary digital literacy skills by all stakeholders.

2. **RECORDING GRADES AND CREDITS IN DACE-SIS**

A letter grade and course completion code are required for all English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE), Integrated Education and Training (IET), and Adults with Disabilities (AWD) students. Letter grades and course completion codes may be entered in DACE-SIS at any point but must be completed for all students in each section no later than the last day of instruction for that section. If a teacher is unable to enter letter grades and course completion codes for all students by the last day of instruction, the teacher must request approval from a school administrator to work with the DACE-SIS Coordinator to enter all missing information. Credits earned are recorded in DACE-SIS automatically based on program-specific grade validation rules (e.g., If an ASE student receives an “A” [letter grade] and a “C” [course completion code], DACE-SIS will automatically record five credits). Please see DACE-SIS support page for information about grade change request procedures and forms.

https://www.launifiedadult.org/apps/publications/index.jsp?parentREC_ID=2004

Grade validation rules for all programs are accessible in DACE-SIS and include the following terms:

Category	DACE-SIS Abbreviation	Definition
Letter Grades	A, B, C,	Letter Grades
	CR	Credit
	NC	Not Complete
	IP	In Progress
Course Completion Codes	L	Leaver
	C	Completer
	S	Scheduled

The letter grades and course completion codes above are used to indicate specific “events.” Event definitions are as follows:

Event	Definition
No Show/ Drop	<p>A student who is absent for three (3) consecutive instructional days will be flagged in DACE-SIS. After ten (10) consecutive absences, the teacher will drop the student from the class roster using the following designations: NC (letter grade) and L (course completer code).</p> <p>Once NC and L have been assigned, the teacher can drop the student by assigning a dropped date.</p>
Promote	<p>A student who has demonstrated competency in a course and met all completion requirements will be promoted. The grade used to mark promotion varies by program. “A,” “B,” “C,” and “CR” (letter grades) marked in combination with “C” (course completion code) will cause DACE-SIS to record credits earned automatically. For reference, course credit values are indicated on each course outline.</p>
Retain	<p>A student who has not completed a course by the last day of instruction for a given section, and who wishes to reenroll in that same section for the following term, may be retained.</p>

Program-specific grade validation rules are as follows:

	ESL		ABE and ASE		CTE	
Event	Grade	Course Completion Code	Grade	Course Completion Code	Grade	Course Completion Code
No Show /Drop	NC	L	NC	L	NC	L
Promote	CR	C	A, B, C, CR	C	A, B, C	C
Retain	IP	S	IP	S	IP	S
With Job	Not Applicable	Not Applicable	Not Applicable	Not Applicable	CR	L

Providing Evidence of Grades and Credits





A letter grade and credits reflect a student’s demonstration of all the competencies listed in the course outline regardless of the number of hours the student HAS attended class. A student may acquire evidence of grades and credits by following their school’s process for obtaining official and unofficial transcripts.

Division of Adult and Career Education, Guideline No. 004.01, March 28, 2020

Entering Out of District Coursework

If the student’s last high school of attendance is an LAUSD school, their transcript record will likely be uploaded into DACE-SIS from the K12 MiSIS System (uploads began in 2020). Transcript records for non-LAUSD students must be entered manually.

From the student’s DACE-SIS record, go to the Grades screen to enter data in the following fields. A brief description of each field is listed. Fields not listed do not require entry.

Year 	Marking Period 	Course 	Course Number 
2022-2023	Full Year	GENERAL SCIENCE/INTEGRATED 2 360952	360952
(School) Year – 20XX – 20XX	Marking Period –	Course and Course Number – title will default when Course Catalog title is selected or if the course number is	

	Select Full Year	entered. See <i>Entering Coursework Not Available in DACE-SIS Course Dropdown</i> below.
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<table border="1"> <tr><th>Grade</th></tr> <tr><td>A</td></tr> </table>	Grade	A	<table border="1"> <tr><th>Cred. Attempted</th><th>Cred. Earned</th></tr> <tr><td>5.00</td><td>5.00</td></tr> </table>	Cred. Attempted	Cred. Earned	5.00	5.00	<table border="1"> <tr><th>School</th></tr> <tr><td>TRANSFER SCH</td></tr> </table>	School	TRANSFER SCH
Grade										
A										
Cred. Attempted	Cred. Earned									
5.00	5.00									
School										
TRANSFER SCH										
Grade – click down arrow to select grade, or type grade letter.	Cred. Attempted – should default when Course Catalog title is selected, if not, if not, type in credit amount. Cred. Earned – should default to Course Catalog value if passing grade of A, B, C, Dor P is entered, if not, type in number of credits earned.	School – click down arrow to select TRANSFER SCHOOL.								

