Revisions

A full revision of the Cumulative Record Handbook was printed and put on-line in October, 2004. Go to: http://www.lausd.k12.ca.us/lausd/offices/sis/secondary.html Since that date, the following revisions have been made:

January, 2005
a) Section 104-B-5: The number of days to send a transcript has been corrected to read “5” days.
b) Section 306-C&D, Transfer of Records: Add Independent Charter Schools, and Non-Public Schools (NPS).
d) Section 404-C, Difficulty in Obtaining Records: Add CCR reference for pupils owing money.
e) Section 408 & 408-D, Credit for Courses Taken Outside the Regular Program: Note that Beyond the Bell courses are treated like courses in the regular school program. Add ROP and ROC to Adult school category. Refer to change in adding courses to TR01. Also reference to new district course numbers to be added for Adult/ROC/ROP courses.
f) Section 501-D, School Heading, Report Card Labels for Middle School: Revise description of placement of 6th and 7th grade cum labels. Add reference to 8th grade summer repeat courses.
g) Section 502-E: Change in Adult, ROC, ROP procedures in moving toward ISIS.
h) Add Section 502-J: Students Leaving Prior to the End of the Semester
i) Add Section 506-I: California State University – Early Admissions Program labels
k) Section 509-D: No charge for transcript while student is in school. After graduation and after 2 transcripts, charges can be made. Board Rule 1422 and BUL-929 need to be reconciled.
l) Add Section 603 – Retention of Documents: Add reference to teacher rollbooks.
m) Appendix A – Cum Display: Change made in 6th and 7th grade section
n) Appendix B – Add reference to Bulletin 1353

New 1/05
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FOREWORD

The cumulative record is a vital pupil record and legal document that is to be maintained in perpetuity as mandated by the California Education Code. It serves as an introduction to the student’s next teacher, counselor, or administrator. Reliable information accurately recorded will improve communication about the student from teacher to teacher and school to school. This publication provides instructions for counseling office procedures and responsibilities as they pertain to the maintenance and transfer of student records.

The cumulative record is important to the educational development of each student. Cumulative records are maintained continuously and students use transcripts of records extensively to meet job requirements and entrance requirements to post-secondary institutions. Therefore, it is essential that information recorded on the cumulative record be accurate, current, complete, and legible. Furthermore, it is the school’s responsibility to see that information on the cumulative record is kept confidential, secure, and readily available.

In this handbook, cumulative record (card) refers to the traditional paper “cum.” Electronic cumulative record refers to the program TR01 in secondary SIS. A transcript is a copy of the cumulative record, whether from the paper or electronic cumulative record.

Suggestions for improving future publications of this handbook should be sent to Laurice Penny Sommers, Coordinator, College Partnerships and Curriculum Enrichment, Division of Instructional Services, High School Programs Branch.

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INTRODUCTION

This handbook provides revised directions for the initiation and maintenance of the secondary cumulative record. The *Cumulative Record Handbook for Secondary Schools*, reflects and summarizes those changes that have evolved since the last revision in 1995.

A review of current policies and practices was conducted in order that this handbook serve as a responsive, available resource for secondary school personnel who have pupil records responsibilities. It is recommended that this resource be duplicated and shared with records clerks, counselors, administrators and other school site staff.

This report, *The Cumulative Record Handbook for Secondary Schools*, was originally written as a handbook in preparing the cumulative record card, often called the paper cumulative record. The concept used in maintaining a paper cumulative record and an electronic cumulative record is the same. The process will obviously be different. However, it is the school’s responsibility to be up to date on the process for both the paper and electronic cumulative record.

The electronic cumulative record has been developed during the last few years and is still being developed. Once completed, the District will define the process of making the complete changeover to electronic cumulative records. The changeover will probably be a phase-out of the paper cumulative record involving both the middle school and high school at the same time. It is very possible that students now in middle school will be among those whose records will eventually be totally electronic. Therefore, middle schools must do their part as well as high schools in becoming experts in using the electronic cumulative record.

Additionally, the District is now in the process of changing from the current Secondary Student Information System (SSIS) to an Integrated Student Information System (ISIS). The concept of keeping complete and accurate student academic records will be the same, but the method will be different. This Handbook will be updated once the new ISIS is in place.

Current District Bulletins pertaining to the processing of student information are a vital part of this publication and should be included in the Chapters as indicated. See the District Bulletin Locater in the Appendix for the placement of bulletins. The format of this handbook will allow it to be placed in a loose-leaf binder with the District bulletins inserted in their appropriate chapters and for it to be more efficiently updated while allowing schools to add local school procedures and materials. District Bulletins are updated regularly. If there is a discrepancy between what is in this booklet and what is in a District Bulletin, the District Bulletin is to be followed.

A display of the cumulative record will be found in the Appendix. Instructions for each section of the cumulative record card are referenced to the appropriate section of the handbook.
CHAPTER 100 - INTRODUCTION TO COUNSELING OFFICE RESPONSIBILITIES

101. LEGAL REQUIREMENTS

“The principal of each school or a certificated designee shall be responsible for the implementation of board and district policies relating to pupil records maintained in that school.” (California Code of Regulations, Title 5, Sec. 431(b)) In LAUSD secondary schools, this person is usually the Assistant Principal, Secondary Counseling Services (APSCS).

“The custodian of records shall be responsible for the security of pupil records and shall devise procedures for assuring that access to such records is limited to authorized persons.” (CCR, Sec. 433(a))

102. CLASSIFICATION OF RECORDS

California Code of Regulations, Title 5, Section 432 lists three types of records: Mandatory Permanent Pupil Records, Mandatory Interim Records, and Permitted Records.

A. Mandatory Permanent Pupil Records

“Mandatory permanent pupil records are those records which are maintained in perpetuity and which schools have been directed to compile by California statute, regulation, or authorized administrative directive.” (CCR, Section 430)

“Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district. The mandatory permanent pupil record or a copy thereof shall be forwarded by the sending district upon request of the public or private school in which the student has enrolled or intends to enroll.” (CCR, Section 432)

These records are usually compiled in the elementary and secondary cumulative record (the cum). They are also compiled in the secondary SIS computer. If all the required information is not included on the cumulative record, then other records containing the mandatory permanent information must be maintained with the cumulative record and stored at the school until microfilmed, digitized or otherwise permanently stored. The procedures in this handbook provide a uniform documentation system for maintaining and releasing information contained in this important student document.

Such records must include the following:

1. Legal name of pupil
2. Date of birth
3. Method of verification of birth
4. Sex of pupil
5. Place of birth
6. Name and address of parent (or guardian) of minor pupil.
   a) Address of minor pupil if different than above.
   b) An annual verification of the name of the parent and the residence of the pupil.
      (This may be done with the emergency card, and updated in SIS.)
7. Entering and leaving date for each school year and for any summer session/intersession or other extra session.
8. Subjects taken during each year, semester, summer session/intersession, or quarter session.
9. If marks or credit are given, the mark or number of credits toward graduation.
10. Verification of or exemption from required immunizations.
11. Date of high school graduation or equivalent, e.g. California High School Proficiency Test.

B. Mandatory Interim Pupil Records

Records which schools are required to compile and maintain for stipulated periods of time, which can then be destroyed.

Such records include:

1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge (IEP) which are to be saved for 5 years (see SpEd Compliance Guide, V-A-11 to V-A-12).
4. Language training records.
5. Progress reports and or/notices.
6. Parental restrictions regarding access to directory information or related stipulations.
7. Parent or adult student rejoinders to challenged records and to disciplinary action.
8. Parental authorizations or prohibitions of student participations in specific programs.
9. Results of standardized tests administered within the preceding three years.
10. Notification to School of Child’s/Minor’s Placement Status (DCFS form #1399).
C. Permitted Records

Pupil records which districts may maintain for appropriate educational purposes, having clear importance only to the current educational process of the student, and should be destroyed when the student is no longer enrolled.

Such records may include:
1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the California Code of Regulations, Title 5, Section 400.

103. CUMULATIVE RECORD RESPONSIBILITIES

The goal of LAUSD is to make the electronic cumulative record (currently program TR01 in Secondary SIS) the student’s permanent legal academic record. Additional information currently kept on the cumulative record card will be kept electronically in ISIS. Until that time, the student’s cumulative record card is the permanent legal document that must be kept current, available, confidential and secure and the electronic cumulative record must contain the same information. The primary clerical responsibility in the counseling office is the maintenance of the students’ cumulative records. All information on the cumulative record card must be accurately recorded, by typing information, writing in black ink or using computer labels. All information in the electronic cumulative record (TR01) must also be kept up to date.

104. GENERAL COUNSELING OFFICE RESPONSIBILITIES

The counseling office is one of the most important and busiest offices on campus. The Senior Office Assistant (credit clerk) under the direction of the Assistant Principal, Secondary Counseling Services (APSCS) is responsible for the organization and management of the office.

The Senior Office Assistant (credit clerk) is responsible for the following:
A. Receptionist
   1. Provide professional customer service.
   2. Meet parents in a cordial manner.
   3. Answer the telephone and refer calls to the proper persons.
   4. Ensure counselors receive all telephone correspondence.
   5. Answer general questions when possible or refer to the proper persons for answers.
B. General Office Functions

1. Process computer labels for the cumulative record.
2. Process requests for transferring students.
3. Prepare materials/bulletins for the opening and closing of semesters/mesters.
4. Assist in preparation of materials for submission of marks by teachers (e.g. bubble sheets, verification sheets).
5. Provide transcripts of current students as requested in a timely manner (within 5 days of receipt of the request), except senior final college transcripts.
6. Duplicate, distribute and file, bulletins and office forms.
7. Under the supervision of the APSCS or college counselor, assist in computing grade point average and rank in class (TR06), or updating a student’s electronic cumulative record (TR01).
8. Supervise other classified employees assigned to the office.
9. Collect and compile data.
10. Organize and distribute incoming and outgoing mail for the office.
11. Assist in monitoring students waiting to see counselors.
12. Use of Secondary SIS for counseling needs.

C. Manage Supplies

1. Prepare inventories and order general office supplies.
2. Organize and maintain supplies in an orderly manner.

105. OFFICE REFERENCES

A file of reference material should be gathered to help the Senior Office Assistant (credit clerk) fulfill the responsibilities in the counseling office. Suggestions for the file include the following items:

Cumulative Record Handbook for Secondary Schools
Master schedule (CL17)
Faculty list (CL18)
Homeroom list (CL18)
Frequently used telephone numbers
Bell schedule
Counselors’ schedules
Itinerant staff schedules
School bulletins
Current District bulletins, reference guides and memoranda pertaining to the Counseling Office
Supply inventory and requisitions
Office service workers roll book or attendance sheets
Information on care and maintenance of office equipment
106. **STUDENT SERVICE WORKERS**

The Senior Office Assistant (credit clerk) has the responsibility for training and monitoring student service workers. Students must **not** have access to any confidential student records, including but not limited to cumulative records or electronic records in SIS, e.g. ID01/51, CL04/CL54, MR04/54, TR01/51, and any office forms.

**A. Typical duties of student service workers include:**

1. Alphabetizing documents
2. Sorting and stamping forms
3. Filing general documents other than cumulative records
4. Delivering office summons
5. Running errands
6. Answering telephones
7. Typing and miscellaneous computer work not on Secondary SIS
8. Providing assistance at the counter
9. Bring reading and homework for free work periods

**B. It is important that the service class be planned and conducted to assure that students achieve valid educational objectives. The following guidelines are recommended:**

1. A student should be limited to one assignment per semester for a maximum of two semesters per middle school and two semesters per high school.
2. No student should be assigned without prior approval of the teacher or office staff and the student’s counselor.
3. A service class should develop a list of appropriate duties for students enrolled.

**C. Students are to be given specific information concerning their role and conduct in the office. See Appendix D for a suggested list of instructions.**
CHAPTER 200 - INITIATING A NEW CUMULATIVE RECORD

201. PAPER VS. ELECTRONIC CUMULATIVE RECORD

As Los Angeles Unified School District moves from the paper to the electronic cumulative record, schools must continue to maintain the cumulative record card while learning to make the electronic cumulative record match the cumulative record card. Until such time, the student’s cumulative record card is the permanent legal document that must be kept current, available, confidential and secure and the electronic transcript must contain the same information.

The primary clerical responsibility in the counseling office is the maintenance of the students’ cumulative records. All information on the cumulative record card must be accurately recorded, by typing information, writing in black ink or using computer labels.

Secondary SIS staff will be responsible for holding training classes on using the electronic cumulative record and transcript. Currently these transcript programs are in the TR series of programs. This booklet will reference these TR programs, but complete details on using the computer comes through taking the TR classes.

202. GENERAL INFORMATION

Guidelines for recording on the cumulative record card are listed below.

A. Cumulative Record Card (Form 34-H-103) (Rev. 8/88)

When a student first enrolls in any District school, a cumulative record card is started. This includes an elementary cumulative record card or a secondary cumulative record card. The initial information to be recorded is obtained from enrollment forms used at each school. Data is continually entered on the cumulative record card as appropriate. All recording is done under the supervision of the Assistant Principal, Secondary Counseling Services (APSCS).

1. Recording constitutes a major responsibility of the Senior Office Assistant (credit clerk) in the counseling office. It is exceedingly important that such recording be legible, accurate and current.

2. Recording on the cumulative record card must be done in black ink, typewritten using a black ribbon, or use of computer labels.

3. Computerized labels when used on Section 1 of the pupil’s cumulative card, must contain the complete pupil identification data as required by the California Code of Regulations, Title 5, Sec. 432. While computer generated name labels are convenient, they may come off in time. It is better to type the information.
B. Cumulative Record Card Envelope

A cumulative record card envelope is prepared for each student at the time of entering school. Envelopes are used to keep cumulative record material in good order.

C. Index File Card (Use a 3 x 5 or 4 x 6 index card)

An index file card is prepared for every student enrolled in the school and is maintained in perpetuity at the school of attendance. Information on the card includes: 1) the name of the student, 2) birth date, 3) District ID, 4) date enrolled, 5) name of prior school, 6) date of leaving or date of graduation, 7) where they left to, 8) when the student’s records were sent, and 9) for high school students, the school cum (microfilm) number. As the process of permanently storing student cumulative record cards changes from microfilm to digitizing to electronic, the microfilm number will be phased out and the student’s District ID will be the permanent student number used. Below is a sample File Card.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>STUDENT, STEVEN</td>
</tr>
<tr>
<td>2.</td>
<td>02/26/85</td>
</tr>
<tr>
<td>4.</td>
<td>Entered on: (date of entry)</td>
</tr>
<tr>
<td>6.</td>
<td>Left on: (date of leaving)</td>
</tr>
<tr>
<td>8.</td>
<td>Transcripts sent:</td>
</tr>
<tr>
<td></td>
<td>If the student returns to your site, use the following:</td>
</tr>
<tr>
<td>2nd E date:</td>
<td>2nd From:</td>
</tr>
<tr>
<td>2nd L date:</td>
<td>2nd To:</td>
</tr>
</tbody>
</table>

203. IDENTIFICATION DATA (CUM, SECTION 1)

A. Name
Guidelines for recording names on the cumulative record card may be found in Bulletin B-4, “Names of Pupils for Purposes of School Records,” 8-12-96.

