Education

California School Rights and Responsibilities

with a focus on Los Angeles Unified School District

Public Counsel

LAW CENTER

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School is Important!

High school dropouts are more likely to...

- Be unemployed.
- Experience higher levels of early pregnancy.
- Experience substance abuse.
- Require more social services.
- Become homeless.
- Get caught up with the criminal justice system.

Getting a high school diploma is important!1

- In 2006, the unemployment rate for high school dropouts aged 25 and older was more than 1.5 times the rate of individuals who had a high school diploma.
- In 2006, the median annual earnings for high school graduates was nearly 32% higher than those who did not receive a high school diploma.
- GED recipients earn less than, and are generally not as successful in the job market and in post-secondary education as, students who earn a regular high school diploma.

Average earnings increase significantly with additional education.2

- **No high school diploma:** $19,915.
- **High school diploma:** $29,448.
  - over a 45 year career, that’s $428,985 more earnings than someone who drops out!
- **Some college but no degree:** $31,421.
  - $517,770 more than someone who drops out!
- **Bachelor’s degree:** $54,689.
  - $1,564,830 more than someone who drops out!
- **Professional degree:** $119,009.
  - $4,459,230 more than someone who drops out!

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Children are facing an uphill battle in Los Angeles area schools.

► Too many children drop out of high school!
  • For males, only 54% of Latino students and 50% of black students will graduate.  
  • Only 39% of Latino students and 47% of black students will graduate in four years.

► Many teachers are not credentialed or don’t have much experience.

► Many schools are overcrowded:
  • Average class size is usually over 27 students.
  • Many schools have a three or four “track system” because overcrowding means that all enrolled students cannot attend at the same time.

► Students are not being prepared for a 4-year college.
  • At many schools, low numbers of students take the Scholastic Aptitude Test (“SAT”), which is required for a 4-year university.
  • Many students have not been offered the A-G Requirements, the minimum classes needed to attend a University of California or California State University.

Who is the best monitor of a child’s education?

A Parent or Guardian!

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3 Source: “Dropouts in California: Confronting the Graduation Rate Crisis.” The Civil Rights Project, Harvard University, March 24, 2005.


5 Id.

6 Id. In 2007, only 47% of all LAUSD graduates met UC/CSU requirements. For males, the number was even worse at only 42%. Source: California Department of Education, Educational Demographics Unit, 2006-2007, 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance http://dq.cde.ca.gov/dataquest/DistGrad.asp?cChoice=DstGrdEth&cYear=2006-07&cLevel=District&cTopic=Graduates&myTimeFrame=S&TheName=&cSelect=1964733--LOS^ANGELES^UNIFIED&Submit1=Submit
Who qualifies for a free, public school education in California?

► Every child residing in the state of California qualifies for a free education.

► What age does my child need to be?

  • Generally, public school is for children ages 5 – 18.

  • However, children with special educational needs can receive free education-related services from ages 0 to 22.7

► Can undocumented immigrants receive a free, public school education?

  • Yes! There is absolutely no difference between a documented and an undocumented child with respect to public education.

  • Even if you as a parent are undocumented, do not be afraid to fight for your child’s educational rights! It is illegal for the school to interfere with your child’s privacy by discussing his/her or your immigration status.8

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7 For more information, please see Public Counsel’s brochure entitled “Special Education” at www.publiccounsel.org
8 See the Family Education Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232(g); 34 C.F.R. § 99.
How do I enroll my child in a public school?

What are my school options?

► There are many types of schools in the system, and all of them are free.

► The main options are:

• **Local public schools**
  o The vast majority of students attend their local public school.
  o To figure out which local public school your child should attend in LAUSD, have your zip code ready and call (213) 241-5437 from a touch-tone phone or visit www.lausd.net and under “Schools” click on “Find a School.”

• **Charter schools**
  o These are free, independent public schools primarily designed and operated by educators, parents and community leaders, but funded and monitored by the state. Parents must apply to place their children in a charter school and have the option to take them out.
  o Admission usually operates through a lottery process, or first-come first-served basis.
  o To find out what charter schools might be available near you in LAUSD, call (213) 241-5530 or go to www.lausd.net and under “Schools” click on “Find a School.”

• **Magnet schools**
  o These are public schools that, in addition to providing basic skills, emphasize a particular subject specialty such as architecture, visual/performing arts or math/technology. Some target highly gifted students.

Admission operates on an application process based on a “priority points” system. For more information and for an application, see the “Choices” brochure generally published in December and available at any LAUSD school.

- Alternative Educational Settings
  - Community Day School: These schools are run in close cooperation with law enforcement and human services agencies that work with at-risk youth. They should have a low student-teacher ratio and sometimes provide extra services.\(^{10}\)
  - Continuation School: These schools are designed to offer a more flexible way for students to make up the credits needed to complete high school and target students with truancy problems or low-academic credits, among others. They emphasize work-study opportunities, career counseling and job placement services.\(^ {11}\)

- Generally, alternative educational settings are not required unless a student has been expelled or placed by the probation department.
- If you don’t agree with the placement of your child in an alternative educational setting, you can generally contest it. Contact your local district or write a letter stating that you want your child to continue in a local public school.
- Before your child is placed in a continuation school, you have a right to appeal the transfer.