<table border="1"> <tr><th>Grad Subject</th></tr> <tr><td>Science</td></tr> </table>	Grad Subject	Science	<table border="1"> <tr><th>Comments</th><th>Internal Notes</th></tr> <tr><td>Geophysics</td><td></td></tr> </table>	Comments	Internal Notes	Geophysics		<table border="1"> <tr><th>Course History</th></tr> <tr><td><input checked="" type="checkbox"/></td></tr> </table>	Course History	<input checked="" type="checkbox"/>
Grad Subject										
Science										
Comments	Internal Notes									
Geophysics										
Course History										
<input checked="" type="checkbox"/>										
Grad Subject - click down arrow to select subject.	Comments and Internal Notes – these fields can be used to enter notations (e.g., the course title if different than the LAUSD Course Catalog title used in Course field.)	Course History – this field must be selected for the course to appear on the transcript.								

<table border="1"> <tr><th>K12 School</th></tr> <tr><td>* Out of ...</td></tr> </table>	K12 School	* Out of ...	<table border="1"> <tr><th>Out of District School</th></tr> <tr><td>Hillcrest High School</td></tr> </table>	Out of District School	Hillcrest High School	<table border="1"> <tr><th>Start Date</th><th>End Date</th></tr> <tr><td>2020-08-17</td><td>2021-06-11</td></tr> </table>	Start Date	End Date	2020-08-17	2021-06-11
K12 School										
* Out of ...										
Out of District School										
Hillcrest High School										
Start Date	End Date									
2020-08-17	2021-06-11									
K12 School – click down arrow to select *Out of District.	Out of District School – type the name of the out of District school. Example (Hillcrest High School).	Start Date – enter the date the class began. End Date – enter the date the class began. Enter the date in the following format: YYYY-MM-DD								

Entering Coursework Not Available in DACE-SIS Course Dropdown

If a course name and number for a class a student completed is not available in the Course dropdown in DACE-SIS, the counselor will choose the course that best matches the one in the transcripts. Example: English 11A is not available in DACE-SIS. The counselor can use Literature/American or English Composition/Contemporary to grant equivalent credit.

Enter HiSET Scores

Refer to the DACE-SIS Quick Guide at:

https://www.launifiedadult.org/apps/publications/show_document.jsp?pdREC_ID=24601

Grade Change Requests

All grade change requests require a completed Grade Change Request or Competency/Grade Change Request. Below is the process to submit a grade change request.

1. The teacher/advisor fills out and signs the Request Form and submits it to the DACE-SIS Coordinator for review.
2. The DACE-SIS Coordinator verifies accuracy of information and informs teacher.
3. The teacher (or verifying party) submits Form to the principal for signature approval.
4. The principal signs and submits Form to the DACE-SIS Coordinator.

The DACE-SIS Coordinator makes requested changes in DACE-SIS. (Note: If changes are being made for previous school years, the DACE-SIS Coordinator will submit an ITD helpdesk ticket and attach this form.

5. Forms are made available on the DACE-SIS Support webpage.

CTE Competency/Grade Change Request

<https://4.files.edl.io/69bd/03/05/21/163417-5b657cf8-4a33-44f2-a203-228f16841245.pdf>

ESL/ABE/ASE Grade Change Request

<https://4.files.edl.io/c4a5/03/05/21/163524-8e13fefc-fc2b-4b12-afd1-80df56cb5ea4.pdf>

Splitting DACE CTE Credits

Pending.

Set a Graduation Requirement Program

Refer to the DACE-SIS Quick Guide at:

https://www.launifiedadult.org/apps/publications/show_document.jsp?pdREC_ID=28617

Documenting Retired Coursework in DACE-SIS

Students requesting proof of coursework completed for retired classes should be provided with a letter of verification if there is evidence that the student completed the class (i.e. paper record). The verification letter and the evidence should be scanned and uploaded to the student's DACE-SIS record in the Notes section of the Counseling tab.

3. DACE-SIS QUICK GUIDES AND OTHER RESOURCES

DACE-SIS Quick Guides are easy to use, step-by-step, illustrated job aids designed for you to learn the procedures you need easily. Principals give access to school users in DACE-SIS in accordance to their job function. To accommodate the user, the Quick Guides have been separated into the following user function:

- Teacher
- Admin
- Everyone
- Limited Access
- Student

Quick link to the DACE-SIS Quick Guides:

https://www.launifiedadult.org/apps/publications/index.jsp?parentREC_ID=2004

DACE-SIS Supports are available on the DACE website in the Faculty & Staff menu, and the Operations and DACE-SIS Support sub-menus.