Record legibly the student’s last, first, and middle names on the top line. Use a typewriter. Also, record the student’s name on the reverse side of the card, directly above Sec. 8, “Information Concerning Home,” or print labels using program ID11, choosing <F3>, “ID data for cumulative record folder.” While computer generated name labels are convenient, they are not recommended as they may come off in time.
1. If a student’s nickname is used, record it in quotation marks following the first name.

2. Record in parentheses and immediately following the surname any other surname by which the student may have been known. Note AKA (Also Known As) besides or above the name.

3. If a discrepancy occurs between the elementary and secondary cum records with a student’s name and/or date of birth, request a birth certificate to verify information.

4. Change a student’s name on school records only under the following conditions:
   a. When the name of a child has been changed by court proceedings and evidence has been submitted to the school.
   b. When an “Affidavit for Change of Name of Minor” (Form 51.72) has been executed by the parent or parent having legal custody of a child. This affidavit should be retained with the cumulative record. See Bulletin No. B-4.
   c. When a student marries and wishes to use his/her married name, he/she must produce a marriage license as proof.

In Secondary SIS, this information is found in ID01, field 101, Name.

B. Sex

Place a check in the appropriate box for male or female.

In Secondary SIS, this information is found in ID01, field 107, Sex.

C. Date of Birth

Use numbers with a dash between them for month, date, and year. Be sure that the dates are accurate and legible. Be aware when coping from foreign transcripts that some countries list date then month.

For non-citizen students who have entered this country with refugee status who have no means of birth date verification, see Bulletin No. Z-26, “Request for Change of Birth Date by Refugee Status Students,” 2-18-97.

In Secondary SIS, this information is found in ID01, field 104, Date of Birth.
D. Place of Birth

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

In Secondary SIS, this information is found in ID01, field 106, Place of Birth.

E. How Verified

Indicate how the date and place of birth were verified.

1. Record “Elem. Cum.” for a student entering from a District elementary school. Verification is the responsibility of the elementary school when the student enters kindergarten or the first grade.

2. Upon receipt of a proper and verified school record, state the type of verification for a student entering from outside the District. This entry might be “Transcript”, “Health Record” or the name of some other school document. Hand carried school documents should not be used to verify the date of birth.

3. Enter the name of an acceptable document for the pupil who enters from outside the District and whose school records do not show proper identification. Any one of the following documents, listed in order of preference, is acceptable, provided that it contains the month, day, and year of birth and that it appears valid and unaltered.

   a. A certified copy of the birth record, or
   b. A statement by the local registrar or county recorder certifying the date of birth, or
   c. A baptismal certificate duly attested, or
   d. A passport, or
   e. When none of the above is obtainable, an affidavit signed by the minor’s parent, guardian, or custodian may be accepted. Use the Affidavit for Proof of Age of Minor (Form 51.72).

In Secondary SIS, this information is found in ID01, field 105.

F. Prior School

Record the name and indicate the level of the school from which the student came; e.g. Tweedy ES., South Gate, CA.; Muir J.H., San Jose, CA.; Grand High, Portland, OR. Do not assume the school is in Los Angeles. Fill in both city and state.

In Secondary SIS, this information is found in ID01, field 148.
G. Photographs

Attach a photograph, one for Middle School and one for Senior High, in the space provided, beginning at the left.

1. If necessary, use rubber cement or glue. Do not staple as photographs tend to tear off and staples interfere with filing, photocopying, and microfilming.

2. Record beneath the photograph the grade level when taken.

In Secondary SIS, this information is accessed in ID01 by holding down <Ctrl> P.

H. Student’s Microfilm Number - Upper right hand corner

The student’s microfilm number is used to retrieve the student’s record once it has been microfilmed or digitized on an encrypted CD. As the process of permanently storing student cumulative record cards changes from microfilm to digitizing to electronic, the microfilm number will be phased out and the student’s District ID will be the permanent student number used.

1. The microfilm number is assigned when a student graduates from high school or when the record is moved to the inactive file (See 301-D).
   a. Use a numbering machine
   b. Stamp the same number on the upper right hand corner of the cumulative record card, the cumulative record envelope, the index file card, and, if applicable, the numeric log book. (See 301-E)

2. The microfilm number is not assigned at the time of enrollment.

3. Only one number is to appear on the cumulative record card when sent for microfilming. Line out all other numbers.

In Secondary SIS, this number is the District ID found in ID01, field 112.

204. INFORMATION CONCERNING HOME (CUM, SECTION 8)

A. Name

1. Record the first and last names of the student’s father and mother.
2. Record the first and last name of a stepfather or stepmother.
3. Record the name of the legal guardian if other than the student’s parents.
4. Record the name of the person with whom the student is living if other than parent(s) or legal guardian. Indicate relationship, e.g., "Married Sister."
B. **Separated (Sep.)**

Use this column to indicate the marital status of the parents.

1. Check “Sep.” if the parents are not living together but are not divorced.
2. Write “Div.” in the “Sep.” column if the parents are divorced.
3. Make a check in the column “Dead” opposite the name if one of the persons listed is deceased.

C. **Occupation of Parent or Guardian**

Enter occupation(s) of persons with whom student is residing from the emergency card.

1. If both parents or guardians are working, list both occupations.
2. If a parent or guardian is not employed outside the home, record “not employed.”
3. If parents or guardians are not employed, record “unemployed.”

In Secondary SIS, this information is found in ID01, field 121.

---

205. **ADDRESSES (CUM, SECTION 9)**

A. **Date**

Record the date when each entry is made.

B. **Home Address and Phone**

Home address and phone number of student must be current. Use Section 13, Significant Information, to enter additional addresses and phone number changes when more space is needed for this entry.

1. If there is no telephone in the home write “None.”
2. If there is no telephone but the parent can be reached through another phone, indicate this clearly, e.g., “neighbor’s phone-house in rear.”

In Secondary SIS, this information is found in ID01, fields 124, 130, 125, and 126.

C. **Business Address and Phone**

Date and list the business address and phone number opposite the occupation recorded in Section 8.

In Secondary SIS, this information is found in ID01, fields 171, 172.
206. HOME BACKGROUND (CUM, SECTION 10)

A. Date

Record the date each entry is made.

B. Siblings - Older / Siblings - Younger

List the names of brothers and sisters in order of decreasing age as listed on the enrollment form 34-E-20.

1. Record surnames of brother and sisters if different from that of the student.
2. Indicate twin when appropriate.

207. HEALTH CARD AND CALIFORNIA SCHOOL IMMUNIZATION RECORD

Every student’s cumulative record must have on file a Health Card and a “California School Immunization Record” card.

Screen 500 in Secondary SIS, fields 501 through 594, contain all current health and immunization requirements.

208. BASIC STUDENT IDENTIFICATION DATA IN SECONDARY SIS

Secondary SIS contains information that is required on the cumulative record card. The items referenced in the cumulative record, section 1, are listed in the appropriate sections. Care must be taken that these fields are accurate and complete as described above.
CHAPTER 300 - ORGANIZATION, MAINTENANCE, AND TRANSFER OF PUPIL RECORDS

301. FILING SYSTEMS FOR RECORDS

A well-organized filing system is essential to the efficient operation of a counseling office. The number and type of files maintained within counseling offices vary from school to school.

A. Active File

An “Active File” is for students currently enrolled and must be maintained. The cumulative record cards and cumulative record envelopes are filed together in the same file alphabetically by grade level or alphabetically as is most efficient for a school.

1. When a cumulative record is temporarily removed from the file, an “out” card must be filed in its place indicating the person who removed the cumulative record, the name of the student and the date it was taken out.
2. Students enrolled in a nonpublic school, who reside in your attendance area and are receiving services from your school, should have what is called a “dummy cum” maintained in the “active file.”

B. New Student Record File

A “New Student Record File” is provided for students whose cumulative records or transcripts have been requested but not yet received. The index file card may be used for monitoring records requested and received. The date and school to which the request for records is mailed is noted on the index card. A cumulative record envelope may be prepared and filed in this temporary file as needed. If the records do not arrive within a reasonable time, a second request is sent.

C. Check Out File

A “Check Out File” is for students who are withdrawing from your school. Whenever a clearance card is circulated, the student’s cumulative record is removed from the “Active File” and placed in the “Check Out File.” A student’s record may be kept in this temporary file until a request has been received. During the time the cumulative records are kept in the “Check Out File,” the following should be done:

1. Supplementary data summarized and recorded
2. Student Health Card collected from Health Office
3. Items to be forwarded to other LAUSD schools with the student’s records should be obtained as part of the record. They include the following folders:
a. Blue – Bilingual
b. Green – IEP
c. Orange – Gifted
d. Red – Intervention/Intersession
e. White – 504 Plan
f. “EL Development” folders (white, yellow, purple, pink, gray)

D. Inactive File (Left File)

An “Inactive File” is for students who are no longer enrolled and the checkout process is complete. The file contains all of the student’s records that are kept at the school. The “Inactive File” is for those students who have enrolled in private, parochial, adult, or out-of-district schools; who have dropped out of school (including students who are unaccounted for); who have been exempted; or who have graduated.

1. Mandatory interim records must be retained in accordance with district policies. Examples are:
   a. Apportionment (Attendance Card)
   b. Results of Psychological Studies
   c. Follow-Up History
   d. Report from a Guidance Clinic
   e. Case Conference Report
   f. Probation Report
   g. Social Case History
   h. Military Information
   i. Copies of Letters of Recommendation
   j. Home Language Survey
   k. Competency Based Testing Diagnostic Sheets
   l. Test Label Cards
   m. Notification to School of Child’s/Minor’s Placement Status (DCFS form #1399).

2. If the following materials are recorded they can be destroyed with the authorization of the APSCS. Local school policy may require that the following items be retained for a limited time
   a. Complimentary or unsatisfactory notices
   b. Report cards
   c. Supplemental material including reports from welfare and attendance workers, student personnel information, correspondence, tests, and inventories

E. Index File (or cross-reference file for student records) – remains permanently at the school. Also see sections 202-C and 203-H-1-b.

A “3 x 5” or “4 x 6” index card is used for this file. The cards are filed alphabetically and will become part of the permanent master file of all students who have ever enrolled in the school. (See sample in section 202-C on page 7.)
LOS ANGELES UNIFIED SCHOOL DISTRICT
CUMULATIVE RECORD HANDBOOK FOR SECONDARY SCHOOLS

A file number is assigned to each student at the time of graduation from a high school or when it is determined that the records have become inactive. This number is stamped with a numbering machine or written on the index card, the cumulative record envelope, and the cumulative record card and, if applicable, the numeric log book. Records are then filed numerically and the time needed to inter-file alphabetically is saved.

Schools may also keep a numeric logbook containing students’ names with the appropriate file (microfilm) number.

302. PROCESSING ENROLLMENT OF INCOMING STUDENTS

The Senior Office Assistant is responsible for obtaining student records from former schools. This responsibility involves requesting records, checking regularly to determine if records have been received, and repeating the requests as frequently as necessary.

A. Transfer of the Cumulative Record from the Elementary School to the Middle School

1. Middle schools send a computerized list of students enrolled (actually attending) to the feeder elementary schools within 10 days of the beginning of a student’s track. For students who enroll after a track begins, the records shall be requested on the first day of the student’s enrollment.

2. Arrangements are made between the middle school and elementary school for the transfer of the cumulative records, health cards, physical fitness cards and other required documents.

3. Elementary schools note on the computerized list or registration card the date and name of the school where the records were sent. These lists or registration cards are to be kept in perpetuity.

4. Once the middle school has requested and received a student’s cumulative record it becomes the middle school’s responsibility to maintain the record. Records should only be requested for enrolled students. If an elementary school should inadvertently send records for no-shows, they are to be returned to the elementary school.

5. Pupil records are also transferred electronically in secondary SIS. Each February elementary schools verify data of culminating students and the middle school to which they will matriculate. Secondary SIS takes this data and puts it into the secondary SIS format. It is then sent to middle schools and they are notified how to place this data in their computer system. Provision is also made for students who do not attend the middle school that was originally planned. Secondary SIS
annually updates these procedures and notifies middle schools of the most recent procedure.

B. Transfer of the Cumulative Record from the Middle School to the Senior High School

1. Senior high schools send a computerized list of students enrolled (actually attending) to the feeder middle schools within 10 days of the beginning of a student’s track. For students who enroll after a track begins, the records shall be requested on the first day of the student’s enrollment.

2. Arrangements are made between the senior high school and middle school for the transfer of the cumulative records, health cards, physical fitness cards and other required documents.

3. Middle schools note on the computerized list or index card the date and name of the school where the records were sent. These lists or index cards are to be kept in perpetuity.

4. Once the senior high school has requested and received a student’s cumulative record it becomes the high school’s responsibility to maintain the record. Records should only be requested for enrolled students. If a middle school should inadvertently send records for no-shows, they are to be returned to the middle school.

5. Pupil records are also transferred electronically in secondary SIS. Each spring middle schools verify data of graduating students and the senior high school to which they will matriculate. Then they prepare diskettes and send the student data to the matriculating schools. Provision is also made for students who do not attend the senior high school that was originally planned. Secondary SIS annually updates these procedures and notifies senior high schools of the most recent procedure.

C. Student Transfers within the District Other than from a Contributing School

1. Request a student’s records from the former school upon enrollment. Some schools ask the student to complete the “Request for Student Record” (Form 34-EH-28) as part of the registration procedure. Requests are to be in written form, not by telephone. The student or parent never transports cumulative records.

2. Send the “Request for Student Records” form to the former school of the student who enters a middle or senior high school late in the semester or from other than a contributing school. The former school forwards the cumulative record, the health card, the applicable program folders (section 301-C-3) and the contents of the cumulative record envelope that are important to the educational program of the student.
3. Program TR31 allows schools to request student records electronically from another LAUSD school and receive the information back within a minute.

D. Students New to the District

1. Send a "Request for Student Records’ (Form 34-E-28) to the former school.

2. If the student is entering from a California public school outside of Los Angeles, the former school forwards either the original cumulative record or a transcript. When the student’s transcript is received, a District cumulative record is initiated and appropriate data are recorded thereon.

3. Copies of official records and/or transcripts received from schools outside the District are included and maintained as part of the student’s cumulative record.

4. Whenever a student, who has at any time previously been enrolled in any Los Angeles Unified School, enrolls from outside the Los Angeles school system, it is necessary to obtain the first District elementary and/or secondary cumulative record card and health card in order to have a complete record.

5. Program TR01 allows an individual to create an electronic copy of all the courses a student has taken. The Assistant Principal, Secondary Counseling Services at each school will designate which staff members have access to this program. This is the process that parallels initiating a new cum. See Chapter 200. Care must be taken in interpreting credits and marks. See Chapter 400. Secondary SIS holds classes regularly on using this program. Call Secondary SIS at (213) 241-4850 for details.

E. Students from Other Countries

Obtain the same general information about former schools for students from foreign countries. Be sure to have the school address written clearly with all necessary postal information.

The procedure for creating an electronic cumulative record for students from other countries is comparable to students new to the District (See D-5 above)

303. STUDENT PROGRAM FILE

Computer program rosters (CL23) or program cards (CL22) are made available for the location of students by period. Programs are updated as changes are made.
304. PROCESSING STUDENT CHECK OUTS (CUM, SECTION 2 AND 5)

The clearance card for outgoing students is circulated by the attendance office and then sent to the counseling office when completed.