Which type of school is best for my child?
- We recommend that you take great care in ensuring your child is in the best possible school for him or her. You should:
  - Research the school options in your area.
  - Visit the schools to observe classes and inspect the facilities.
  - Ask about class size, availability of books and other materials, qualifications of teachers, and any special programs being offered.
  - Speak with teachers, administrators and current students.
  - Talk to other parents in the area…they may have good advice!
- In the end, make your decision based on your child’s unique strengths, needs and personality.

\(^{10}\) Cal. Educ. Code § 48660 et seq.
Are there any deadlines for school enrollment?
• Not for local public schools. School admission is a rolling process. Don’t wait to enroll your child!
• Charter schools may have admissions deadlines. Call the school to inquire.
• Magnet school selection in LAUSD currently happens through the “Choices” Brochure in December and January.

Things all parents should do to improve a child’s educational opportunities

1. Be familiar with what your child is doing at school.
  • Ask your child what is going on . . . every day!
  • Look at report cards and take them seriously.
    • What kind of things do report cards evaluate?
      ○ Subjects of study, such as reading, writing, math, science, history, drama, music, and physical education.
      ○ Work habits, behavior, and progress over time.
    • The grading scale for elementary school is usually 1-4, with 4 being the best.
    • For middle school and high school the grading scale is A, B, C, D, F.
      ○ A is the best, B is great, C is average.
      ○ If your child receives a D or an F, take this seriously and get more involved to get to the root of the problem.

2. Fight the peer pressure kids feel to “dumb down” to impress their friends. Praise them for good work. Make them proud to be good students.

3. Save all documents and papers that come home, and keep a file for each child. It doesn’t matter how insignificant the paper looks. Keep it! It might be helpful later on if something comes up at school.
4. As a parent, you are your child’s first teacher! Continue your child’s education at home.

► Remember, your child may not tell you she needs help, even if you ask.

► Every child needs reinforcement of the basics. Ask your child’s teacher for tips on how to help at home:
  • Try quizzing your child on his/her basic math skills, such as addition, subtraction, multiplication, and division. Make it a game at home. Make education fun!
  • The National Institute for Literacy recommends reading to and with your child every day.12 If you struggle with reading too, get help from a local community center or an after-school program.
  • Check to see whether your child has completed his homework every night. Make it a nightly ritual so your child knows that you value education, and so that you can spot problems before they occur.

5. Don’t be afraid to get more involved.

► Visit your child’s school periodically. Your child spends more time there than anywhere else except home. You should know what’s going on!

► Volunteer in your child’s class or at the school site. All school site leadership councils are required to have parent involvement. Inquire at the school about how you can become a member.

► The local Parent Teacher Association (“PTA”) and groups that organize for educational change can also be good places to get involved and meet other parents who care about education.

► Attend parent trainings so that you can learn more about how to improve your child’s educational opportunities. Please see our website www.publiccounsel.org or call us at (213) 385-2977, ext. 500 for more information regarding future education rights trainings.

Remember, your child’s teacher probably has 150 students to worry about every day.

The only person who can take charge of your child’s education is

YOU!

As a parent, what can I do to participate in my child’s education?

Every school is required to have a written parental involvement policy. Ask to see it!¹³

As a parent you may:

► Visit classes and speak privately with your child’s teachers.¹⁴

► **Request information relating to your child’s education.**
  • The school must give you every record relating to your child that you ask for, including the cumulative file, grades, standardized test scores, disciplinary records, assessments, and notes from teachers.¹⁵
  See Appendix A for a sample request for records.
  • The school must provide information regarding:
    o Teacher qualifications.¹⁶
    o Whether your child has permanent teachers as opposed to substitutes.¹⁷
    o Whether your child has a textbook or instructional materials or both to use in class and to take home to complete required homework.¹⁸
    o The number of students enrolled in your child’s classes.
  See Appendix B for a sample request for information regarding school conditions.

¹⁴ Cal. Educ. Code §§ 51101(1), (2) and 32211(a). Also, under the No Child Left Behind Act and California Department of Education Policy 89-01, schools must actively encourage parent involvement on campus.
¹⁵ See FERPA, 20 U.S.C. § 1232(g) and 34 C.F.R. § 99.10 (and Cal. Educ. Code § 56504 if the child is in special education.)
Request progress and attendance reports.
- If you suspect that your child is not doing well or is not attending school, you can request weekly progress and/or attendance reports.
  - Because school is mandatory, there are legal consequences for you and your child if he or she does not attend every day.
  - Sometimes your child may appear to be going to school, but goes somewhere else instead or skips certain periods. If you know or suspect that your child is skipping classes, you should get involved and ask the school and others for help.
  - The school may refer you and your child to a Student Attendance Review Board (“SARB”) meeting if attendance is an issue. This is supposed to be a safety net to address and correct persistent truancy problems to avoid involvement with the juvenile justice system, but can result in a parent receiving a fine and sometimes jail time.19

As a parent, what can I do if I notice that my child does not have basic tools that she needs to succeed such as:

- A textbook to use in class and at home,
- A qualified teacher,
- A permanent teacher, or
- A well-maintained school environment, including clean bathrooms and facilities.

YOU CAN FILE A WILLIAMS COMPLAINT AND DEMAND CHANGE!

Your child has a right to:20

- A textbook to use in class and at home,
- A qualified teacher (a person qualified to teach the subject, such as math),
- A permanent teacher (not a bunch of substitutes),
- A clean and well-maintained school.