Other Resources

The following DACE-SIS Resources are available within the DACE Learning Network Schoology group under /Resources/Training Resources/DACE-SIS/.

You must login to Schoology with your LAUSD Single Sign-on (SSO) account to view these resources.

- Schoology Course Materials
- Training Resources:
 - APEX Learning
 - Burlington English
 - Cengage
 - DACE-SIS
 - Edmentum
 - Google for Education
 - Newsela
 - Outlook
 - Single Sign On
 - Reading Horizons ELEVATE
 - Remind
 - Schoology
 - Zoom

SECTION 15

STUDENT DISCIPLINE AND EXPULSION

1. DISCIPLINE FOUNDATION POLICY

2. EXPULSION OF STUDENTS

- Legal Authorization for Expulsions
- Principal's Discretion to Recommend Student Expulsion
- School-Site Expulsion Procedures

1. DISCIPLINE FOUNDATION POLICY

Deputy Superintendent School Operations Bulletin 6231.0, February 14, 2014 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, 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; transfer and suspension or termination should be a last resort.

It is important that students are made aware of District and school site rules. This can be achieved by having students sign a *Rules and Regulations Form* upon enrollment and filing it in the student's record.

See Appendix 15 for sample Rules and Regulations - English and Spanish template

2. EXPULSION OF STUDENTS

Students attend DACE programs on a voluntary basis. Some students, however, may attend adult classes on a semi-voluntary or involuntary basis as a condition of parole, to maintain certain public benefits, under court order.

Because the majority of the DACE's enrollments are voluntary, there are few occasions where the question of termination of enrollment arises.

When a student's continued enrollment does come into question, due process is of paramount concern. The process begins when the counselor receives a *Counseling Behavioral Referral Form*, submitted by a teacher or other staff. As part of the student's due process, the student receives the appropriate warning, and counseling, and signs the Form. By signing the Form, the student acknowledges awareness of the school's disciplinary policy. If a student fails to comply with the policy, the student must be informed that an infraction has been committed which may result in dismissal. If the behavior persists, the student must be advised that he or she may be expelled.

See Appendix 15 sample Counseling Referral Form and Student Behavioral Contract templates

Expulsion should be considered only for those offenses that principals are mandated to recommend for expulsion, when progressive intervention measures have repeatedly failed, when the misbehavior poses a serious safety risk to individuals on campus, or during a school-sponsored activity. Every decision to recommend expulsion must be preceded by and based on a thorough investigation and should be deliberative and consistent with the *District's Discipline Foundation Policy: School-Wide*

Positive Behavior Support. Every student who is expelled must be provided an alternative educational placement before and during the term of the expulsion.

See Appendix 15 for LAUSD Discipline Foundation Policy: School-Wide Positive Behavior Support

Legal Authorization for Expulsions

The California Education Code permits a superintendent or a principal of a school in which a student is enrolled to suspend or recommend to expel the student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915. However, the District's policy prohibits suspension and/or expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. Section 48900 (k)(1).

E.C. Section 48900 (s) stipulates that no pupil may be recommended for expulsion unless the pupil's misconduct is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. The acts enumerated in E.C. Section 48900 et seq. may occur at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period (whether on or off campus), or during, or while going to or coming from, a school-sponsored activity.

Pursuant to E.C. Section 48918 (j), a pupil may be expelled only by action of the governing board in a public session. Prior to Board action, the pupil is not expelled.

Pursuant to E.C. Section 48900 (w), a student may not be suspended or expelled for being truant, tardy, or otherwise absent from school activities.

Principal's Discretion to Recommend Student Expulsion

Mandatory Recommendation to Expel Offenses with No Principal Discretion

The principal shall immediately suspend and recommend a student's expulsion if it is determined that the student has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

Offenses Subject to Limited Principal Discretion

A principal shall recommend a student's expulsion if it is determined that the student has committed one or more of the following acts at school or at a school activity off school grounds:

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- C. Unlawful possession of any controlled substance, except for either of the following:
 - 1. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - 2. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- D. Robbery or extortion.
- E. Assault or battery on any school employee.