Senior Office Assistant (Credit Clerk) Responsibilities:

Pull the cumulative record envelope, cumulative record card, health card, index card and all appropriate folders. (Also see 301-C)

A. Record the following data on the cumulative record card when the student is checking out in section 2 or 5:
   1. The "date of leaving" may be entered in pencil and inked in later, using a date stamp or writing the numbers with dashes between them using black ink.
   2. Write the name of the “left to” school or other location, if known.
   3. Post the marks from the clearance card at “time of leaving” in pencil. Be sure to write on the cumulative record “Leaving Marks Only” in pencil.
   4. For high schools a file number is assigned. (See 301-E)

B. Process the cumulative record card and update all sections before the card is filed, forwarded, photocopied, or digitized.
   1. Place the cumulative record, health card, and envelope in the “check out file” or the “inactive file” until requested. Make a note on the cumulative record envelope and index file card of the date of check out and the new school name.
   2. Upon receipt of the “Request for Student Records,” forward by school mail the cumulative record, the health card, and the contents of the cumulative record envelope to the requesting LAUSD school.
   3. When a school requests a transcript other than an LAUSD school, such as a private school, agency, or other authorized person, in Section 4 enter the date and the name of the agency/person to which the transcript is forwarded. See section 509-A.

C. Record the date and name of the school to which records are forwarded on the index file card and cum envelope.

D. The following records are normally kept with the cumulative record and are to be sent to another LAUSD school when records are requested:
   1. Blue – Bilingual
   2. Green – IEP
   3. Orange – Gifted
   4. Red – Intervention/Intersession
   5. White – 504 Plan
   6. “EL Development” folders (white, yellow, purple, pink, gray)

E. Notify the attendance office when a request for records is received for a student who has not been officially checked-out.
F. Program ID22 allows a secondary school to print the Clearance Form, input marks, and process the Pupil Accounting Report (PAR) for a student checking out before the end of the semester. The student carries the PAR to the next LAUSD school.

Students matriculating from an LAUSD elementary school to an LAUSD middle school or from an LAUSD middle school to an LAUSD senior high school do not need a PAR. Data is provided for matriculating students from elementary SIS to secondary SIS for middle schools, and from middle schools to senior high schools. Data for students who are matriculating but who move, accept an open enrollment, or for other reasons do not go to the secondary school originally planned, may be obtained by using the program TR31.

Also, students who have been selected for the Magnet, PWT or PSC programs do not need a PAR. They have followed District policies and procedures and are entitled to enroll in the new receiving school. Student data is provided for these students electronically.

305. CURRENT PUPIL RECORDS TO BE TRANSFERRED OUT OF THE DISTRICT

A. Mandatory Permanent Pupil Records (original cum is maintained in District)

When a pupil transfers to another school district or to a private school, a copy of the pupil’s Mandatory Permanent Pupil Record shall be transferred upon request from the other district or private school. The sending district must also retain the original permanently. (CCR, Title 5, Sec. 438).

B. Mandatory Interim Pupil Records (original records sent with transcript)

If the transfer is to another California public school, the pupil’s entire Mandatory Interim Pupil Record (see Section 102-B) will be forwarded. If transfer is out of the state or to a private school, the interim records may be transferred. (CCR, Title 5, Sec. 438).

C. Permitted Records

Permitted student records may be forwarded, if information is beneficial to the student’s educational program.

D. Schools requesting records notify parents of right to receive a copy and right to challenge content of the record.

E. All student records shall be updated prior to transfer.

F. Program ID22 may be used when a secondary student transfers outside LAUSD. The student carries the PAR to the next school. An unofficial transcript may be printed using TR07. When the receiving school requests records, they will contact the LAUSD school for an official transcript (copy of both sides of the cumulative record and the test label card inserts) or other information. See section 509-A.

306. PROCEDURE FOR TRANSFER OF RECORDS
A. Transcript Copies for Other Districts in the State of California
   A designated person will make certified copies of all mandatory permanent records to be forwarded. All mandatory interim records must be forwarded. Be sure the date and place of transfer are noted on the cumulative record before copying.

B. Transcripts to Out-Of-State and Private Schools
   Copies of mandatory permanent records must be sent. Mandatory interim records deemed helpful to the requesting district are also to be forwarded.

C. Transcripts to Charter Schools
   The question to be asked is, “Will the school maintain the LAUSD cumulative record according to District guidelines?” Further information on names and types of charter schools may be found on LAUSDnet, Offices, Charter Schools.
   1. A conversion charter is an existing district school that later becomes a charter. It is treated as an LAUSD school which receives the entire cumulative record.
   2. A start-up is a charter school that is created "from scratch" by any member of the public. A request for records of a current student, unless specified otherwise, is to be interpreted as a request for a copy (known as a transcript) of both sides of the cumulative record and the test label card inserts.

D. Transcript/Diploma Procedures for Non Public Schools (NPS)
   1. When a student is transferred to a Nonpublic School because of an IEP, a transcript of the cumulative record is forwarded upon written request. The original cumulative record remains in the regular LAUSD school.
   2. The NPS will submit a form titled NPS Student Transcript at the close of each semester.
   3. The school of residence, regardless of the LAUSD public school the student last attended, shall maintain a cumulative file for each student residing within the school’s attendance area when the student is enrolled in a nonpublic school.
   4. During the senior year at least six months prior to a student’s graduation, the NPS is to submit to the school of residence two forms: the NPS Student Transcript and the Request for Verification of Graduation Status of Nonpublic School Students.
   5. The school of residence is responsible for evaluating the student’s transcript to verify the student’s eligibility for issuance of a high school diploma.
      a. If a student is attending both an LAUSD school and an NPS, the LAUSD school of attendance will be responsible for issuing the high school diploma.
      b. If a student is only attending an NPS, the LAUSD NPS Office will issue the diploma.

E. Exceptions
   Exceptions to these routine procedures for transferring records may occur.
   1. When a student is transferred to an adjustment center high school, Pupil Services and Attendance personnel take the cumulative record and health card, in person, to the receiving school.
   2. When a student is transferred to an adult school, skill center or ROC center, a transcript of the cumulative record is forwarded upon written request. The original cumulative record remains in the regular day school.
   3. A transcript is forwarded at the request of a juvenile hall school or any school, institution, home, or camp maintained by the County of Los Angeles or the State of California.
CHAPTER 400 - INTERPRETATION OF CREDITS AND TRANSCRIPTS

401. INTERPRETATION OF CREDITS AND MARKS

The counselor shall accept credits and marks from public schools in California at their face value if the courses align closely to the LAUSD course descriptions, the California Content Standards, and the hours of instruction earned for similar subjects in the Los Angeles Unified School District. The following explanations will help the counselor interpret credits and marks from public schools outside of California. If information is not clear, call the sending school for assistance.


A. Definition of Credit

Earning five instructional credits normally requires 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.

B. Awarding Course Credit

Course credit may be awarded only for courses approved by the Office of Instruction. Courses must follow the course description and meet the content standards as described in the Guidelines for Instruction with reasonable accommodations for students with special needs.

Guidelines for Instruction can be found on LAUSDnet. On the opening screen, at the top select Resources, then Instructional Resources. To the left select Guidelines for Instruction. Then select [pdf] next to Mathematics, Language Arts, Science or History Social Science to see the Guidelines for Instruction for that department. Visual and Performing Arts course descriptions are available on the Arts Education website.

C. The Carnegie Unit

One Carnegie Unit represents one full-year course and is equivalent to 10 semester credits. One-half a Carnegie Unit represents one semester’s work in a subject and is equivalent to 5 semester credits. (10 credits = 1 Carnegie Unit; 5 credits = .5 Carnegie Unit.)
D. Conversion from Trimester System

One Carnegie Unit = 3 quarter courses = 10 semester credits (1 quarter = 3 1/3 credits). The Assistant Principal SCS, or 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.

E. The Passing Mark as a Base

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 Senior Office Assistant must contact the sending school to request this information.

If the passing mark is established, the counselor may use one of the following scales as a means of interpreting the system. For example, if the school's passing mark is 65, the scale of letter equivalents for subject marks should be established as shown below with a score from 100-90 being an "A," etc. Percentage marks may be converted to letter marks by use of the following tables.

<table>
<thead>
<tr>
<th>Passing Mark</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>100-93</td>
<td>92-83</td>
<td>82-78</td>
<td>77-75</td>
</tr>
<tr>
<td>70</td>
<td>100-91</td>
<td>90-80</td>
<td>79-73</td>
<td>72-70</td>
</tr>
<tr>
<td>65</td>
<td>100-90</td>
<td>89-77</td>
<td>76-69</td>
<td>68-65</td>
</tr>
<tr>
<td>60</td>
<td>100-88</td>
<td>87-74</td>
<td>73-64</td>
<td>63-60</td>
</tr>
<tr>
<td>50</td>
<td>100-84</td>
<td>83-68</td>
<td>67-57</td>
<td>56-50</td>
</tr>
</tbody>
</table>

F. 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. The state requires instruction in first aid, including CPR; instruction in the harmful effects of narcotics, dangerous drugs, alcohol, and tobacco; and instruction in infectious diseases.
G. Credit for Physical Education

Sometimes a pupil transfers from a school which does not give credit for physical education classes taken at the school. In a case such as this, credit may be granted for this subject toward the District graduation requirements in PE as long as the course meets the LAUSD course description and content standards and meets the required number of hours of instruction.

H. Credit for Religious Instruction

No credit is allowed or granted for courses which provide instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose. (California Education Code, Section 51511)

I. Credit for Courses Taken More than Once

Only certain courses designated in the Guidelines for Instruction may be repeated for credit. In certain circumstances there is a limit to the number of times a course may be repeated for credit. A list of courses which may be repeated for credit will be found in Appendix H.

The Counselor should advise the student as to the way a college or university would accept a repeated course for admission purposes and in the calculation of the college admission GPA.

J. Maximum Credits

Generally, a student should not be enrolled in more than six classes (equal to 30 credits) a semester. Some students are capable of participating in additional educational opportunities beyond the usual number of allotted classes. If a student requests more than six classes, the student must have the ability, educational goals, and commitment that will enable him or her to be successful in an extended program. The principal or designee must give prior approval to enrollment beyond 30 credits based on the needs and capabilities of the student and the nature of the program.

K. Transferability of Credit

Any other school in the District to which a student transfers must accept instructional credit granted by any school in Los Angeles Unified School District at full value. However, credit may not be granted for the same course twice, unless so indicated in the Guidelines for Instruction.

A primary consideration is that the student should not be unduly penalized in transferring to a Los Angeles Unified School.
402. **RECORDING DATA FROM THE TRANSCRIPT**

A. Transfer to the cumulative record the data from a transcript that has been received from a student’s previous accredited school.

1. Whenever final marks have been received, record them in black ink. If the work was completed in a non-accredited school, refer to Instructions in Bulletin 1100.

2. If the student left the previous school before completing the semester, record the marks received in pencil with the remark “in progress.” Circulate the marks to the student’s counselor and the current teachers to assist them in determining the student’s final marks.

3. Record other data included in the transcript which are valuable in understanding the student.

4. Program TR01 allows an individual to create an electronic copy of all the courses a student has taken. The Assistant Principal, Secondary Counseling Services (APSCS) at each school will designate which staff members have access to this program.

5. In TR01, the authorized user does the following:
   
   a. Identify the classes taken outside LAUSD noting the closest 6-digit course number that fits the classes. While in the district course number column, press <F9> for a list of possible courses. For specific concerns about comparable courses, check with the APSCS, the college counselor, or the individual the APSCS designates to answer such questions. Record this number in the district course column. The official district course title will be displayed. This title should be overtyped to the title of the course used by the previous school as shown on the transcript.

   b. Record the number of credits attempted in the credits column, which will be 5 for semester classes. The GPA programs must have the number of credits attempted to be able to handle the calculation correctly if a student has failed a course.

   c. Indicate the final mark for the semester. Most districts will not have a mark for Work Habits and Cooperation.

   d. The grade level is the grade level of the student at the time the class was taken.

   e. For the date column, use the last day of the semester. If the exact day is not known, use the last day of the month.
f. In the school column, enter the name of the school, the city and state of the school. Abbreviate if necessary.

6. Record credits from a non-accredited school in TR01 using the variations described in 405-B below.

B. Data from schools awarding credit on an annual basis are recorded as follows: Record the data from the transcript under both semesters.

1. In the left portion of the grade level column, record the date at the beginning of the school year and the titles of the subjects.

2. In the right portion of the grade level column, record the date at the end of the school year, the semester period credits, and the marks earned. Ordinarily 10 semester period credits are allowed for a two-semester subject.

3. When entering these courses in TR01, the school has a choice. Some courses may be entered as an annual course and some must be entered as semester courses.

   a. Courses that fulfill specific English or Social Science high school graduation requirements must be entered as semester courses using the LAUSD 6-digit course number. This will assure that each specific graduation requirement in TR04 is properly credited. Each semester course must be entered once, even though the student was given credit for an annual course. The title of the course should come from the transcript. For example, English I would be entered as English I using 230107 and 230108, each with 5 credits and the same final mark.

   b. For all other departments and in middle schools, the fall semester LAUSD 6-digit course number may be used with 10 credits attempted or one of the generic department numbers may be used. The title of the course should come from the transcript. For example, Algebra I may be entered once using 310301 with 10 credits using the title Algebra I, and the final mark from the transcript. The generic department numbers are listed in section 405-B.

C. Questions to Consider

In the evaluation of a transcript, answers to the following questions may be of assistance:

1. Is the transcript validated by signature or seal?

2. Does the transcript indicate the year in which the subject was taken?

3. Is the school accredited?
403. **PLACEMENT OF A STUDENT FROM OUT-OF-DISTRICT**

Whenever a pupil transfers from other than a Los Angeles Unified School, the counselor should attempt to place the pupil in the appropriate grade. If the pupil has a report card or other official document, placement is no problem. However, if the pupil has no credentials, questions must be asked concerning the subjects taken at the time of leaving. The counselor may then assign a tentative grade placement. A student and/or parent may be asked to sign a statement regarding tentative grade placement. (See sample)

<table>
<thead>
<tr>
<th>I understand that my transcript will be evaluated when it arrives. At that time my permanent grade placement will be determined and this may be higher or lower than my tentative grade placement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentatively I have been placed in the first/second semester of the ____ grade.</td>
</tr>
<tr>
<td>Student Signature_____________________________ Date________________</td>
</tr>
<tr>
<td>Parent/Guardian Signature______________________________</td>
</tr>
</tbody>
</table>

Upon arrival of the transcript, an evaluation should be made of the temporary status and, if necessary, subject and/or grade adjustments should be made.

**A. Placement of 8th and 12th Grade Students**

1. When the student transfers in the eighth or twelfth grade from a school outside of the District, a careful evaluation of the transcript is necessary if the student is to graduate at the expected time. Graduation may depend on receiving credit for a particular course that may be comparable to a subject requirement of the Los Angeles Unified Schools.

2. The Senior Office Assistant or counselor should contact the previous school for a description of the content of a course about which there are questions so that the counselor may determine whether this course, although recorded under a different name, may meet a graduation requirement.