If you are concerned about the conditions at your child’s school and want to file a complaint, a sample Williams Complaint is attached. See Appendix C, Williams Complaint.

20 See, e.g., Cal. Educ. Code §§ 35186(f) and (h), 170002(d), 17592.72(c)(1), and 33126(b)(5)(A).
If you would like a more formal setting in which to talk with your child’s teachers, counselors and administrators about your child’s progress and what extra supports he or she might need, you can request a Student Study/Success Team (“SST”) meeting.21

► **When should the meeting be held?**
  • It should be held within a reasonable time from whenever you request it during the school year. If the school tries to ignore you or postpone it for an unreasonable time, speak to the principal or the school district.

► **Who should be there?**
  • Teachers, counselors, administrators or any other people with knowledge regarding your child’s development in school.

► **What should be discussed?**
  • Any concerns you have with your child’s education, including your concerns with: instruction, school administration, behavior problems, or the possibility that your child has a developmental, mental, emotional, physical or learning disability that needs extra attention.

► **What will the outcome be?**
  • The team should work together to develop unique solutions to help your child.
  • The team should help you determine whether your child should be evaluated more formally for disabilities that might qualify him/her for extra assistance, including special education.

► **What if I don’t speak English?**
  • The school must provide an interpreter if you request one.

► **How do I request an SST?**
  • A sample request for SST is included in Appendix D

21See LAUSD Local Policy Bulletin No. 908.
What is the No Child Left Behind Act ("NCLB") of 2001? 22

► What is it?
• The No Child Left Behind Act of 2001 is designed to bring all students’ achievement levels in English, math and science up to “proficient” throughout the country.
  ○ Public schools are required to meet annual targets. Your children will likely be tested annually to see whether their scores have improved to the proficient level.
  ○ Schools must pay particular attention to certain special categories of students, ensuring that they each meet the proficiency standards.
  ○ Graduation rates are to be reported at the high school, district, and state levels. States must submit an annual graduation rate target for all schools in the state.
  ○ Districts must alert parents about options to transfer their child and available choices, and explain the benefits of special services (including free tutoring).

► What are the consequences if the school fails to raise its standards?
• In the first year of failure, the school receives a warning.
• In the second year, parents of all students at that school have a right to transfer the child to a higher performing school in the district.
• In the third year, all students at the school enrolled in the free or reduced lunch program qualify for free tutoring called Supplemental Education Services ("SES").
• In the fourth and fifth years, more drastic measures are taken at the highest levels to reform the school. These measures must address the reasons that a school is in restructuring. Just replacing the principal is not enough – staff changes must fit into a broader reform effort.

Do I have a right to transfer my child to another school?

► If your child will be attending one of the schools designated as a second year failing school under NCLB, you have a right to transfer your child to a higher performing school within the district.23
  • In LAUSD, see the “Choices” brochure for more information.
    o If you did not receive a copy of this brochure in the mail, another copy should arrive in early December, or you can pick one up at any public school; or
    o Write a letter to the District requesting a transfer. See Appendix E.
  • In LAUSD, the district must provide transportation to the new school if the school is more than three miles away.
    Call (323) 342-1340 for specific information about transportation.
  • For more information, and to find out whether your child’s school qualifies him for this transfer, call LAUSD’s Title I Program Office at (213) 241-6996.

► Under NCLB, if your child is in a “persistently dangerous” school or has been a victim of a violent criminal offense in or on the grounds he/she attends, you have a right to transfer him/her to a non-dangerous school within the district.24
  • You should write a letter to the school and the district requesting this transfer pursuant to 20 U.S.C. § 7912. Be sure to explain why you believe your child is in danger or the school is dangerous, and where you would like your child to be transferred. See Appendix E for a sample letter.
  • Follow up in a few days. Be persistent!

► For more information or if the school district is not responding, call the U.S. Department of Education NCLB line at (800) 872-5327.

► In LAUSD, you may request a transfer if you believe it is necessary for the protection or personal welfare of the student25
  • A common use of a transfer is if the child is being forced into a gang or has been threatened by a gang. These are known as a Safety and Protection Permits (SAPPs) and are issued for the purpose of promoting safety for all students. SAPPs can also be issued for other reasons. For example, you may also request a transfer if your situation at home prevents adult supervision in the home when your child leaves for and/or returns from school. To see a full list of the reasons that you can request a transfer to another school, look on LAUSD’s website for LAUSD Policy Bulletin No. 4734.0.
  • Also, we have attached a sample letter you to use to request a transfer in Appendix F.

25 LAUSD Policy Bulletin no 4374.0 (08/18/08)
Does my child qualify for free tutoring?

► If your child will be attending a third-year failing school under NCLB, and is enrolled in a free or reduced meal program at school, your child has a right to approximately $1,300 worth of free tutoring per year.26
  • It must be provided outside of regular school hours.
  • There are options for one-on-one or group tutoring.
  • The tutoring can be in your home, at a local community center, or at another school-related site.
  • There are also computer-based providers.

► In LAUSD, go to http://www.btb.lausd.net/SES to see whether your child’s school is on the list of schools where the students qualify for free tutoring.

► If your child does attend one of these schools:
  • You may choose two tutoring providers: a first and a second choice.
  • The school is required to help you select the tutor from a pre-approved list. You just need to ask for help.
  • There are generally two deadlines for application – one in late June and another in late August. Don’t wait until the last minute!