Offenses Subject to Broad Principal Discretion

A principal has maximum discretion to recommend or not recommend expulsion when it is determined that a student has committed any of the following offenses at any time, including, but not limited to while on school grounds, while going to or coming from school, during a lunch period whether on or off campus, and during or while going to or coming from a school-sponsored activity:

- 1. Caused, attempted to cause, or threat to cause physical injury to another person.
- 2. Willfully using force or violence upon another person, except in self-defense.
- 3. Possessing not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- 4. Offering, arranged, or negotiating to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering, or otherwise furnishing to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- 5. Causing or attempting to cause damage to school or private property.
- 6. Stole or attempting to steal school property or private property.
- 7. Possessing or using tobacco or any tobacco products.
- 8. Committing an obscene act or engaging in habitual profanity or vulgarity.
- 9. Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.
- 10. Receiving stolen school or private property knowingly.
- 11. Possessed an imitation firearm. "Imitation firearm" is a replica of a firearm that is so

substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.

12. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
13. Committed sexual harassment (applicable to grades 4 through 12 only).
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).
15. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
16. Made terroristic threats against school officials or school property, or both.
17. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Additional Findings

For the offenses listed above, E.C. Sections 48915 (b) and (e) require that, in addition to the finding that a student has committed an offense, the governing board, to expel, must also make one of the following findings:

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 presence of the student causes a continuing danger to the physical safety of the student or others.

Therefore, a principal who makes the expulsion recommendation is responsible for providing the *Expulsion Review Committee (ERC)* with additional evidence that will support at least one of the additional findings, in addition to evidence substantiating the allegation that is the immediate cause of the expulsion recommendation. In the event the principal does not provide sufficient facts or information to support an additional finding, the ERC will *Not Recommend Expulsion (NRE)*.

School-Site Expulsion Procedures

At the school level, only a principal is authorized to recommend a student's expulsion. However, the principal's designee may assist the principal in preparing expulsion cases. For a details about student suspension policies and procedures including extending a student's suspension during the expulsion process, please refer to BUL-5655.3, Guidelines for Student Suspensions and BUL-6050.2 Expulsion of Students.

SECTION 16
REPORTING ABUSE AND NEGLECT

1. OVERVIEW

2. MANDATED REPORTER, DEFINED

- Liabilities for Failure to Report
- Protection of Mandated Reporter

3. ABUSE DEFINED

- Child Abuse, Defined
- Dependent or Elder Adult Abuse, Defined

4. REPORTING ABUSE

- Reasonable Suspicion
- Investigation vs. Clarification
- No Impedance of Process
- Confidentiality and Immunity
- Reporting Procedures: Child Abuse, Dependent or Elder Adult Abuse

5. DISTRICT EMPLOYEE SUSPECTED

- Site Administrator Responsibility

1. **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 Educational Equity Compliance Office website (<https://achieve.lausd.net/Page/3584>) provides online training and resources to increase awareness and assist in reporting incidents of abuse. This includes links to report an incident of abuse to the Los Angeles County Department of Children and Family Services and Directory of Local Law Enforcement Agencies Serving LAUSD.

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.

All District employees are "mandated reporters" of suspected abuse or neglect and must complete the mandated Child Abuse Awareness Training in the beginning of each school year.

Refer to the District Bulletins for additional guidelines: *See Appendix 16*

Office of the General Counsel, Bulletin No. 1347.4, September 28, 2018

Office of the General Counsel Bulletin No. 2449.0, March 28, 2006

Child Abuse - Frequently Asked Questions

2. **MANDATED REPORTER, DEFINED**

A "mandated reporter" is a person required by law to report instances of suspected child abuse. California, the list of mandated reporters includes teachers, school administrators, teacher assistants or aides, social workers, police officers, and clergy. All LAUSD District employees are mandated reporters of suspected child abuse or neglect.

School volunteers, student workers, and guests on campus are not mandated reporters. However, the District encourages them to speak to an administrator promptly regarding any misconduct.

Liabilities for Failure to Report

Any person mandated to report may be subject to discipline, including dismissal, suspension, or revocation of credentials. Failure to comply may also subject an employee to personal civil and/or criminal liability such as:

- Imprisonment in a county jail for a maximum of six months or by a fine of up to \$1,000 or by both.
- Possible personal liability and assigned costs of defense and any subsequent related damages the child incurs.

Protection of Mandated Reporter

State law provides immunity from civil or criminal liability for mandated reporters who file suspected child abuse reports. The District will defend employees in any legal actions filed in the course and scope of their employment duties. Mandated reporters shall not be subject to discipline or retaliation for following this policy.