**B. Issuing Diplomas for Second Semester 12th Grade Transfer Students**

Students who are enrolled for only a part of the final semester of the 12th grade should make arrangements with the school from which they transferred for the awarding of the diploma. Students must be enrolled in an LAUSD school for a full semester of the 12th grade before receiving an LAUSD diploma.
404. DIFFICULTY IN OBTAINING RECORDS

A. Make repeated efforts to obtain a transcript if one is not received within a reasonable time.

B. Urge parents to request the former school to send the transcript directly to the school.

C. California Code of Regulations, Title 5, section 428 c states that: “Pupil records shall not be withheld from the requesting district because of any charges or fees owed by the pupil or his parent. This provision applies to pupils in grades K-12 in both public and private schools.” Records may be withheld from parents and students, but not educational institutions.

D. Use the student’s copy of his report card if a transcript cannot be obtained. Note on the cumulative record that the marks were derived from the report card and not from an official transcript. This notation may be made below the marks in the grade level section. Date and initial the notation.

E. As a last resort, draw a diagonal line through a grade level for which there are no marks. Note that a transcript from the former school was unobtainable and how the student’s grade level was determined. Date and initial the notation.

405. EVALUATION OF CREDITS FROM SCHOOLS OUTSIDE THE DISTRICT

Full details are found in Bulletin 1100, “Criteria for Granting Instructional Credit in Secondary Schools,” 6-28-04, Section III.

The Assistant Principal, Secondary Counseling Services, is responsible for interpreting and evaluating the subjects, credits, marks, test scores, and other items as they appear on the transcript and for instructing the credit clerk as to the data that is to be recorded on the cumulative record card and the electronic transcript.

Since there is a lack of standardization in the marking systems of schools throughout the country, the Los Angeles Unified School District has developed the following criteria for evaluating and interpreting pupil records received from outside the District and credits earned under special circumstances.

A. Credit from an Accredited School

Subject marks and credits are accepted at face value and recorded on the cumulative record and on the electronic transcript from a Western Association of Schools and Colleges (WASC), or regional accrediting association, accredited school as long as the following conditions are met:

1. The course description is similar to the LAUSD course description,
2. The course meets the California state content standards, and
3. The course meets the minimum instructional hours as defined by Board policy and California Administrative Code regulations.
If the name of the school does not appear in the WASC Directory or if there is doubt as to the status of the school, the counselor should seek assistance from the Office of Instruction, High School Programs Office.

Entering these courses in TR01 should be done the same way courses are entered for students coming from other districts as described in 402-A-5 above.

B. Credit from a Non-accredited School

The principal shall accept and/or grant credit for courses taken in non-accredited schools as follows:

1. Approval must have been secured in advance of enrollment if credit is to be considered for attendance at part-time non-accredited schools.
2. In grades six 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 and must meet the California state content standards.
3. The in-class instructional time must be equivalent to 60 hours for five credits.
4. The course syllabi must identify appropriate instructional strategies, not on-line instruction.
5. Counselors have the responsibility for reviewing transcripts and course documentation and recommending to the APSCS whether credit is to be granted for courses taken in non-accredited schools.

When a student enrolls from a non-accredited school, the counselor should review with the student and parent or guardian the transcripts/specific courses taken to determine that students are appropriately placed in courses that reflect achievement in previous instruction and to insure that State and District requirements are met.

Counselors should remind students who have attended non-accredited schools to submit transcript(s) from the non-accredited schools in addition to LAUSD school transcripts when applying for admission to colleges and universities.

In grades six, seven and eight, course work, credit, and marks may be accepted at the level indicated by a transcript from an established school that maintains acceptable standards. The course must be listed in the most recent revision of the Guidelines for Instruction.

Generally, in grades nine through twelve, courses that are similar in content and address the same State content standards as those listed in the most recent revision of the Guidelines for Instruction will receive credit only. Specific course titles and marks are not to be entered on the cumulative record or the electronic transcript. In SIS, use the appropriate department generic number ending in “100” to identify the course, enter “P” for pass, enter the number of credits and enter the name and city of the school. Do not use “CR” for credit. The following District course numbers are to be used:
Marks may be accepted and recorded with the specific course title through one of the following procedures:

1. Verification of the marks earned at the previous non-accredited school by an examination prepared and administered by the local school. For example, when the student successfully passes the final at the local school for Biology AB, the course title and marks from the non-accredited school may be recorded on the cumulative record and the electronic transcript.

2. Successful completion of an advanced course in the same subject field. For example, when a student successfully completes Algebra 2AB at the home or local school, then his or her Algebra 1AB marks from the non-accredited school may be recorded.

3. An Advanced Placement course taken at a non-accredited school may be recorded along with the marks if the AP Exam was taken and passed with a score of 3, 4, or 5.

406. TRANSCRIPTS FROM A FOREIGN SCHOOL

A. If the foreign transcript shows that the subject was studied at the senior high school level and represented a comparable amount of time and effort, credit should be given for a subject that is a part of the District’s curriculum. However, an evaluation of credits from a foreign transcript should be made before the student has become established in regular high school classes. For details see Bulletin No. P-25, “Foreign Student Transcripts,” 2-28-92.

B. When it is determined that because of events over which the students has no control and there is no possibility of obtaining a transcript, a reconstruction of the student’s previous academic experiences will be necessary. Contact the Office of High School Programs for assistance.

C. When recording these credits in TR01, use the procedures described above in section 405-B, where credits are recorded by subject area, but the course title and marks are NOT used.
407. TRANSCRIPTS TO FOREIGN COUNTRIES

All Latin American countries and a few other countries require that transcripts from the United States be legalized. The school makes a readable copy of the transcript and must be walked in (by appointment) to the Foreign Student Admissions Office in a sealed envelope. There will be no fee for notarization services in this office. After it is certified as a true copy of the original record and notarized, the person requesting the transcript must take it to the Los Angeles County Clerk District Office. This office will insure validity of the public notary’s commission. There will be a $9.00 charge per notarized document at this office. After the above certification, the transcripts must then be taken to the Office of the Secretary of State. (The Foreign Student Admissions Office will provide the addresses of these offices at the time of notarization). There will be a $26.00 charge per notarized document, payable by check or money order, no cash, at this office.

Questions regarding the sending of transcripts to foreign countries should be directed to the Pupil Services and Attendance, Foreign Student Admissions Office, 730 E 14th Street, Los Angeles, CA 90021, Telephone (213) 745-1976.

408. CREDIT FOR COURSES OUTSIDE THE REGULAR PROGRAM

Credit for programs offered by tutors, private schools, organizations, institutions, and others are not automatically granted upon completion of the program. Bulletin 1100, “Criteria for Granting Instructional Credit in Secondary Schools,” 6-28-04 pg. 2 provides the District policy for granting or not granting credit. Students must have prior approval and the course must follow the course description in the current version of Guidelines for Instruction to be considered for credit. The Senior High Programs Unit within the Division of Instruction reviews and grants approval to programs and courses taken within the programs.

Courses offered through Beyond the Bell are treated like courses in the regular program, even though they may be offered after school, on Saturday or Sunday.

Schools are encouraged to publicize widely the requirements that credit may be granted for courses taken outside the home school only when arrangements have been made with the home school prior to enrollment. Sufficient publicity and appropriate counseling should prevent problems from occurring when students request credit for their educational experiences after taking courses rather than prior to enrollment.

A. Credit from Community Adult School, ROP and ROC Programs

Courses taken in adult schools, ROP and ROC programs may be accepted toward meeting diploma requirements of the regular high school provided the course meets the California State Content Standards and the high school course description.

1. Courses must have prior approval of the student’s counselor. See Bulletin No. M-5, “Adult School Academic Course Options for Concurrently Enrolled Students,” 5-21-01.
2. For high school and adult school course equivalencies see Bulletin No. M-4, “Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit,” 5-21-01.

3. When the course is completed, the adult school 6-digit district course number is used to enter the course in TR01. See section 502-E for details.

4. Effective July, 2005, the Adult Division will use new district course numbers for high school students taking Adult/ROC/ROP courses as the courses are rewritten to meet the California State Content Standards. Details will be in a forthcoming bulletin.

B. Credit from Community College, College, or University

Work taken in college programs may be accepted toward meeting graduation requirements for high school provided the course meets the California state content standards and the high school course description.

1. Students must obtain prior approval from the high school principal, Assistant Principal, Secondary Counseling Services, college counselor or the student’s counselor to enroll in a course on a college or university campus during the regular school year or during the summer. (CRC, Title 5, section 1630)

2. Bulletin 1040.1, “Credit for Concurrent Enrollment in High School and Community College (Rev.)”, 6-8-04, outlines LAUSD policies and procedures on granting high school credit for courses taken at college.

3. When counseling high school students and their parents about taking college courses for high school credit to meet graduation requirements, counselors shall remind students to inquire at the admissions office of the prospective college(s) about the way these courses will be treated once the student enrolls in college.

4. After completion of the course, the high school must receive a transcript from the college. The number of high school credits to be granted is outlined in Bulletin 1040.1. Awarding of high school credits is dependent upon the number of hours of instruction and course content standards met.

5. Following is a suggested procedure to help high schools keep track of students who are taking college courses.

a. When the student requests permission to take a college course, note the following on the concurrent enrollment form:
   1) if the course will count for graduation requirements, and which specific requirement
   2) the number of high school credits to be earned
   3) if the course will receive an augmented GPA point.
b. Make three copies of the original. The student gives the original to the college, the student keeps one copy, the counselor keeps the second copy for the student’s school records and the third copy is given to the credit clerk to use when the college transcript comes in.

c. In CL31 create a bubble number for the course “*College Class” with the District course number 105020. In CL01 create a class in a period greater than 6 with this bubble number.

d. When a student enrolls in any college class, add this class in CL04 for that student. This will allow the course to be counted for the fall survey and will serve as a placeholder that can be changed as the semester progresses. For example, if the student drops the college class, the class can be dropped from CL04.

e. When the official transcript comes in from the college, the authorized TR01 user does the following:
1) If the college course is taken for graduation requirements only, use the first semester 6-digit district course number listed in Bulletin 1040.1.

2) If the college course is taken for enrichment, use the following generic district course numbers. College courses will be included on UC/CSU applications (TR04) but NOT included in LAUSD GPA (TR06).

<table>
<thead>
<tr>
<th>Department</th>
<th>District Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>107020</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>107021</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>107018</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>107023</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>107025</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>107031</td>
</tr>
<tr>
<td>MUSIC THEORY</td>
<td>107032</td>
</tr>
<tr>
<td>PHYSICAL ED</td>
<td>107033</td>
</tr>
<tr>
<td>BIO SCIENCE</td>
<td>107036</td>
</tr>
<tr>
<td>PHYS SCIENCE</td>
<td>107336</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>107037</td>
</tr>
<tr>
<td>VIS/PERF ARTS</td>
<td>107038</td>
</tr>
</tbody>
</table>

3) Overtype the department name with the course title as it appears on the transcript. You may need to abbreviate the title. Since course numbers may differ from college to college, use the course title, not the department and course number (e.g. Type Calculus I, not Math 261).

4) Type the grade level of the student at the time the course was taken. If the course was taken during the summer/intersession, use the grade level for the fall semester.

5) List the ending date of the course. And type the name and city of the college in the school column.
C. Credit for Special Programs

From time to time, schools are asked to grant credits to students for their completion of courses in special programs approved by the Division of Instructional Services, High School Programs Office. Most often these programs are summer programs, but they may be offered during the regular school year. These instances are outlined in Bulletin 1100 Section II. For example, to date the following special programs have been approved for credit: Upward Bound; Med-COR at USC; Youth and Government Program at the West Valley YMCA.

At times, students may be exempted from Physical Education. See Bulletin 595.1, “Procedures for Off-campus Physical Education,” 4-5-04.


D. Credit for Foreign Language Instruction

Refer to Bulletin No. W-59, “Procedures for Granting Foreign Language Credit and Achievement Marks,” 12-10-84. This bulletin includes:

1. Private Schools Other Than Regular Day or Boarding Schools
2. Individual Instruction
3. Proficiency in a Foreign Language Without Formal Instruction
4. Information for Counselors

E. Credit for Independent Study

Independent Study may be undertaken (1) as part of a regular school class under the direct supervision of the classroom teacher, or (2) as a separate course under the general supervision of a certificated teacher qualified in the subject to be studied. For further information refer to Bulletin No. M-128, "Guidelines for Independent Study,” 5-31-01.

1. Independent study may be taken in lieu of one or more regularly scheduled classes with the prior approval of the student’s counselor or the APSCS.
2. The cumulative record for students enrolled in the City of Angels Independent Study School are sent to the Independent Study Office at 333 S Beaudry, 25th floor, (213) 241-4586. The cumulative record for students enrolled in other independent study programs are maintained at the home school.
3. No independent study credit shall be granted for private lessons or instruction for which the student or parent/guardian pays a fee.
F. Correspondence School Credit

Correspondence school courses at the middle and senior high school levels are acceptable for credit provided the work is done through high school correspondence classes offered by the University of California Extension Program or other university or college in California accredited for teacher training and the student obtains permission from his/her counselor prior to enrolling. (California Code of Regulations, Title 5, Section 51740.)

1. A maximum of 40 credits of approved correspondence course work may be applied toward the senior high diploma. (California Code of Regulations, Title 5, Section 1633.)

2. Correspondence courses available to middle and senior high school students are arranged in cooperation with the school. If a student plans to enroll for credit in a correspondence course, he/she must first secure permission from the school principal or designee who agrees to provide the necessary supervision.

3. When the school permits a student to enroll for a correspondence course offered through the approved university program, the school assumes the responsibility for proctoring, remitting completed examination papers, and granting credit upon successful completion of the course.

4. The school’s responsibility for providing information on courses by correspondence should be restricted to students who qualify under the following conditions:

   a. Whenever it is not possible or practical for the student to attend a regular class or school.

   b. Whenever it is not practical for the school to schedule a class that should be a part of the student’s course of study.

G. Private Tutor or Private Instruction  See Bulletin 1100, Section IV.

1. Instruction by a private tutor is generally used to supplement instruction in the regular classroom as a means of strengthening student competencies. Credits are not earned in such tutoring situations.

2. A principal may grant credit for a course given by a private teacher or for tutorial instruction if the following requirements have been met:
a. The student or parent must have made arrangements in advance with the school that is to grant the credit.

b. The instructor must hold a valid California teaching credential authorizing subjects and grade being taught.

c. Instruction must be in a course listed in the Guidelines for Instruction, following the course description and meeting the California State content standards.

d. The minimum amount of instruction time for which 5 semester credits may be granted is 60 clock hours.

e. The student shall demonstrate by examination given under the direction and supervision of the school that he or she has made satisfactory progress in learning and mastery of content standards. (California Administrative Code, Title V, Section 1631.)

f. Tutorial course credit may not be granted if similar courses are offered concurrently in the regular school.

g. Credit for tutorial instruction may not be used for the purpose of accelerating to meet graduation requirements.

3. In making decisions concerning tutorial instruction, the principal should refer to Board Rule 1272, Private Instruction, which states:

a. "No teacher shall give private instruction for compensation on any school premises."

b. "No teacher shall give private instruction for compensation in any place:"

   1) "during the school year to students who attend the elementary or secondary school, to which such teacher is assigned."

   2) "during the vacation period to any student who was a member of said teacher's class during the previous semester."