► For more information, and an application in LAUSD, ask for a copy of the “Supplemental Education Services” brochure at any LAUSD public school, or call Beyond the Bell (213) 241-7900.

26 Note: This amount may change from year to year depending on Congressional appropriations or other factors.
What if my child is “homeless” or awaiting a permanent foster care placement?

► Under the McKinney-Vento Homelessness Act, if your child becomes homeless or is awaiting a permanent foster care placement, you have a right to choose to have the student:
  • Attend the school that other students living in the same attendance area are eligible to attend; OR
  • Stay in the school at which the child was last enrolled, or was attending when the child became “homeless.”
    ○ The child may stay in that school until the end of the academic year during which the child moves into permanent housing.
    ○ If you choose to keep your child in his/hers original school, he/she child is entitled to free transportation to and from school.27

► The school-site must immediately enroll the child in the school, even if the student does not have any documentation of residence, school records, or immunizations.

► If your child is homeless, he/she also has the right to:
  • Receive a free appropriate public education.
  • Qualify automatically for child nutrition programs (i.e., free and reduced-price lunches and other district food programs).
  • Receive assistance with school supplies and emergency clothing.

► If you have questions or problems, contact LAUSD, Pupil Services and Attendance, Homeless Education Program at (213) 765-2880 or (916) 319-0383 elsewhere in California.

► Why is it important to protect the rights of homeless students?
  • Over 1.35 million children experience homelessness each year.
  • Homeless children are four times more likely to dropout of school.
  • At least 20% of homeless students do not attend school.

► How do I know whether my child is “homeless”? 28
  • If she/ he lives:
    ○ In a shelter, motel, vehicle or campground.
    ○ On the street.
    ○ In an abandoned building, trailer, or other inadequate or non-permanent accommodations.
    ○ Doubled up with friends or relatives because you cannot find or afford housing.
  • Is awaiting a permanent foster care placement.

27 See the McKinney-Vento Homeless Assistance Act at 42 U.S.C. § 11143 et. seq.
28 See 42 U.S.C. § 11302(a) for a more detailed definition of what “homeless” means for the purpose of these education rights.
What if my child is in foster care?

AB 490 and the Fostering Connections Act can help.\(^{29}\)

► What are AB 490 and the “Fostering Connections” Act?
- These laws were passed to help improve educational outcomes for foster children.
- In all instances, educational and placement decisions must be based on the best interests of the child.
- Foster children must have access to the academic resources, services, and extracurricular and enrichment activities that are available to all other students.

► How can it help the foster child in my care?
- When making a new placement for the foster youth, the placing agency must consider:
  - The placement’s proximity to the child’s current school, and
  - The impact the placement will have on the child’s educational stability.
- Within 24 hours of deciding to move a child that might result in a change of school, the social worker or probation officer must tell the court, the child’s attorney, and the educational representative.
- The child’s attorney must discuss any proposed school change with the child and the child’s education rights holder. If the education rights holder or the child disagrees with the school or placement change, the child’s attorney or the education rights holder may request a hearing! See Appendix G for a Sample JV-539 form that you can file with the Court to request a hearing.\(^{30}\)
- A child’s grade may not be lowered due to absences caused by change in placement, a court appearance, or a court ordered activity.

► What if the foster child in my care wants to continue going to the school he was attending before he was placed in my care?
- If a child’s foster care placement changes, the school district must allow the child to remain in his/her “school of origin”:\(^{31}\)
  - The education rights holder and the child will determine if it’s in the youth’s best interest to stay at the origin school or transfer.
  - If there is a disagreement over the school the child should attend, the child must be allowed to stay in his or her “school of origin” until the disagreement is resolved.

\(^{29}\) Cal. Educ. Code §§ 48850; 48853; 48853.5; 48645.5; 49069; WIC §§ 361; 726; 16501; CRC § 5.651; see also California Foster Care Education Law Fact Sheets, 3rd edition, October 2008 (discussing these education sections).

\(^{30}\) CRC 5.651(e)(2)(B).

• Again, the education rights holder (or the child’s attorney) may request a hearing on any decision to change the child’s school using the JV-539 form! See Appendix G.

► Are there any additional protections for students in foster care who are also in special education?
• If a child who may be changing schools is a special education student, the social worker or probation officer must give written notice to the current and receiving school district at least 10 days in advance.

► What if nobody at the school-site will help me enroll the foster child in my care in school?
• Each school district and county office of education must provide an education liaison for foster youth to help with speedy enrollment and transfer. Call your school district or go to its website to find out the name and phone number of the foster youth education liaison.

► What if my foster child is placed in a community day school or a continuation school, and I don’t think that is the right educational placement?
• Before a decision is made to place the child in any alternative educational setting, placement in a regular public school must be considered. If you are the education rights holder and you believe that a regular public school was not considered before the child was placed in an alternative education setting, then you can ask for a new education setting and/or request a hearing with the dependency court!

► What if I haven’t received the immunizations or prior school records for the foster child in my care? Can I still enroll him or her in school?
• If a child changes schools, he/she has the right to be enrolled in the new school immediately regardless of lack of records, immunizations, or missing uniform.
• To be sure the new school has all of the child’s education information, the child’s new school must request records within 2 business days of the student’s enrollment. The prior school must transfer records within 2 business days of that request.