3. ABUSE DEFINED

The definition of abuse is varied, legally, and spans many different practice areas. California Legislation defines abuse as “to intentionally or recklessly cause or attempt to cause bodily injury,” (FAM 6203). Forms of abuse include, but are not limited to:

- physical abuse
- financial abuse
- self-neglect
- emotional abuse
- neglect
- abandonment
- sexual abuse

The purpose of most abuse laws is to ensure the safety and prevent long-term trauma, of vulnerable sections of the population. The following subsections provide specific information on what constitutes abuse.

Child Abuse Defined

Victims of suspected child abuse include any individual under age 18. Students age 18 or older are not reportable as victims, but administrators must take action to address misconduct involving any student. Child abuse can be committed by an adult or minor (e.g., child of any age to another child).

Students age 18 or older who are dependent adults can be reported as victims of suspected dependent adult abuse to an adult protective agency. Refer to Dependent or Elder Adult Abuse below.

Child abuse can be committed by an adult or a minor.

- A. Physical Abuse – physical injuries such as bruises, welts, burns, and/or cuts.
- B. Sexual Abuse – sexual assault, sexual exploitation, molestation, human sexual

trafficking, etc.

- C. Neglect – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- D. Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

Child Abuse Does Not Include:

- A. The use of an amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to a person(s) or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.
- B. A mutual fight or physical altercation between minors.

Dependent or Elder Adult Abuse, Defined

Victims of suspected dependent abuse include any individual 18-64 years of age 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.

“Elder Adult” is a person 65 years of age or older.

Dependent/elder adult abuse includes:

- A. Abandonment - The desertion or willful forsaking of an elder or a dependent adult.
- B. 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.
- C. 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.
- D. Financial abuse - Fraudulently taking, appropriating or retaining real or personal property of an elder or dependent adult.
- E. Isolation - Intentionally preventing an elder or dependent adult from receiving mail or calls, false imprisonment, or physical restraint to prevent the elder or dependent adult from meeting with visitors.
- F. "Neglect and self-neglect" – Neglect is the negligent failure of any person having the care or custody of an elder/dependent adult to exercise the degree of care that a reasonable person in a similar position would provide. The definition of “neglect” also includes self-neglect, the negligent failure of an elder/dependent adult to exercise the degree of self-care that a reasonable person in a like position would exercise.

4. REPORTING ABUSE

A mandated reporter does not have to be physically present or witness abuse to identify suspected cases of abuse, or even have definite proof that an abuse has occurred.

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) 241-6601.

Agencies such as law enforcement officers or social workers are not to direct or persuade a mandated reporter from neglecting to report their suspicions.

Reasonable Suspicion

The law requires that a person have “reasonable suspicion” of abuse or neglect. Under the law, this means that it is reasonable the person entertains a suspicion of abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect abuse or neglect.

Red flags for abuse and neglect are often identified by observing a student’s behavior at school, recognizing physical signs, and/or observations of dynamics during routine interactions. While the following warning signs are not proof that a child or adult is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse

- Acting excessively withdrawn, fearful, or anxious about doing something wrong.
- Demonstrating extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Not seeming attached to the parent or caregiver.
- Acting either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse

- Frequent injuries or unexplained bruises, welts, or cuts.
- Always being watchful and “on alert” as if waiting for something bad to happen.
- Injuries that appear to have a pattern such as marks from a hand or belt.
- Shying away from touch, flinching at sudden movements, or seeming afraid to go home.
- Wearing inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect

- Ill-fitting, filthy, or inappropriate clothing for the weather.
- Consistently bad hygiene (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Frequently unsupervised, left alone, or allowed to play in unsafe situations and environments.
- Frequently late or missing from school.

Warning Signs of Sexual Abuse

- Trouble walking or sitting.
- Displaying knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Making strong efforts to avoid a specific person without an obvious reason.
- Not wanting want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Running away from home.

Investigation vs. Clarification

Investigation is the process of interviewing suspected victim(s), witnesses, perpetrator(s), and other individuals, as well as gathering information, in order to determine the truth (i.e., proof) of an allegation. Employees may not investigate an allegation of child abuse.

Clarification is the process of asking a victim(s), alleged perpetrator(s) and other individuals clarifying questions in order to determine reasonable suspicion of an allegation. Clarification might include asking a child, “What is wrong?” or “Tell me about that bruise.” Depending on the response, reasonable suspicion of suspected child abuse may then be determined or triggered.