4. For students who are exempt from school attendance, see California Education Code, Sections 48220 to 48225 and Division of Educational Support Services, Bulletin No. 70, July 18, 1977, "Exemption from Public School Attendance Due to Instruction by Tutor."
a. The parent or student must present the "Request for Exemption of Pupil Because of Instruction by Tutor," Form 32.123, which includes the verification by LAUSD of the tutor's teaching credentials. A copy of this form, as well as previous semester's tutor reports, should be filed in the student's cumulative record. Form 32.123 is available from PSA.

b. The parent or student must present the "Private Tutor" report, Form 32.124, for each subject in which the pupil was tutored at the time reenrollment is requested. Form 32.124 is available from PSA.

c. The receiving principal makes the evaluation of the tutor report(s) for credit earned through instruction by a tutor. Marks are not recorded unless procedures are followed as stated in the previous section “Credit from a non-accredited school”.

d. The course content must be comparable to the LAUSD course described in the Guidelines for Instruction and must meet the content standards.

e. Completion of sixty hours of instruction is the minimum requirement for five semester credits.

f. The Principal may require the course examinations in order to determine satisfactory progress in learning.

g. The receiving school principal determines the grade placement of the student.

H. Summer School - Nonpublic School

1. In schools where there may be requests for credit for work completed in accredited private summer schools, pupils and parents must be informed that credit may not be granted for such work without arrangements having been made with the home school prior to the summer/intersession school enrollment.

2. Credit granted for summer school classes must be equivalent to credit for the same amount and kind of work taken in the regular term. Instructional time in a five-semester period course in summer session should approximate that of a five-semester period course in the regular term. (Bulletin 1100) The minimum amount of instructional time for which a full semester of credit may be granted is 60 clock hours. (California Administrative Code, Title 5, Education, Section 1600)

3. It is possible to grant more than ten semester credits when the private summer school does so because of a full-day schedule or a summer session of sufficient length.
I. **On line Courses**

A. LAUSD abides by the California Education Code, Section 51705 in establishing and approving online courses, monitoring student participation in online courses, supervising teachers of online courses, and developing and implementing policies addressing specified factors for online courses.

B. LAUSD only awards credit to those courses developed by the Los Angeles Virtual Academy (LAVA) in conjunction with the appropriate instructional unit or to those courses approved by LAVA as aligning with the LAUSD course description, meeting content standards, providing an appropriately credentialed online teacher and on-site teacher.

C. Schools may not independently enter into contracts with providers of online courses.

Only on-line courses taken through LAVA are approved and will earn credit. All approved courses have course numbers listed in COURSES in Secondary SIS. Courses are identified with either LAVA or UCCP in the title.

J. **Home Schooling**

Parents of students who have been home-schooled and then enroll in an LAUSD high school shall be informed that the courses previously completed through home-schooling will be evaluated based on the following factors:

1. The course aligns to the LAUSD course description,
2. The course meets the content standards,
3. Direct instructional time is sixty hours for five credits, and
4. A course syllabus outlines instructional units similar to the LAUSD course and identifies appropriate instructional strategies.

In grades nine through twelve, credits only, not marks are recorded for subjects taken. Marks may be accepted and recorded for courses taken through one of the procedures identified for non-accredited schools. When entering the courses in TR01, the procedures outlined above in 404-B on Non-accredited schools must be followed.

409. **PARTIAL CREDIT**

A. District policy requires that five (5) credits be granted for all semester (twenty-weeks in a traditional school) subjects that have been passed and two and one half (2 1/2) credits be granted for all half semester (ten-weeks in a traditional school) subjects that have been passed. Credit awarded must be consistent with course descriptions as presented in the District’s curriculum guidelines. If instruction occurs in Homeroom, the school may award one (1) credit.
B. District policy does not permit a reduction of semester period credits for any reason, including unexcused absences or tardies. However, students in out-of-home care may be issued partial credit under the guidelines of Bulletin 787, “Guidelines for School Enrollment of Students in Out-of-Home Care”, July 2004, Section VII, Withdrawal (Checkout) Procedures.

C. Some out-of-district schools are using partial credit, i.e., 2 credits for English. This may present some problems in recording marks on the present cum. Some suggested practices are as follows:

1. Record the partial credits and marks in ink if they are final marks from the sending school. Identify these marks with an asterisk and note at the bottom of the section that the asterisk indicates classes from another district.

2. Record the leaving marks and credits from the sending school in pencil as is done with check-in marks. Notify the student’s counselor and teachers of the marks received. Record the final marks in ink as usual. If the pupil took a class at this school and is not placed in a similar class at the home school, the mark and credit from the outside district school should be reported.

3. In some cases the partial credit may not be sufficient to total 5 credits for the semester. If the subject is a graduation requirement, an additional class in the subject area will have to be taken to achieve the credit requirement in the subject area.

410. GRADUATION REQUIREMENTS

Current graduation requirements for senior high school students are listed in Bulletin No. 307, “Graduation Requirements, Grades 9-12,” 7-28-03 and Reference Guides 911-914.

411. MARKS AND CREDITS IN SECONDARY SIS

A. At the end of each semester the APSCS is responsible to see that each teacher’s final marks are entered in SIS. These individual marks may be changed in program MR04. Once all marks are verified, program MR22 is run which prints labels for the cumulative record card.

B. At the same time program TR22 is run which posts the semester's FINAL marks from MR04 to the electronic cumulative record file. Since TR22 alters cumulative record data, access to this program is restricted to authorized users.

C. After final marks have been posted to the student’s electronic cumulative record using TR22, and marks are changed by a teacher and verified by the administrator in change (APSCS), the marks MUST BE changed in the electronic cumulative record using TR01. In addition, the change must be made in MR04, the cumulative record, and the teacher’s roll book. (See Appendix E for a sample form that can be used.)
LOS ANGELES UNIFIED SCHOOL DISTRICT
CUMULATIVE RECORD HANDBOOK FOR SECONDARY SCHOOLS

CHAPTER 500 - RECORDING DATA

501. SCHOOL HEADING (CUM, SECTION 2 & 5)

School data should be entered in the first half of each grade level section. This section has been separated by a dotted line for this purpose. If the pupil transfers during the semester, the receiving school records its data in the second half of this section. A three-line rubber stamp of the proper width, which includes the school name and the dates for the beginning and the ending of semester, may be used to enter this information.

A. School

Using half of the line, record the name of the school at the beginning of the semester. Do not record in advance for subsequent semesters as the pupil may transfer to another school. If a pupil has transferred from another Los Angeles Unified School during the semester, record the enrollment data in the right-hand half of the semester section.

B. Date of Entrance

Record the month, day, and year at the beginning of each semester. Use a stamp, or record numbers with a dash between them, e.g. 9-02-03. If the date of entrance is different than the beginning date of the semester, write the date by hand in black ink.

A student’s enter (E) date and left (L) date are captured in secondary SIS in program AT06. The Assistant Principal Secondary Student Services is responsible to see that there is an accurate process in the attendance office.

C. Date of Leaving

Record the date when the pupil leaves the school. Record in the same manner as the date of entrance.

D. Report Card Labels

The current report card label has the school name and semester dates for students enrolled the entire semester. For students who enter or leave during the semester, the dates of entry and leaving must be recorded. A new ribbon should always be used when report card labels are being run on the computer.

1. Middle School Record
   a. The Grade 7 semesters on the cumulative record card will be divided into two years. The first semester will be used for the 6th grade labels and the second semester will be used for the 7th grade labels. The labels for the 6th and 7th grade will have to be trimmed to fit in the column.
   b. Place the first semester 6th grade label at the top of the first column.
   c. Place the second semester 6th grade label under the first semester label.
d. Place any summer/intersession 6th grade label at the bottom of the first column.
e. Place the first semester 7th grade label at the top of the second column.
f. Place the second semester 7th grade label under the first semester label.
g. Place any summer/intersession 7th grade label at the bottom of the second column.
h. Continue in the 8th grade semester columns as usual, one column for the first semester and the next column for the second semester grade labels.
i. If a student repeats 8th grade courses in summer/intersession after the 8th grade at a middle school site, the student is still considered an eighth grade student and the label goes at the bottom of the second 8th grade column. These courses are not counted in the high school graduation requirements.
j. If a student takes summer/intersession courses after the 8th grade for enrichment at a high school, the label goes at the bottom of the first 9th grade column. These courses are counted in the high school graduation requirements.

2. Senior high school labels should be placed on the cumulative record so that the upper edge of the label will cover the semester notation. There will be space below the label to add summer school/intersession marks. The current credit total and cumulative credit totals should be entered in pencil after summer school/intersession marks are recorded.

502. POSTING MARKS

This section constitutes an official statement of the marks and credits earned by students in Los Angeles Unified Schools.

It is the responsibility of the APSCS to direct the proper recording of current data and to interpret both past and current data whenever the record itself is not self-explanatory.

Generally, the following items are printed on the “cum label” produced by MR22. If this label is not available, use the following conventions.

A. Subject Grade Level

1. Record the grade level for high school students and subject level for each course, e.g., French 2A.
2. Record a repeated subject in the grade level section for the current semester, but use the correct grade level of the repeated subject. For example, if an 11th grade student repeats English 10A, it should be recorded as “English 10A.” (For credit posting, see section 502-D-3)
3. For multiple hour classes (e.g. an ESL class taken for 2 hours), record authorized subject titles on separate lines for each class hour during the regular school day.
4. For classes taken outside the regular school day, record the class title only once with the number of credits earned.

B. Specific Subject Title

If the subject title is not the same as that printed in the first column under General Subject Field, record the subject title or its authorized abbreviation. Do not repeat a title that is printed. Refer to the latest version of COURSES in Secondary SIS for correct course titles and authorized abbreviations.
1. Record the specific subject title for each semester on the same line as the general subject field or as near that line as possible. For examples write “Spanish IA” opposite Foreign Language.

2. List each subject and credits separately when a student takes more than one subject from the same teacher.

3. Class titles must be the official class titles shown in COURSES in Secondary SIS. If a class is an Honors class, that designation may be made in CL31. Other designations such as magnet class, houses, small learning communities, special education, sheltered, etc., are made in either the emphasis code or language code in program CL31.

4. With release 247 from Secondary SIS, the only change that can be made in the official class title is to add the Honors (H) designation. Press <F8> to add the H, press <F8> again to remove the H in the class title.

C. Entering Marks and Subject Grade Levels When No Label is Available

1. Enter the marks for each semester of work in the appropriate section.

2. Record the final marks for every subject listed on the office copy of the student’s semester report card. Use the official authorized course abbreviations.

3. Record a failure by writing the word “Fail.” Do not use an abbreviation.

4. Incomplete is given when a pupil has been absent during the latter part of the quarter or semester for which a report card is issued. Incomplete is given only if the pupil was passing when present. Record the mark “Incomplete” as “Inc.” in pencil. When the teacher gives a mark, erase “Inc.” and record the mark in ink. An incomplete must be made up by a specific date prior to the next regular marking period. If the work is not made up by the due date, the ‘Inc.’ is treated as a Fail and earns zero credits.

5. Record “No Mark” if the student has been in the school less than 15 days with no mark or class work from the previous school or class.

6. Do not record plus or minus signs after the subject or trait marks.

D. Creating Labels for Classes When No Label is Available

When creating a new cumulative record for a student coming from another district, or when recording classes taken at a community college, a school can choose to create their own “cum label” using the following procedures. Schools will probably find this procedure practical only when there are a number of students to handle at one time.
1. Create a template in Word using the same format as the LAUSD labels. It should be in Courier New with a font size of 10, and 24 characters across. There are 8 characters between each label. The credits begin at character 16 and the marks begin at character 23. Save this template. It can be used whenever a new label is going to be created. Print on a dot matrix printer using the labels used for program MR22. Set the printer to 16 pitch.

2. List the city and state of the school, and use the class titles from the original transcript.

3. The same information needs to be input into TR01 so that the electronic cum is identical to the paper cum.

4. The labels should look like this:

```
123456789012345678901234  123456789012345678901234
NORTH HILLS HIGH SCHOOL  SANTA MONICA COLLEGE
IRVING, TX           SANTA MONICA, CA
LAST, FIRST NAME    LAST, FIRST NAME
BD:02/04/86 F    Grade=11  BD:02/04/86 F    Grade=11
SPRING   2002-03  SUMMER  2002
AP ENG LNG P  5.0  B  WESTERN CIV  10.0  C
PRE CALC    5.0  B
ENV SYS     5.0  B
AP US HIST P  5.0  C
AP SPAN LNG P  5.0  A
ART 3 PHOTO  5.0  A

Credits, this label 30.0
```

E. Including Adult, ROC and ROP Classes on the MR22 Label

For groups of students who take Adult, ROC or ROP classes during the semester, it is more efficient to create a class in CL01 using the following procedures. For a single student, the procedure listed for colleges above may be more efficient.

1. In CL31 create bubble numbers for on-site and/or off-site Adult, ROC or ROP courses using official adult district course numbers. If the teacher is paid by the ROP program, list the teacher as Itinerant in FC01 field 133 and use the teacher’s real employee number. In CL01 create a class each period ROC or ROP is offered during period 1-6 and period 7 or higher for after school or Saturday classes.

2. When a student enrolls in a ROC or ROP class during periods 1 – 6, add this class in CL04 for that student. If the student takes an Adult, ROC or ROP class outside the regular school day, add the class period 7 or higher using CL04.
   a) If the class is on-site, the class is treated like any other on-site class.
   b) If the class is off-site, the class is offered during the period(s) the student goes to the off-site location.
c) If the class is offered during summer/intersession, the student is assigned to the class with counselor’s approval through the current Adult, ROC/ROP procedures.

3. Secondary SIS will work with Adult SIS to transfer student data to the Adult SIS system for enrollment and final mark procedures. If transportation is provided with the off-site class, this information will be picked up from either secondary or adult SIS.

4. If ROP class is on-site, final marks will be assigned with the process used by all the regular on-site teachers. When MR22 is run, the students’ classes will be on the “cum label” and will have the course title and correct credits. Also, when TR22 is run the data will be accurate in TR01.

5. If ROP class is off-site or during summer/intersession, final marks will be collected from Adult SIS and sent to Secondary SIS. There will be a program in SSIS where counselors can view the final marks, check hours and change to credits before they are put in TR01 with a program like TR71.

F. 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. Record “0” semester period credits for the following:
   a. Fail
   b. Incomplete that is not made up
   c. For a repeated course, place the 0 credits on the lowest course mark.

G. Annual Courses

From July 1, 2003 thru June 30, 2004, there were some courses that were annual courses. Ten credits were issued for annual courses and the final marks were recorded in the second semester column.

H. Marks in Subjects, Work Habits, and Cooperation

1. Record these school marks at the end of each semester, except the marks for a ten-week course which may be recorded at the end of the quarter.

2. Record “Homeroom” and marks on the bottom line for each semester.
I. Special Situation for Student Transfers

1. It is the responsibility of the school where the pupil is enrolled at the close of the semester to evaluate the student’s work and to record final marks and credits in ink.

2. Whenever a student transfers into a school during the second ten weeks of a semester, teachers must receive check out marks from the prior school to determine the final marks to be recorded for the semester’s work.

3. Whenever a student transfers into a school during the last three weeks of a semester, record as final the marks earned in the prior school unless there is strong evidence to indicate that they should be changed.

4. When there are no final marks for a subject in which the student was enrolled in the former school, leave the former school marks in pencil.