► The foster youth in my care has been to a number of different schools, sometimes only for part of the semester. Can he receive any credit even if he didn’t finish the semester?
• Local educational agencies must award all foster students credit for full or partial coursework satisfactorily completed.
What do I do if I think my child needs special education services?

If you believe your child has a developmental, mental, emotional, physical or learning disability that might interfere with his education, you can request that formal assessments and evaluations be conducted.

- You do not need permission to do this! Don’t let the school tell you that you need a doctor’s note or a recommendation from the teacher. It is your right as a parent! You do NOT need to have an SST meeting first, though you can.

- If you, your child’s teacher, your child’s doctor or anybody else close to the child notices any of the following problems, and they are interfering with your child’s ability to learn, request that a formal evaluation be conducted:
  - Health and development problems, poor vision or hearing, or difficulties with speech or language.
  - A lack of academic performance that is difficult to explain, such as difficulty with reading or spelling.
  - Inability to perform self-help skills appropriate for the child’s age, such as toilet training, dressing, bathing, and eating properly.
  - Orientation, mobility or manual dexterity problems, such as the inability to control his/her movements as well as children of the same age.
  - Social or emotional problems such as an inability or lack of desire to socialize with other children of the same age.

- After the evaluation is complete (no more than 60 days after you agree to the evaluation), the school must then invite you to a formal Individualized Education Program (“IEP”) meeting.32

- For more detailed information regarding IEP meetings and the special services available for children with special needs, see Public Counsel’s brochure entitled “Special Education.”

- If your child is not yet old enough to attend school, but you notice some of the problems listed above, you do not have to wait until the child is school-age to get help!

- If you would like to make a request for an evaluation for special education, See Appendix H for a sample letter.

What can the Regional Center do to help?

► What is the Regional Center?
  • Regional centers are non-profit corporations that have contracted with the Department of Developmental Services to provide services for people with developmental disabilities.

► How do I know if my child is eligible for Regional Center services?
  • If your child has a “developmental disability”, which includes mental retardation, autism, cerebral palsy, and epilepsy, he/she should be eligible.
  • Also, infants and toddlers (age 0 to 3) who are at risk of having developmental disabilities or who have a developmental delay may qualify for services.

► What services can my child receive?
  • If your child has a developmental disability, he/she can get a variety of services including adaptive equipment services, assessments, behavior modification services, child care, community integration services, supported employment, respite services, and more.

► How can I obtain Regional Center services for my child?
  • To obtain Regional Center services for your child, you can make a request to the Regional Center nearest you by calling (916) 654-1690 or searching for the nearest Regional Center at http://www.dds.ca.gov.
  • Once an evaluation is conducted, an Individual Program Plan (IPP) meeting is held with the service coordinator and your family to create an IPP, which includes the services to be provided to the child and family.
  • If the regional center refuses to provide any specific services to your child, it must provide you and your child with a notice explaining why it made this decision and giving you a right to appeal. For more information on Regional Center services, please see Public Counsel’s Regional Center Basics pamphlet online at www.publiccounsel.org.
What does my child need to do to complete high school?

► **Option 1:**

**Earn a Diploma**
- In LAUSD, you need **230 credits** to graduate with a diploma.
  - If your child is behind on credits, he or she can make them up at:
    - Community colleges
    - Adult schools
    - Continuation schools.
  - Ask your child’s high school counselor whether he or she is on track to graduate.

**Pass the California High School Exit Examination (“CAHSEE”)**
- This is a test of language arts and math skills.
- If your child has finished his/her high school class requirements, but has not passed the CAHSEE, he or she is eligible for two additional years of exit exam remediation following the 12th grade. Each student who is at risk of not passing the exam by the end of high school must be provided with individual counseling about the exam and the options for further instruction. If your child needs additional help to pass the CAHSEE, speak with your high school counselor today.
- If your child is denied additional help to pass the CAHSEE, you can contact 1-866-234-4503 or file a Valenzuela Complaint. See Appendix I.
Option 2: Pass the General Educational Development (“GED”) Test
• Passing the GED does not satisfy the minimum course requirements for high school graduation.
• With a GED you can:
  ○ Go to community college.
  ○ Go to trade school or vocational training.

Option 3: Pass the California High School Proficiency Examination (“CHSPE”)
• Test takers must be at least 16 years old or will complete the tenth grade at the end of the semester when the test is taken. For more information, call (866) 342-4773.
• Each person who passes is awarded a Certificate of Proficiency, which is equivalent to a California high school diploma.
What are my child’s options after high school?

► Trade School & Vocational Training
  • Prepares students to work in a trade, such as auto repair or carpentry.
  • Some schools do not require a high school diploma.

• Community College
  o The only requirement for admission is that the student:
    ■ Be 18 years or older, with or without a diploma OR
    ■ Be a high school graduate OR
    ■ Have the equivalent of a high school diploma.

• 4-year College or University
  o Admission to any 4-year college or university is competitive.
    To compete for admission to a California State University (“CSU”) or University of California (“UC”) campus, a student must have passed:
    ■ 2 years of Social Science
    ■ 4 years of English
    ■ 3 years of Math (more recommended)
    ■ 2 years of Laboratory Science
    ■ 2 years of Foreign Language (more recommended)
    ■ 1 year course of Visual and Performing Arts
    ■ 1 year of approved elective courses

• In addition, most schools require a personal statement, letters of recommendation, a résumé, and that the student has taken the SAT and/or ACT in writing. For more information on the SAT, go to www.collegeboard.com or call (866) 756-7346.
• Private Colleges and Universities usually have similar requirements to CSU and UC schools, but they can vary.