No Impedance of Process

A mandated reporter's responsibility must not be impeded, inhibited, or assumed by the reporter's administrator or supervisor nor may any person be subject to sanctions of any kind for making an abuse report.

An employee's reporting responsibility must not be impeded by a supervisor, colleague, or any other person. Under no circumstances should an employee be required to justify a decision to report or be

compelled to meet with the alleged perpetrator.

Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, reporters' identities are kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside the reporter's professional capacity or scope of employment.

Reporting Procedures: Child Abuse, Dependent or Elder Adult Abuse

If 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 with the appropriate Protective Services Office.

- Child Abuse reports are made to the Department of Children and Family Services (DCFS) or to the local law enforcement agency.
- Dependent or Elder Abuse reports are made to the Los Angeles County Adult Protective Services (APS).

The District's Educational Equity Compliance Office website (<https://achieve.lausd.net/Page/3584>) provides links to report an incident of abuse to the Los Angeles County Department of Children and Family Services and Directory of Local Law Enforcement Agencies Serving LAUSD.

Note: The School Police Department is not a child protective agency.

An individual who has observed or has knowledge of abuse reports the suspected abuse in two steps. Step 1: a telephone report, and Step 2: a written report.

1. **A telephone report** must be made immediately or as soon as possible.
 - a. Child Abuse: Call the Los Angeles Department of Children and Family Services (DCFS) at (800) 540-4000.

During the telephone report, the mandated reporter will be asked to provide the following information:

- Name of the child
- home address and telephone number of the child
- date of birth of the child
- special needs
- home language
- description of the injury

- name of the child's mother
- name(s) of the child's siblings
- name of the person making the report
- prior reports
- incident(s) leading the mandated reporter to suspect child abuse
- the present location of the child
- time the child is dismissed from school

The reporting will also note the following:

- The name and address of the school (not home).
- Statements concerning observations of the child's injuries or conditions should be factual and objective.
- When the child describes how the injuries or the situation occurred. Note: the description should be reported as nearly verbatim as space allows. Quotation marks should be used.

Statements of personal judgment concerning the child or the alleged perpetrator should be avoided.

- b. Dependent or Elder Abuse: Call the Los Angeles County Adult Protective Services (APS) at 1-877-477-3646.

During the telephone report, the mandated reporter will be asked to provide the following information:

- name of the person making the report
- name and age of the elder or dependent adult
- present location of the elder or dependent adult
- names and addresses of family members or any other person responsible for the elder or dependent adult's care
- nature and extent of the elder or dependent adult's condition
- date of the incident
- information that led that person to suspect elder or dependent/elder adult abuse

During the telephone report, the person who reports should:

- 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

- Inquire as to the agency's plan regarding immediate action
- 2. Following the telephone report to the Agency, a **written report** form must be completed, and uploaded to the service agency's website within 36 hours from the time information concerning the incident is received by the "mandated reporter." Below are the forms for written reports.
 - Child Abuse: Suspected Child Abuse Report (SCAR), Form SS 8572. Upload to <https://mandreptla.org/cars.web/>
 - Dependent or Elder Abuse Report Form <https://hsslacountyprod.wellsky.com/assessments/?WebIntake=A6DCB64F-7D31-4B6D-88D6-0A8FA7EA505F>

See Appendix 16 for a fillable Suspected Child Abuse Report (SCAR) Form

Prohibited Actions

- Mandated reporters never conduct an investigation of any kind prior to making report or once abuse is suspected.
- Never contact the reportable victim's home or the alleged perpetrator prior to making the report if abuse is suspected.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never remove or arrange any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

5. DISTRICT EMPLOYEE SUSPECTED

When a mandated reporter is witnesses to or recipient of information about suspected abuse in which a district employee is the alleged perpetrator, the mandated reporter is required to:

1. Immediately telephone the appropriate protective agency and follow-up with a written report.
2. Immediately advise the supervising administrator of the alleged conduct (such notification may be oral or in writing).

District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected abuse. A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due

process rights.

Site Administrator Responsibility

When facts are brought to an administrator's attention that suggest or create a reasonable suspicion that a district employee has engaged in abuse, the administrator must:

1. Ensure an abuse report has been appropriately filed.
2. Monitor the status of the abuse investigation.
3. Cooperate with the agency in a coordinated manner and investigate any alleged inappropriate conduct.

In the event that the school site administrator makes the child abuse report or is apprised that a report was made, the administrator or a designee shall notify the Division office that a report has been made.