J. Students Leaving Prior to the End of the Semester

As stated in Bulletin 1353, “Guidelines for Marking Practices and Procedures,” on page 6, Recording Marks, Section V-D “Occasionally, a student has the opportunity to attend a special program that begins prior to the end of the semester. When a student must leave school for legitimate reasons such as this prior to the end of the semester, the teacher may finalize the academic mark upon the approval of the Principal, or designated administrator.

K. Missing Credits

When questions arise regarding courses, marks and/or credits, refer to report cards, computer rosters, the cumulative record and/or teachers’ roll books to verify and/or locate data.

L. Posting Marks to the electronic cumulative record file

1. Program TR22 posts the semester’s FINAL marks to the cumulative record file. It is analogous to the MR22 program that prints labels for cumulative folders. This program is to be run AFTER all mark reporting and verification of marks has been completed for the semester.

2. When a student moves to LAUSD from another district, the transcript must be entered into TR01 in secondary SIS. This work is to be done by a user authorized by the local school administrator using the procedures listed in 402-A-5 and 403-B-3.

M. Credits Attempted and Credits Earned

In TR01 the number of credits attempted is recorded in the credits column. When calculating the various GPA’s, the computer will take this number and multiply it by 4, 3, 2, 1, or 0 depending on whether the student had an A, B, C, D or Fail. The computer will calculate the credits earned.
Data related to summer school/intersession marks and credits are to be forwarded to and recorded by the Senior Office Assistant in the school the student last attended.

A. Recording of Summer School/Intersession Marks

1. Apply the computer label for summer school/intersession classes on the four bottom lines of the grade level section the student will enter in the next semester.

2. If a label is not available, record all summer school/intersession marks in the semester column following the completed course work as follows:
   a. Record the name of the summer school/intersession school and the date of completion.
   b. Record the summer school/intersession school subjects, grade levels, credits, and marks earned.
   c. Write your initials next to all hand written summer school/intersession marks.

3. Record a “W” (not an ‘Inc.’) for the student who has withdrawn from one or more summer school/intersession classes. The mark “W” usually indicates that the student dropped the class for reasons approved by the school.

B. Recording Summer School marks in the electronic cumulative record.

1. Program TR72 posts the summer/intersession FINAL marks from the local school to the cumulative record file. It is analogous to the program TR22 that posts final semester marks to the electronic cumulative record. This program is to be run AFTER all mark reporting and verification of grades has been completed for the summer/intersession. Since TR72 alters cumulative record data, access to this program is restricted to authorized users.

2. Program TR71 posts the summer FINAL marks from other schools to the cumulative record file. It is also analogous to the program TR22 that posts final semester marks to the cumulative record. After summer school, secondary SIS collects final marks of students who attended an LAUSD summer school other than their own. These marks are sorted by previous school and next school as listed in the District ID system. Marks are then downloaded to the previous and next schools. TR71 posts these final summer marks that were downloaded.
504. **INDIVIDUAL STUDY (CUM, SECTION 11)**

A school psychologist as part of an individual psychological study administers individual tests. The results of an individual study are maintained in the student’s psychological file which is kept separately from the cumulative record. A summary sheet of the individual study is included in the student’s cumulative record file.

A. The only information recorded on the cumulative record regarding an individual study is: date, grade, age, and initials of the school psychologist.

B. Requests for information from the individual study should be processed through the school psychologist.

C. IEP or 504 Plan folders are filed with the cumulative record folder.

505. **GIFTED/TALENTED**

A. A red “G” should be printed in the upper right-hand corner of the cumulative record to denote that the student has been identified as gifted or talented.

B. The date the student was identified as well as the test administered is to be recorded in Section 11.

C. In secondary SIS fields 752 and 753 of ID01 display the date the student was identified gifted and the gifted category.

506. **TEST LABELS (CUM, SECTION 12)**

A. **Norm Referenced Test Labels**

1. The labels for grades 7 and 9 are to be placed on the cumulative record in the “norm referenced tests” section. The grade 7 labels are to be placed in the top two quadrants and the grade 9 in the lower two quadrants.

2. The labels for grades 6, 8, 10 and 11 are to be placed on the yellow “Test Labels” card.

3. In the secondary SIS, these test results are displayed in fields 442 to 454. The most recent percentiles are shown first, and previous years after that.
   a. CTBS – administered 1980 to spring 1997
   b. Stanford 9 – administered spring 1998 to spring 2002
   c. CAT 6 – administered beginning spring 2003
   d. Apprenda – administered beginning spring 1998
B. **California Content Standards**

1. California Content Standards are on the STAR label along with the CAT6 and are to be placed as described above.

2. In secondary SIS, the California Content Standards are downloaded to screen 4 in fields 991 and following.

C. **California High School Exit Examination (CAHSEE)**

1. The labels for the California High School Exit Examination are to be placed on the beige “California High School Exit Examination (CAHSEE)” card in the proper grade level. If there are two labels, use both halves for the grade level. If there is only one label with both subjects, place the label in the middle of the card.

2. In secondary SIS, the results of the CAHSEE are downloaded to screen 4, fields 430 and following.

3. SHARP, WRITE: Sr. Writing, WRITE: Sr. Objective, and TOPICS were administered beginning in 1979 for high school proficiency and are found in ID01, field 401. The last year these tests were required for graduation and a diploma is the class of 2003. These labels are placed under Competency Tests.

D. **College Entrance Tests**

1. Students planning to attend college will take a variety of entrance and achievement tests. In placing labels in this section, use space judiciously, as students often will repeat one or more of these tests.

2. Results of the following tests are to be placed in the college entrance test section:
   a) SAT
   b) ACT
   c) AP (Advanced Placement)

3. PSAT (Preliminary SAT) should not be placed on the cumulative record.

E. **California High School Proficiency Examination (CHSPE)**

A school district shall, for each student who demonstrates proficiency as provided in Education Code Section 48410, indicate the student’s accomplishment and the date of the proficiency certificate award on the student’s official transcript.

1. The CHSPE label that comes with the test results of successful candidates is placed in Section 6, Extra Semesters in Senior High School, of the student’s cumulative record.

2. Record the following statement for students who pass the CHSPE:
   “Certificate of Proficiency awarded under E.C. 48410 on __________ (date)” when the student receives the certificate.
F. **Oral Language Tests (CUM, SECTION 13)**

1. This section has space for three LAS (Language Assessment Scale) labels.
   a. Initial LAS/CELDT
   b. Primary LAS
   c. Redesignation label generated by SIS (ID28)

2. In secondary SIS, Language Proficiency – Primary Language Proficiency Test information is found in fields 321 – 333 of ID01. English Proficiency Test information is found in fields 311 – 319 of ID01.

G. **California English Language Development Test (CELDT)**

1. The annual CELDT labels are placed on the gray “California English Language Development Test (CELDT)” card in the proper grade level. The initial CELDT label is to be affixed to the Cumulative Record Card in section 13, Oral Language Tests, first box.
2. In secondary SIS, the results of the CELDT are downloaded to screen 4, fields 336 and following.

H. **Armed Services Vocational Aptitude Battery**

1. Place ASVAB label in Section 13 or 14 as space allows.
2. There is no place for ASVAB results in secondary SIS.

I. **California State University – Early Assessment Program**

These labels are to be affixed to the student’s cumulative record in Section 14, “Honors-Awards-Special Programs.”

507. **SIGNIFICANT INFORMATION (CUM, SECTION 13)**

A. This section of the cumulative record card provides a place to record significant information not appearing elsewhere which will contribute to an improved understanding of the student. It is an APSCS responsibility to screen and evaluate all comments included in this section.

B. Counselors, teachers, or other members of the school staff may prepare information for this section. Every entry must be dated and signed.

C. **Significant information may include the following areas:**

1. Pertinent recommendations from an individual psychological examination recorded by the school psychologist
2. Referrals to school services or community agencies
3. Information about enrollment in or removal from special education programs
4. Questionable test results
5. Circumstances involved in an acceleration or in a repeated failure
6. Reasons for frequent transfers
7. Death, divorce, or remarriage of a parent

508. HONORS AND AWARDS (CUM, SECTION 14)

It may not be possible to include all honors and awards on the student’s cumulative record. If selection is necessary, it is the counselor’s responsibility to determine which honors and awards shall be entered. Date and sign each entry.

A. Make a record of such honors as the following:

1. Membership in the California Scholarship Federation or the Ephebian Society
2. College Scholarships
3. Honor organizations within the school. Define the award if the name of the organization is not self-explanatory
4. Student body offices or senior class offices
5. Golden State Examination recognition.

B. Make a record of such awards as the following:

1. American Legion or Veterans of Foreign Wars
2. School or Community Awards
3. Bank of America
4. Athletic, speech, music, art, drama, business education, or industrial arts awards.

509. SENIOR HIGH INFORMATION

A. Transmittal of Records (Cum, Section 4)

1. Record in cum Section 4, Transmittal Record, the date and the name of the secondary school or agency to which the records are sent; however, do not list a post secondary institution. A record of transcripts sent to post secondary institutions may be kept on the back of the index file card referenced in section 202-C.

2. A request from a secondary school (other than an LAUSD school) for records of a current student, unless specified otherwise, is to be interpreted as a request for a copy (known as a transcript) of both sides of the cumulative record and the test label card inserts.

3. A request from a post secondary institution or an organization offering scholarships is to be interpreted as a request for a copy of both sides of the cumulative record and the test label card inserts including college entrance test scores, unless the student desires to withhold (opt out of sending) the second side and test labels.
4. A request from an employer or military for records is to be interpreted as a request for a copy of the front side only of the cumulative record unless the student requests (opt in to sending) both sides.

5. If in doubt as to whether to send one or both sides, send only one side as long as it does not disadvantage the student.

6. A request from an independent start up charter school for records of a current student, unless specified otherwise, is to be interpreted as a request for a copy (known as a transcript) of both sides of the cumulative record and the test label card inserts. A conversion charter is treated as an LAUSD school which receives the entire cumulative record. The differentiating question is “Will the school maintain the LAUSD cumulative record according to District guidelines?” Further information on charter schools may be found on LAUSDnet, Offices, Charter Schools. (see 306-C)

7. A Sample Request for Transcript Form may be found in Appendix J.

B. Senior High School Records (Cum, Section 5)

Enter on the cumulative record the work in progress, i.e., the subjects and leaving marks in which the student is enrolled, in pencil.

C. Graduation Data (Cum, Section 7)

Reference Guide 903, “Graduation Year Guidelines for SIS,” 4-5-04 addresses the issue of “Graduation Year” field 420 in secondary SIS and how to handle the situation when a student does not graduate “on time.”

1. Diploma

For a student who has been awarded a diploma, be certain the following data is completed as directed below:

a. **Date of Graduation** from Senior High School - record the month, day, and year of graduation. Use a date stamp or record numbers with a dash between them, e.g., 6-30-03. Use the last day of June irrespective of which day the graduation ceremony was held. The date of graduation should be entered only after the student has completed graduation requirements. Hence, the date indicates that the student has received the diploma.

   1) If a student does not take advantage of completing the missing requirements during the summer/intersession and/or one more semester, but returns within 4 years with proof of the completed requirements from an accredited institution, the student should be awarded the original diploma and the original graduation date should be recorded on the cumulative record card with the following statement added: “Diploma awarded on (actual date).”
2) If a student returns beyond 4 years with proof of the completed requirements from an accredited institution, and requests a high school diploma, a special diploma may be ordered through the diploma company. The diploma should have the original graduation date with the following statement typed on the bottom of the diploma: “Diploma awarded on (actual date).” This same statement should be recorded on the cumulative record card.

b. **Approximate Rank** - record the graduate’s rank in the graduating class based on the District grade point average procedure. See “d” below.

c. **No. in Graduating Class** - record the number of students in the graduating class.

d. **Grade-Point Average** - enter the GPA computed to include 9, 10, 11, and the first semester of the 12th grades. See BUL-1055, “Grade-Point Average (GPA) for Class Rank Determination,” 6-7-04.

e. **Principal’s signature**, school name, and stamp (or seal) are only applied to official transcripts.

2. **Letter of Recommendation** (Special Education Students)

   For a student who has been awarded a senior high school “Letter of Recommendation,” fill in this section as follows:

   a. Enter the date in the space designated

   b. Draw a line through the words Class Rank and No. in Class and write in “Letter of Recommendation.”

D. **Transcript charges**

1. No charge may be made for a partial transcript of record for students while enrolled in middle or senior high school, Board Rule 1422.

2. No charge may be made for transcripts of records requested officially by other public agencies.

3. A charge of $.50 shall be made for each transcript of record requested by a former student in excess of two copies after graduation or withdrawal from enrollment in the school of last attendance.
E. At the end of the spring semester, the following fields in ID01 should be filled in for each senior before the end of year procedure.
1. Field 421 – if the student had a non standard exit, such as the CHSPE
2. Field 422 – indicate yes or no if the student completed a UC/CSU sequence of courses
3. Field 423 – indicate yes or no if the student took a Vocational sequence of courses
4. Field 425 – indicate the student’s Post Secondary Choice from the list shown in <F9>
5. Field 426 – indicate the college the student accepted and plans to attend

510. **SPECIAL NOTATIONS ON CUM RECORd**

A. **Acceleration and Age-Grade Placement**

1. When a student misses an entire grade because of acceleration or change in age-grade placement, draw a diagonal line through the grade level missed and note the reason, e.g., "Grade placement because of physical and social maturity.” Sign and date the entry.

2. In the middle school, when no records are available for the seventh or eighth grade, draw a diagonal line through the semester(s) missing and enter “No records available.” Sign and date the entry.

3. In senior high school, when a chronological gap occurs in a student’s educational program, enter the reason, if known, in Section 13, e.g., “Student did not attend any school during the 2003-04 school year.” Sign and date the entry. Note in Section 5, with an asterisk on the Grade line, a reference to Section 13. Do not skip a semester column when this occurs.

B. **Repeating a Grade Level - Middle School**

If a student repeats a grade, attach the repeated report card label in the same grade level section immediately below the first label. (See placement of labels for 6th and 7th grade students in Section 500-D-1)

1. Write and underline the word “REPEAT.”

2. Write below this the beginning and ending dates of the repeated semester.

3. Record next in proper sequence, the subject titles, marks and credits earned.

4. If sufficient space is not available, copy the prior semester’s marks on a new label. Attach this label and the current label over the old label on the cumulative record.
511. **AGE GRADE PLACEMENT**


512. **CORRECTIONS**

A. When errors have been made, line out the incorrect data, insert corrected data, date and initial the corrected recording. Do not attempt to eradicate or black out any recording.

B. When corrections or additions are made on a report card label, the person making the correction is to initial and date the entry.

C. When a label is inadvertently placed on the wrong cum, it is OK to paste the correct label over the incorrect one.

D. See Bulletin No. N-13, “Pupil Records: Confidentiality, Procedures, Access, Challenge to Content,” 6-16-00, regarding the deletion of information that has been successfully challenged.

E. Never use flaps or stapled items to make corrections.

513. **ACCESS LOGS** Also see section 706, “Access to Educational Records”

There are three (3) types of access logs:

A. Access logs required by the State to note when any person that has written authorization to do so has viewed a cumulative record. This is an ongoing chronological, by date, log for the school.

B. Access logs posted to the front of an IEP green folder. This log is also used to note when any person that has written authorization to do so has viewed a cumulative record.

C. Access log/list of all school personnel that has access to cumulative records at the school. This list is to be posted on the cumulative record file cabinets.