► Plan early! You and your child should begin discussing post-graduation plans as early as the ninth grade, so that your child can get on track to achieve his or her goals.
  • Contact your child’s school counselor to ensure that she is being placed in the classes she needs in order to apply for college.

► Some helpful websites available to students looking toward college are:
  • http://www.usc.edu/admission/undergraduate/prepare/prepare-grad.html – designed to help students gauge their interests, track their achievements, and head in the right direction.
  • http://ecaliforniacolleges.edu/planning/Freshman_Planner/default.asp, designed as a central resource to help students understand the application process.
If my child is undocumented can he still go to college?\textsuperscript{35}

► Yes! Your child cannot be rejected from a college or university just because he is undocumented.

► If your child is undocumented, he may qualify for in-state tuition at a CSU, UC or community college. To be eligible, he/she must:
  • Attend a California high school for at least 3 years;
  • Graduate from a California high school or get his GED; and
  • File a California Nonresident Tuition Exemption Request form with the university or college stating that he has applied to be a lawful Permanent Resident (“green card” holder) or will apply as soon as he is eligible. See Appendix J.
  ◦ The form is filed with the college or university and not with the U.S. Citizenship and Immigration Services (CIS).
  ◦ This form should be available at the college admission or registrar’s office, and is available on Public Counsel's website at www.publiccounsel.org.

What if I think the school is discriminating against my child?

All students have the right to equal learning opportunities in their schools and may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of sex, sexual orientation, or gender identity in any program or activity.

If you think your child is being unfairly discriminated against, you may file a written complaint to LAUSD’s Educational Equity Compliance Office. The form to file a complaint can be found at http://www.lausd.k12.ca.us/lausd/offices/eec/pdfs/mem_42100.pdf.

You may also file a complaint with the Office of Civil Rights by filling out and submitting the form found at http://www.hhs.gov/ocr/civilrights/complaints/discrimhowtofile.pdf.

Your complaint should be kept confidential and no one is permitted to retaliate against you for filing the complaint. These websites also have information about how long it will take for someone to investigate your claim and what information you need to provide. You might also consider contacting a civil rights attorney. The Los Angeles County Bar association has a list of attorneys and you can also call Public Counsel’s intake line at (213) 385-2977 x500.

\textsuperscript{35} See Public Counsel’s brochure entitled “Immigration: What Teens Need to Know” and AB 540.
Date: _____/______/_____

Principal: ___________________________ Sent Via:
School: ___________________________ □ Fax to (    ) ____________________
Address: ___________________________ □ U.S. Mail
___________________________ □ Hand Delivered

Re: Request for Records
Student Name: _______________________ D.O. B.: _____/_____/_______
□ Special Education Student

Dear Sir or Madam:

In order to help me better understand my child’s educational progress and how to help him/her in school, I am writing to request a copy of all school records for (student name) ______________, including, but not limited to, the cumulative file and ALL:

- Individualized Education Programs (“IEPs”);
- Disciplinary Records, including, but not limited to, suspension and expulsion notices and referrals to a counselor or other school official;
- Attendance Records;
- Standardized Test Scores;
- Reports;
- Assessments and protocols;
- Grades/Progress Reports;
- Notes by teachers or other staff members;
- Memoranda.

As you are aware, the law requires that the records be provided within five business days (5) of the request. See Cal. Educ. Code 56504(n) (special education students) and 49069 (all students); see also FERPA, 20 U.S.C. Section 1232(g) and 34 C.F.R. Section 99.10 (discussing access to records generally).

Please [ □ Fax to (    ) _______________________] or [ □ Mail or □ Arrange for pickup on (date) _____/_____/_____] a copy of these records to my attention. Thank you in advance for your prompt action regarding this request. If you have any questions, please free to call me at (    ) ___________________.

Sincerely,

_______________________
Parent/Legal Guardian
Dear Sir or Madam:

In order to understand my child’s current school conditions and how I can better help him to succeed in school, I am writing to request information regarding the following:

1. My child’s teacher’s qualifications, including the number of years he/she has been teaching, the type of certification that he/she holds, and the subject areas for which he/she is qualified to teach. See 20 U.S.C. 6311(6)(A)(i-iv);

2. Whether my student has a permanent teacher, as opposed to substitutes, in all of his/her classes. See Cal. Educ. Code §35186(h)(3) and 33126(b)(5)(A);

3. Whether my child has a “textbook or instructional materials, or both, to use in class and to take home to complete required homework.” See Cal. Educ. Code § 35186(f)(1) and 60119; and

4. The number of students currently enrolled in my child’s classes.

I would also like to learn about additional ways in which I can help my child (and all of the children at your school) succeed. I would like to work with you and your staff and will contact the school shortly to see about setting up a meeting.

If you have any questions, please call me at __________________. Thank you in advance for your timely written response to this letter.

Sincerely,

_________________________
Parent/Guardian
This form may be used to file a complaint regarding insufficient instructional materials, an unsafe or unhealthy school facility condition, or a teacher vacancy or misassignment. After completing this form, file it with the School Principal. If the problem you are complaining about is beyond the authority of the Principal, he or she shall forward your complaint to the appropriate school district official. If there is not enough space below to describe your complaint in detail, please attach additional pages.