514. **Data not specifically available in Secondary SIS.**

A. College Entrance – The College Accepted may be entered in field 426 of ID01.
B. CHSPE – This data may be entered in field 422 of ID01.
C. ASVAB – This data is currently not available in secondary SIS.
D. Honors/Awards – This data is currently not available in secondary SIS.
E. Transmittal of Records – This data is currently not available in secondary SIS.

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CHAPTER 600 - DIGITIZING CUMULATIVE RECORDS

601. PREPARATION FOR DIGITIZING

A. Schools are responsible for maintaining the mandatory permanent records for each student until digitized or otherwise permanently stored. Records of graduates or former students will be kept on file at the last school of residence for a minimum period of five years. After five years a request to have records digitized may be made to Student Records.

B. Schools are responsible for “closing out” or finalizing student cumulative records. Details of this process are listed in section 509-C. There will also be a reference guide with this information entitled “Finalizing Cumulative Records.”

C. Preparation of Records for Digitizing

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

2. Arrange records in one file either numerically or alphabetically in assigned year spans.

3. Remove all staples, clips and scotch tape.

4. **RETAIN** the following items for digitizing:
   a. Elementary Cumulative Record
   b. Secondary Cumulative Record
   c. Health Record
   d. Transcripts from other schools
   e. Legal documents
   f. Affidavits for change of name and proof of age
   g. If applicable, the beige “California High School Exit Examination (CAHSEE)” card

5. **DISCARD** all other items such as:
   a. Secondary report cards
   b. Social case histories
   c. Complimentary and unsatisfactory notices
   d. Disciplinary notes and reports
   e. Welfare and attendance reports
   f. Correspondence
   g. Tests and answer sheets
   h. Special Education (green folders) – discarded after 5 years
   i. ESL records
   j. Test label cards except the beige “California High School Exit Examination (CAHSEE)” card
   k. All other colored folders in the record file
6. When records are ready, call Student Records for an approximate pick-up date.

7. Pack containers securely. Label all containers as to contents, attach shipping tags addressed to the student records administrative offices and await pick-up.
   Example: 
   #1 A-Ba 1995 - 2000  
   #2 Be-Co 1995 - 2000 

8. Information Technology Division started digitizing the cumulative record card in the fall of 2002. They will only digitize records listed in section 601-B-4. Some items listed in section 601-B-5 will need to be kept at the school campus as required by District and State requirements.

C. Send all requests for information from these records to:

   Student Records  
   Beaudry Building, 9th floor

602. REQUEST FOR COPIES OF RECORDS

A. Transcript requests may be made across-the-counter or by mail. Details are found on www.lausd.net and under Frequently Asked Questions, scroll down to “How do I get my High School Transcripts?” The procedures, Official Transcript Request Form, and Price List are included and may be viewed and downloaded.

B. Charges – see Bulletin 929, “Ordering LAUSD Transcripts,” 4-19-04 and website. Transcripts or extractions from school records:

   $4.00 for a personal copy of the transcript  
   $5.00 for a personal transcript and test results  
   $5.00 for transcript mailed to an institution of higher learning  
   $8.00 for a copy of the complete record  
   $1.00 less for each additional copy made at the same time (e.g. $7.00 for complete record)

C. Processing of requests will take approximately 4 to 6 weeks.

D. Transcript information is updated as needed on www.lausd.net.

If you have questions, please call Student Records Unit at (213) 241-1080 or Fax at (213) 241-8423.

603. TEACHER ROLLBOOKS

   Teacher rollbooks whether semester or summer/intersession are to be retained for 5 years. They should be boxed and box marked as to when they may be shredded by the school.
CHAPTER 700 - RELEASE OF INFORMATION

701. RELEASE OF INFORMATION

It is critical that policies regarding the release of information from student records be kept current in line with new legislation and Los Angeles Unified School District procedures. Refer to Reference Guide 1227, “Secondary Student Directory Information,” 8-30-04 for release of authorized student information. Care must be taken on the type of information released and to whom it is released.

Taking the name and number of the caller and calling back may verify telephone requests for directory information. Parent’s name and number can be verified on school records. Agencies generally identify themselves when answering the phone. If there is a question about the agency, call the parent to verify their relationship with the agency.

702. PUPIL RECORDS: PRIVACY, PROTECTION, ACCESS, CHALLENGE

Current District policy regarding the privacy, protection, access and challenge of pupil records is contained in Bulletin No. N-13, “Pupil Records: Confidentiality, Procedures, Access, Challenge to Content,” 6-16-00.

703. SUBPOENA OF PUPIL RECORDS

The principal of each school or a designee should accept service of subpoenas for pupil records, and comply with the legal requirements of each. See Bulletin No. N-43, “Subpoena (Subpena) of Pupil Records,” 04-09-91.

704. RIGHTS ACCORDED PARENTS OF STUDENTS WITH DISABILITIES

In order to assist a parent/guardian in making informed decisions, parents/guardians have the right to examine educational records pertaining to their child. This right is explained in A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards). A parent's written request to review records should be documented and maintained at the school. A form, such as the sample in Appendix I, Request for Review of Pupil Education Records may be used.

705. RELATIONS WITH PUPIL SERVICES AND ATTENDANCE AND THE COURTS

Often questions come up about pupil records and outside agencies such as the courts. Pupil Services and Attendance is an outstanding LAUSD reference in resolving concerns of this nature. They also deal with permits, homeless education program, pregnant and parenting teens, and foreign student admissions. Following is their contact information:
The Juvenile Court system also has responsibility for students attending LAUSD schools. Their role includes dependency cases (students who have been victims) and delinquency cases (students who have performed some illegal action). PSA maintains School-Court Liaisons at many of the Courts. These individuals are doing school business and you should do all you can to help the LAUSD students they serve. Following is their contact information:

- Central – 1945 Hill St, Rm 808 – 90007 (213) 744-4167
- Eastlake – 1601 Eastlake Av – 90033 (323) 226-8500
- Inglewood – 110 Regent St – 90301 (310) 419-5281
- Kenyon – 7625 Central Av – 90001 (323) 586-6088
- Los Padrinos – 7281 E Quill – 90242 (562) 940-8850
- Sylmar – 16350 Filbert St – 91342 (818) 364-2104
- Van Nuys – 6230 Sylmar Av, Rm 340 – 91401 (818) 780-1593

706. ACCESS TO EDUCATIONAL RECORDS

A. The following persons or agencies have mandatory access to student records:

- Natural parents, adoptive parents, legal guardians (unless the school has been advised that the individual does not have authority under applicable state law governing matters such as guardianship, separation, and divorce)
- Student age 16 or completion of 10th grade
- Parent/guardian of a student over 18 if a dependent adult
- School officials and employees for legitimate educational purposes
- School attendance and review board members (SARB)
- Other public schools in California where the student has or intends to enroll (parent/student notification required)
- Private schools or out-of-state schools of anticipated or new enrollment (parent/student notification required)
- Federal, state, and county officials for program audits and compliance purposes
- Agencies specified by law (for example, an agency investigating child abuse)
- Those authorized by court order to have educational rights for the student (notification to parent/eligible student is required to release information)
B. The following persons or agencies may have access to student records:

- Appropriate persons in an emergency
- Agencies or organizations in connection with an emergency
- Accrediting associations
- Organizations conducting studies on behalf of the District
- Persons or agencies authorized by the parent, guardian or student (if over 18 and educational rights have been transferred to the student)
- Member of a hearing panel (an Assistant Superintendent or Board of Education may, with written consent of the parent, convene a hearing panel to assist in a parent’s appeal of a local school administrator’s decision regarding the content of the student’s records)

C. Any individual or agency authorized to have access to a student’s records must maintain the confidentiality of the records and is prohibited from releasing any of the information without the written consent of the parent/guardian or student if the right of consent has transferred to the student.

D. If an individual or agency not included in the above lists requests access to a student’s records, access can only be granted by the school principal who is the authorized custodian of the records. Permission must be given in writing and documented on the access log.
# APPENDIX A

## CUMULATIVE RECORD HANDBOOK DISPLAY

### 2. JUNIOR HIGH SCHOOL RECORD

<table>
<thead>
<tr>
<th>GRADE 8</th>
<th>GRADE 9</th>
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<td><strong>Fall, 6th Grade</strong></td>
<td><strong>Fall, 7th Grade</strong></td>
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<td><strong>Spring, 8th Grade</strong></td>
<td><strong>Spring, 7th Grade</strong></td>
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<tr>
<td><strong>Summer/Intermission</strong></td>
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### 3. EXPLANATION OF MARKS AND ABBREVIATIONS

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<tr>
<th>SUBJECT MARKS</th>
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### 4. TRANSCRIPT RECORD

- Page 49, Section 501-D-1
- Page 40, Section 501-D-2-j

### 5. SENIOR HIGH SCHOOL RECORD

#### 6. EXTRA SEMESTERS IN SENIOR HIGH SCHOOL

- Page 47, Section 506-e
- CHOPS: Label

### 7. GRADUATION DATA

- Page 50, Section 509-c
12. TEST LABELS

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<th>Grade 7</th>
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13. SIGNIFICANT INFORMATION

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Page 48, Section 506-f

14. HONORS - AWARDS - SPECIAL PROGRAMS

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</table>

Page 48, Section 506-h

ASVAB
## APPENDIX B
### DISTRICT BULLETIN LOCATER

| CHAPTER 400 | Bulletin No. M-4, "Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit," 5-21-01 |
| CHAPTER 400 | Bulletin No. M-5, “Adult School Academic Course Options for Concurrently Enrolled Students,” 5-21-01 |
|            | Bulletin 307, “Graduation Requirements, Grades 9-12,” 7-28-03 |
|            | Bulletin No. M-59, “Procedures for Granting Foreign Language Credit and Achievement Marks,” 12-10-84 |
|            | Bulletin 595.1, “Procedures for Off-Campus Physical Education,” 4-5-04 |
|            | Bulletin 1040.1, “Credit for Concurrent Enrollment in HS & CC,” 9-14-01 |
|            | Bulletin No. P-25, “Foreign Student Transcripts,” 2-28-92 |
|            | Bulletin 1055, “Grade Point Average (GPA) for Class Rank Determination,” 6-7-04 |
APPENDIX C

DIRECTORIES FOR PUBLIC AND PRIVATE SCHOOLS

Whenever a pupil presents evidence of work completed in a school not known to the counselor, the status of the school may be determined by reference to one of the publications listed below. If the name of the school does not appear in any of the publications, or if there is doubt as to the status of the school, the counselor should investigate further. These publications are helpful in locating school addresses.

   CD-Rom also available, call (916) 324-8979 for information
   List of schools online at: www.cde.ca.gov/cdscodes click on California School Directory
   California State Department of Education
   CDE Press, Sales Unit
   P.O. Box 271
   Sacramento, CA 95812-0271 (916) 445-1260 (800) 995-4099 Fax: (916) 323-0823
   Web site: www.cde.ca.gov/cdepress

2. Public Schools Directory 2002-2003 $10.00 (includes tax and shipping)
   List of schools online at: www.lacoe.edu click on School District, then Schools Directory, then
   Public Schools Directory
   Los Angeles County Office of Education
   Communications Department
   9300 Imperial Hwy.
   Downey, CA 90242-2890 (562) 922-6369 Fax: (562) 803-6248
   Web site: www.lacoe.edu

3. Western Association of Schools and Colleges Directory WASC Inc.
   List of schools online at: www.wascweb.org click on Directories, then The Accrediting
   Commission
   for Schools
   Western Association of Schools and Colleges
   985 Atlantic Av, Suite 100
   Alameda, CA 94501 (510) 748-9001 Fax: (510) 748-9797
   Web site: www.wascweb.org

4. Patterson’s American Education, Secondary Schools (hardcover) $86.00 + shipping
   Patterson’s Elementary Education, Elementary Schools (hardcover) $86.00 + shipping
   Patterson’s Schools Classified, Post-Secondary Schools (softcover) $15.00 + shipping
   Patterson’s American Education, Elementary thru Post-Secondary (CD-Rom) $160.00 + shipping
   Educational Directories Inc.
   P.O. Box 68097
   Schaumburg, IL 60168 (847) 891-1250 (800) 357-6183 Fax: (847) 891-0945
   Web site: www.ediusa.com click on Publications
APPENDIX D

RULES FOR SERVICE WORKERS

ETHICS

1. Understand that everything that takes place in the Counseling Office is confidential.

2. Do not look over reports, letters or other material that may be visible on office desks, as such material is often of a confidential nature.

APPEARANCE

1. Present a well-groomed appearance appropriate to a business office.

MANNERS

1. Be courteous and helpful at all times.

2. Speak in a low voice and use correct speech.

3. Be respectful of others in the office and do not interrupt others when they are talking.

4. Do not concern yourself with the conversation of others.

DEPENDABILITY

1. Learn general office routine as quickly as possible.

2. Make accuracy the rule in everything done. It is more important than speed.

3. Follow instructions carefully and concentrate on the work.

4. Use time wisely and keep busy. Always bring class work or a library book that you can read if there is nothing for you to do. Don’t visit with the clerks or students in the office.

5. Maintain a good attendance record and avoid tardiness.

INITIATIVE

1. Learn the appropriate procedures and phrases for answering the telephone.

2. Devise the quickest and easiest way to do a job with a maximum of accuracy.

3. Do not wait to be told to do something. Go ahead with tasks that are your responsibility. Try to help as much as possible.
Date: ______________________________

I request that the mark of ___________________________________   __________  _________
(Print)       Student’s Last Name, First   Grade       Birthdate
be changed in _______________________________  ________  ______________  __________
Course Title        Period Semester           Year

From:  Academic mark ___       Work habits      Cooperation______
|    |    |    |
|_________________ |_________________ |_________________ |

To:  Academic mark ___       Work habits      Cooperation______
|    |    |    |
|_________________ |_________________ |_________________ |

Reason for change ______________________________________________________________
___________________________________
Teacher’s Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved:  __________________________________________________  _________________
            Assistant Principal, SCS             Date

The teacher must also change the mark in the roll book. Mark changed and initialed in roll book:

__________________________________  _____________  Verified by _________________
Teacher’s Signature       Date        Counseling office staff

Route To:  Computer (MR04 & TR01)  __________________________________
            Computer Operator          Date

Counselor  ________________________________
            Counselor             Date

Individual(s) Responsible for Eligibility ________________________________

Cumulative Record Changed  ________________________  _______________
            Credit Clerk             Date

FILE THIS FORM WITH STUDENT’S CUMULATIVE RECORD WHEN COMPLETED.
### APPENDIX F

**HISTORICAL RECORD OF GRADUATION REQUIREMENTS LAUSD**

**During the years 1944-1961**

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<td>Courses in:</td>
<td></td>
<td></td>
<td></td>
<td>Composition course added</td>
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<tr>
<td>• English Skills - Reading, Listening, and Speaking;</td>
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<td></td>
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<tr>
<td>• Literature</td>
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<td></td>
</tr>
<tr>
<td>• Language and Composition</td>
<td></td>
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<tr>
<td><strong>Social Studies</strong></td>
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<td>20</td>
<td>20</td>
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<td>Courses in:</td>
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<tr>
<td>• American History and Government (10)</td>
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<tr>
<td>• Social Studies electives (10)</td>
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<td>Courses in:</td>
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<td>• Operational Skills;</td>
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<tr>
<td>• Understanding and Problem Solving;</td>
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<td>(5 credits may be met in grade 9)</td>
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<tr>
<td><strong>Science</strong></td>
<td>15</td>
<td>10</td>
<td>10</td>
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<td>Courses in:</td>
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<tr>
<td>• Basic Concepts, Theories, &amp; Processes of Scientific Investigation;</td>
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<tr>
<td>(Must include an annual course)</td>
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<td><strong>Single Subject Field Emphasis</strong></td>
<td>15 to 25</td>
<td>Concentration in department of high interest</td>
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<td><strong>Demonstrated Performance Skills</strong></td>
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<td>15 or 25 Demonstrate standards of skill performance foremployment</td>
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<td><strong>Complementary Courses (Electives)</strong></td>
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<td>Four areas of study building upon skills developed in courses that meet the basic curriculum requirements (70 credits required if 5 credits math are taken in grade 9)</td>
<td>15 to 20</td>
<td>15 to 20</td>
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<td>160 (grades 10-12)</td>
<td>165 (grades 10-12)</td>
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<td>210 (grades 9-12)</td>
<td>215 (grades 9-12)</td>
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<tr>
<td><strong>Additional Requirements</strong></td>
<td>Proficiency required in SHARP</td>
<td>Proficiency required in SHARP</td>
<td>Proficiency required in SHARP</td>
<td>Proficiency required: SHARP WRITE: Sr TOPICS</td>
<td>Competencies Reading: CTBS/U Reading or SHARP Math: CTBS/U Math or TOPICS Language: CTBS/U Language and WRITE: Sr</td>
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<td>WRITE: Sr TOPICS</td>
<td>WRITE: Sr TOPICS</td>
<td>WRITE: Sr TOPICS</td>
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-66-
## HISTORICAL RECORD OF GRADUATION REQUIREMENTS LAUSD

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<td>11&lt;sup&gt;th&lt;/sup&gt; - Amer Lit Comp and Cont Composition</td>
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<td>Wld Hist may be met Wld Hist &amp; 1 sem SS elec</td>
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<td>9 or 10 - World Hist AB</td>
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<tr>
<td>9-12 Requirement</td>
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<td>10 credits course with bio sci emphasis</td>
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<td>10 credits course with physical sci emphasis</td>
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<td>Foreign lang may substitute for fine arts</td>
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<td>If student reads 2 yrs below grade level, must take Reading</td>
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<tr>
<td>Fine arts may substitute for tech arts if foreign lang taken for fine arts</td>
<td></td>
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<td>170 for schools grades 10-12</td>
<td>220 all students grades 9-12</td>
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<td>Competencies Reading: CTBS/U Reading or SHARP Math: CTBS/U Math or TOPICS Language: CTBS/U Language and WRITE: Sr</td>
<td>Competencies Reading: CTBS/U Reading or SHARP Math: CTBS/U Math or TOPICS Language: CTBS/U Language and WRITE: Sr</td>
<td>Competencies Reading: CTBS/U Reading or SHARP Math: CTBS/U Math or TOPICS Language: CTBS/U Language and WRITE: Sr</td>
<td>Competencies Reading: CTBS/U Reading or SHARP or 20 cr of C Math: CTBS/U Math or TOPICS or 20 cr of C Language: CTBS/U Language or WRITE: Sr Objective or 20 cr of C Writing: WRITE: Sr</td>
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## HISTORICAL RECORD OF GRADUATION REQUIREMENTS LAUSD

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<td><strong>English</strong>&lt;br&gt;English 9AB&lt;br&gt;English 10AB&lt;br&gt;11th - Amer Lit Comp and Cont Composition&lt;br&gt;12th – Comp course and English elective</td>
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<td><strong>Social Studies</strong>&lt;br&gt;10 – WHG: Mod W1 AB&lt;br&gt;11 - US Hist AB&lt;br&gt;12 – Prin Am Democ &amp; Econ</td>
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<td>20</td>
<td>20</td>
<td>20</td>
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<td></td>
<td>College Prep Math&lt;br&gt;1AB is passed, may use 10 cr of pre-alg course</td>
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<td>20</td>
<td>College Prep Math</td>
<td>College Prep Math</td>
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<td>20</td>
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<td><strong>P.E.</strong>&lt;br&gt;Grades 9 and 10</td>
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<tr>
<td><strong>Life Skills in the 21st Century</strong>&lt;br&gt;Grade 9</td>
<td>5&lt;br&gt;Life Skills or Ed Career Planning</td>
<td>5&lt;br&gt;Life Skills</td>
<td>5&lt;br&gt;Life Skills</td>
<td>5&lt;br&gt;Life Skills</td>
<td>5&lt;br&gt;Life Skills</td>
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<td><strong>Fine Arts or Foreign Language</strong>&lt;br&gt;Foreign lang may substitute for fine arts through 2002</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
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<tr>
<td><strong>Technical Arts</strong>&lt;br&gt;Fine arts may substitute for tech arts if foreign lang taken for fine arts through 2002</td>
<td>10</td>
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<td>Applied Technology</td>
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<td><strong>Total Credits</strong>&lt;br&gt;220 grades 9-12</td>
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<td><strong>Additional Requirements</strong>&lt;br&gt;Competencies Reading: Eng/LA CST SHARP&lt;br&gt;20 cr of C&lt;br&gt;Math: Math CST TOPICS&lt;br&gt;20 cr of C&lt;br&gt;Language: Eng/LA CST WRITE Obj&lt;br&gt;20 Cr of C&lt;br&gt;Writing: WRITE Sr</td>
<td>Competencies Reading: Eng/LA CST SHARP&lt;br&gt;20 cr of C&lt;br&gt;Math: Math CST TOPICS&lt;br&gt;20 cr of C&lt;br&gt;Language: Eng/LA CST WRITE Obj&lt;br&gt;20 Cr of C&lt;br&gt;Writing: WRITE Sr</td>
<td>Competencies Reading: Eng/LA CST STEPS SHARP&lt;br&gt;20 cr of C&lt;br&gt;Math: Math CST TOPICS&lt;br&gt;20 cr of C&lt;br&gt;Language: Eng/LA CST WRITE Obj&lt;br&gt;20 Cr of C&lt;br&gt;Writing: WRITE Sr STEPS</td>
<td>Competencies Reading: Eng/LA CST STEPS SHARP&lt;br&gt;20 cr of C&lt;br&gt;Math: Math CST TOPICS&lt;br&gt;20 cr of C&lt;br&gt;Language: Eng/LA CST WRITE Obj&lt;br&gt;20 Cr of C&lt;br&gt;Writing: WRITE Sr STEPS</td>
<td>2004 &amp; beyond Demonstrate Computer Literacy</td>
<td>2006 &amp; beyond: Identify a Career Pathway&lt;br&gt;2006 &amp; beyond: Pass all sections of the CAHSEE&lt;br&gt;2007 &amp; beyond: Service Learning</td>
</tr>
</tbody>
</table>
APPENDIX G

STUDENT RECORDS REVIEW CHECK LIST

Purpose

The following check list has been developed as a preliminary step to improve the student record keeping system of secondary schools in the LAUSD. The checklist will assist schools to evaluate their record keeping practices and assure that district policies regarding the maintenance of student records are being followed.

Write “Yes” or “No” in the space before each item.

I. Secondary Cumulative Records
   _____ 1. Maintenance of all cumulative records is supervised by the Senior Office Assistant under the direction of the Assistant Principal, Secondary Counseling Services.
   _____ 2. Cumulative records are stored in secure files that are locked every evening.
   _____ 3. A system is in place that will account for all records that are removed from the files and/or taken from the office.
   _____ 4. A system is in place that will facilitate the updating of current information, i.e. change of address, significant information, awards and honors.
   _____ 5. Mandatory interim records are maintained with the student’s cumulative record, i.e. special education, gifted, and ELL.
   _____ 6. A cross-index file card, which has the student’s name, birthdate, date of entrance, date of leaving, and where records were sent, is maintained permanently for every student who has enrolled in the school.
   _____ 7. Inactive records are maintained in an organized manner and are readily available upon request.

II. Recording Information on the Cumulative Record
   _____ 1. Only black ink or black typewriter ribbon is used to record information on the cum. While computer generated name labels are convenient, they may come off in time.
   _____ 2. All anecdotal entries are dated and signed.
   _____ 3. All corrections are crossed out with a diagonal line, dated and signed.
   _____ 4. Additions to computer final mark labels are dated and initialed.
   _____ 5. Summer school entries are dated and signed.
   _____ 6. Address is kept current.
   _____ 7. Microfilm number is entered by school of last attendance.
   _____ 8. Test labels and report card labels are applied to the cumulative record promptly.
   _____ 9. Persons applying labels are appraised of the importance of matching the name and birth date of the student with the name and birth date on the cum.
III. Transfer of Cumulative Records

_____ 1. Student records are requested within one day after the pupil enrolls except at the beginning of the semester.

_____ 2. Mandatory permanent and mandatory interim records are transferred to district schools within five days of receipt of request.

_____ 3. A transcript (copy) of the mandatory permanent record and health card and all pertinent original mandatory interim student records are transferred to schools public and private outside of the District within five days of receipt of request.

_____ 4. Before records are sent to a requesting school, information regarding date of leaving, name of receiving school, checkout marks, test labels, and other current information is recorded on the cum.

_____ 5. Records are never retained because a student has failed to return books or owes school fees.

IV. Release of Information

_____ 1. Confidentially of student records is strictly maintained.

_____ 2. Student help is never used to file information in the cumulative record.

_____ 3. The legal parent or guardian is provided access to the student record and may obtain copies of such records within five days of request.

_____ 4. A permanent listing is maintained of those persons other than the District employees for whom a consent for access has been signed by the parent or guardian.

_____ 5. Directory information available for release is maintained separately and apart from other pupil records or files.

V. Office Procedures

_____ 1. There is a current updated cumulative record handbook available for all assigned clerical staff.

_____ 2. The credit clerk and clerical staff are kept informed by the APSCS or current District policies that impact office responsibilities.

_____ 3. Current bulletins pertaining to counseling office responsibilities are available and have been reviewed by staff.

_____ 4. The following items are available:

_____ a. Master schedule

_____ b. Faculty list

_____ c. Homeroom list

_____ d. Frequently used telephone numbers

_____ e. Bell schedule

_____ f. Counselor’s schedule

_____ g. School calendar

_____ h. School schedule

_____ i. School bulletins

_____ 5. Student office helpers are informed of their responsibilities and carefully supervised while in the office.
## APPENDIX H

### COURSES WHICH MAY BE REPEATED FOR CREDIT

**Activity Classes**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>230807</td>
<td>ADV SPEECH</td>
<td>321105-10</td>
<td>ADV BAND, JAZZ ENS</td>
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<tr>
<td>294121-22</td>
<td>STAGE</td>
<td>321207-10</td>
<td>ADV ORCH</td>
</tr>
<tr>
<td>320507-16</td>
<td>CHORUS, GLEE, CHOIR</td>
<td>321301-06</td>
<td>PIANO, KEYBOARDING</td>
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<tr>
<td>320805-06</td>
<td>INSTRUMENTS</td>
<td>323001</td>
<td>THEATER ARTS WORKSHOP</td>
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<tr>
<td>320901</td>
<td>MEX FOLKDANCE</td>
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**Double Period Classes**

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<tr>
<td>170101-06</td>
<td>ESL 1 &amp; 2 (earn 10 credits, not just 5)</td>
<td>294621-22</td>
<td>ADV PHOTO</td>
</tr>
<tr>
<td>280521-22</td>
<td>CAREERS W/ CHILDREN</td>
<td>280727</td>
<td>CULLINARY ARTS</td>
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<tr>
<td>286031-32</td>
<td>ADV AUTO</td>
<td>280727</td>
<td>CULLINARY ARTS</td>
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<tr>
<td>292131-34</td>
<td>ADV DRAFTING</td>
<td>295531-32</td>
<td>ADV Upholstery</td>
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<tr>
<td>293931-36</td>
<td>ADV METAL</td>
<td>295731-34</td>
<td>ADV WOOD</td>
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**Others**

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<td>460603-0801</td>
<td>LEADERSHIP, DECATHLON, PEER COUNSELING</td>
<td>420103</td>
<td>HOMEROOM</td>
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<tr>
<td>330105-07</td>
<td>ADV PE, ATHLETICS</td>
<td>460203-4</td>
<td>YEARBOOK</td>
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<td>330121-0719</td>
<td>OTHER PE CLASSES</td>
<td>460403-4</td>
<td>TUTOR</td>
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<td>440101-0506</td>
<td>ROTC CLASSES</td>
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<tr>
<td>480101-0311</td>
<td>ALL WORK EXPERIENCE</td>
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<tr>
<td>310221-22</td>
<td>MATH TUT LAB AB repeat for a max of 30 credits</td>
<td>420305-06</td>
<td>AVID MS 1AB repeat for a total of 30 credits</td>
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<td>232521</td>
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<td>310121</td>
<td>ELA MATH</td>
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**Foreign Transcripts/Non-accredited Schools**

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<td>180100</td>
<td>COMPUTER</td>
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<td>MUSIC</td>
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<tr>
<td>200100</td>
<td>ART</td>
<td>330100</td>
<td>PHYSICAL EDUCATION</td>
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<td>210100</td>
<td>BUSINESS</td>
<td>360700</td>
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<td>230100</td>
<td>ENGLISH</td>
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<td>FOREIGN LANGUAGE</td>
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<tr>
<td>310100</td>
<td>MATH</td>
<td>380100</td>
<td>VISUAL PERF ARTS</td>
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**College Courses**

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<td>ART</td>
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<td>MUSIC THEORY</td>
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<td>BUSINESS</td>
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<td>107018</td>
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<td>BIO SCIENCE</td>
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<td>ENGLISH</td>
<td>107336</td>
<td>PHYS SCIENCE</td>
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<td>107031</td>
<td>MATHEMATICS</td>
<td>107038</td>
<td>VIS/PERF ARTS</td>
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APPENDIX I

REQUEST FOR REVIEW OF PUPIL EDUCATION RECORDS

A parent's written request to review records should be documented and maintained at the school. A form, such as the following sample, Request for Review of Pupil Education Records may be used.

Los Angeles Unified School District

____________________________________________________________
School

Request for Review of Pupil Education Records

I request an appointment with the principal, or other staff member designated by the principal, for the purpose of reviewing my child's education records during regular school hours. My preference for such appointment is as follows:

Date:___________________
Time:___________________

_____________________
Date Signed

______________________________
Signature of Parent/Guardian
HIGH SCHOOL
SAMPLE REQUEST FOR TRANSCRIPT
(Please Print)

Student’s Name:__________________________________________  Date of Request:___________

Address:__________________________________________________________________________

City and Zip Code:________________________________________  Phone:___________________

Birthdate:__________________________  Current Grade:________  Track:_________

Graduation Date:________________             Official Copy:______      Unofficial Copy:______

College/Scholarship/Program:________________________________________________________

Address:___________________________________________________________________________

Please mail to college/scholarship address______    student’s address______       I will pick up_____

LAUSD includes SAT/ACT and AP test scores with the transcript unless the student requests
not to release these test scores by checking here:_____ 

Student’s Signature:_______________________________________________

___________________________________________Office Use____________________________________________

Date filled:___________  Form given to Credit Clerk___________  Copy to College Counselor:______

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