Do you want to receive a written response?
☐ Yes, I request a written response.

☐ No, I do not request a written response. I am filing this complaint anonymously.

I. School Information (school name and address):

II. I request immediate action to correct the following problem(s):
(Please check all that apply, provide supporting details, and add additional pages if needed.)

A. Textbooks and Instructional Materials:
☐ A student does not have required textbooks or instructional materials to use in class.
☐ A student does not have textbooks or instructional materials to use at home or after school.
☐ Textbooks or instructional materials are in poor or unusable condition, are missing pages, or are unreadable due to damage.
☐ Because of a shortage of textbooks or materials, a student was given photocopied sheets from only portion of a textbook or instructional materials.

Describe the problem (course or grade level where the problem exists, the teacher of the course or grade level, the textbooks or materials that are missing or damaged, and other details): ____________________________

B. Teacher Vacancy or Misassignment:
☐ A semester has begun, and no certificated teacher has been assigned to teach the class for the entire semester or year (for example, the class is being taught by a series of substitute teachers or by a long-term substitute teacher).
☐ A teacher is assigned to teach a class for which the teacher lacks the appropriate credential or authorization.
☐ A teacher is assigned to teach a class in which more than 20% of the students are English learners and the teacher lacks credentials or training to teach English learners.

Identify the course or grade level and the teacher: __________________________________________

C. School Building and Facility Conditions:
☐ A school building, building system, or part of the school grounds is in a condition that poses a threat to the health and safety of students, teachers, or school employees (for example, the heating, ventilation, fire sprinkler, or AC system doesn’t work; the school is infested with rats or other pests; school windows are broken or exterior gates will not lock and pose a security risk; or a damaged building or structure creates a potential health or safety hazard).

Describe the condition, where it is located, and how it poses a threat to health or safety: ________________

► IMPORTANT: I am mailing / hand-delivering (circle one) this complaint on ______________________ (date)
to Principal ______________________ (name) at ________________________________________ (address).

Please make and keep a copy of this completed complaint form for your records.
You should also send an informational copy to the local County Superintendent of Schools.

Please visit www.decentschools.org or call toll-free 1-877-532-2533 for more information. Form updated August 2, 2005.
Appendix D

REQUEST FOR STUDENT STUDY/SUCCESS TEAM MEETING

Date: _____/_____/______

Principal: ____________________  Sent Via:  
School: ____________________   □ Fax to (    ) _________________
Address: ____________________   □ U.S. Mail
                                       □ Hand Delivered

Re: Request for Student Study/Success Team Meeting
Student Name: __________________ D.O. B.: _____/_____/_______

Dear Sir or Madam:

I am the parent of (student name) _____________________, a student attending
your school. I am very concerned that my child is not progressing in school.

As a preliminary step, I am requesting that the school hold a Student Study/
Success Team (SST) meeting. See, e.g., Local Policy Bulletin No. 908. I request
that this meeting be held on or before (date) __________/____/_____ and that (student
name) _______________________’s primary teachers, counselor, and any other
individuals with knowledge regarding my child’s development in school attend.

The purpose of this meeting is to determine what interventions and
accommodation are appropriate for my child and whether he/she needs to be
assessed under IDEA for special education and related services (including the
IDEA “Other Health Impaired” category, which encompasses ADD/ADHD),
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, California
Education Code Sections 56029 and 56302, and 5 C.C.R. Section 3021.

Also, if any evaluations are completed prior to the meeting, please [ □ Fax to
(    ) ______________ or □ Mail ] a copy of such evaluations and the protocols
to my attention within a reasonable time prior to the meeting.

□ Because my primary language is ________________, I am also requesting an
interpreter at the SST meeting.

Thank you in advance for your prompt action regarding this request. If you
have any questions or concerns, please feel free to call me at (    ) ____________.
I look forward to your call to schedule the SST meeting.

Sincerely,

____________________
Parent/Legal Guardian
Date: ____/_____/______

Maria Wale, Associate Superintendent  
Barbara Mecka, Director  
Program Improvement Office  
333 S. Beaudry Avenue, 25th Floor  
Los Angeles, CA 90017  
Phone: 213-241-2097

Sent Via:  
☐ Fax to (213) 241-8492  
☐ U.S. Mail  
☐ Hand Delivered

RE: Request for Immediate Transfer Pursuant to No Child Left Behind Act  
___________________STUDENT, ______________________ D.O.B.

Dear Ms. Wale, Ms. Macke, or Current Administrator:

I am writing to request a transfer from __________________________ [current school]  
to __________________________ [new school] pursuant to the No Child Left Behind  

☐ ______________________[Name of Student] current school is a year 2-5 (or more)  
program improvement school and pursuant to 20 U.S.C. § 6316(b)(E)(i)  
my child has a right to transfer to a school that has not been identified for  
 improvement.

☐ ______________________[Name of Student] was recently the victim of a violent  
offense on your campus. I am concerned about the safety of my child. ___  
[DETAILS]. Pursuant to 20 U.S.C. § 7912(a), the No Child Left Behind  
Act of 2001, student has the right to attend a “safe” public elementary or  
secondary school, including a public charter school. At this time, I am  
requesting that my child be transferred immediately to _______, a safe  
school or a school where he/she will not be in danger.

Please contact me at __________________ so that we can discuss the best manner in  
which to facilitate the transfer.

Sincerely,

__________________________________________  
Parent/Guardian
Dear Sir or Madam:
Pursuant to Bulletin No. 4374.0, I am requesting that my child, ________________________________________________________________ be transferred to ________________________________________________ (name of school) for student protection or personal welfare See Bulletin No 4374.0 IIG & B (discussing the availability of such transfer for students at parent initiation).
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
____________________________________________ (describe reasons).

For these reasons, I am requesting that the school provide a transfer for my child.

I hope that this issue can be resolved in a timely manner. Please contact me at ______________________________ (phone number) to discuss the matter further.

Sincerely,

__________________________________________
Parent/Guardian Signature

1 “Necessary for the protection or personal welfare of the transferred student”
## REQUEST FOR HEARING REGARDING CHILD’S EDUCATION

### CASE NUMBER:

#### 1. A hearing on this application will be held as follows

<table>
<thead>
<tr>
<th>a. Date:</th>
<th>Time:</th>
<th>Dept:</th>
<th>Div:</th>
<th>Room:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>b. Address of court:</th>
<th>is shown above</th>
<th>is (specify):</th>
</tr>
</thead>
</table>

#### 2. On (date): the educational representative resigned or is no longer serving in that capacity. I am requesting a hearing for appointment of an educational representative.

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>(TYPE OR PRINT CHILD’S ATTORNEY’S NAME)</th>
<th>(SIGNATURE OF CHILD’S ATTORNEY)</th>
</tr>
</thead>
</table>

#### 3. On (date): the social worker or probation officer informed me that the child’s placement will be changed and that this will result in the child’s removal from the school of origin. Based on the information provided to me by the social worker or probation officer, I am requesting a hearing for the court to review the proposed removal of the child from the school of origin.

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>(TYPE OR PRINT NAME OF PERSON WHO HOLDS EDUCATIONAL RIGHTS)</th>
<th>(SIGNATURE OF PERSON WHO HOLDS EDUCATIONAL RIGHTS)</th>
</tr>
</thead>
</table>

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### NOTICE OF HEARING

1. A hearing on this application will be held as follows
   - **Date:** [Enter date]
   - **Time:** [Enter time]
   - **Dept:** [Enter department]
   - **Div:** [Enter division]
   - **Room:** [Enter room]

2. On (date): [Enter date] the educational representative resigned or is no longer serving in that capacity. I am requesting a hearing for appointment of an educational representative.

3. On (date): the social worker or probation officer informed me that the child’s placement will be changed and that this will result in the child’s removal from the school of origin. Based on the information provided to me by the social worker or probation officer, I am requesting a hearing for the court to review the proposed removal of the child from the school of origin.
Dear Sir or Madam:

I am the parent of (student name) _____________________________________, a student attending your school. I am very concerned that my child is not progressing in school and may need a special education program to meet his/her educational needs.

Thus, I am requesting a multi-disciplinary team evaluation to determine whether (student name) _____________________________________ is eligible for special education and related services under IDEA (including the IDEA “Other Health Impaired” category), Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, California Education Code Sections 56029 and 56302, and 5 C.C.R. Section 3021.

In preparation for this meeting, I am requesting that comprehensive assessments be conducted in all areas of suspected disability including, but not limited to: health and development, vision, including low vision, hearing, motor abilities, language function [speech/language], general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. See Cal. Educ. Code Section 56320(f). Also, please [ □ Fax to ( )_____________________ or □ Mail ] a copy of such evaluations and the protocols to my attention within a reasonable time prior to the meeting. See Cal. Educ. Code Section 56329(a)(3).

I look forward to receiving a copy of the assessment plan within 15 days. See Cal. Educ. Code Section 56043(a). Please be sure to attach a notice of parent’s rights to this assessment. See Cal. Educ. Code Section 56301(d)(2). I also understand that an IEP meeting must be held within 60 days of my consent for an evaluation. See Cal. Educ. Code Section 56302.1(a); see also Cal. Educ. Code Section 56043(f)(1). A [ Morning or Afternoon ] IEP meeting would be convenient for me. As you know, all efforts should be made to schedule the IEP meeting at a mutually agreed upon time and place. See Cal. Educ. Code Section 56341.5(c).

Thank you in advance for your prompt action regarding this request. If you have any questions or concerns, please feel free to call me at ( )______________________.

Sincerely,

___________________
Parent/Legal Guardian
Appendix I
Sample Uniform Complaint Procedure Form: High School Version
T07-102 (004) English; Arial Font

[California Department of Education]
[Categorical Programs Complaints Management, Legal and Audits Branch (August 2007)]

Sample Uniform Complaint Procedure Form
For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): _________________________________________________________

Mailing Address (Optional): ________________________________________________

Phone Number Day (Optional): (     ) _________________________________________

Evening (Optional): (     ) __________________________________________________

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials
   ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
   ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
   ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions
   ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an
immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

☐ A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)

☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

☐ Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem:__________________________________________________________

Location of Problem (School Name, Address, and Room Number or Location):

________________________________________________________________________

Course or Grade Level and Teacher Name: _____________________________________

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

________________________________________________________________________

________________________________________________________________________

Please file this complaint at the following location:
(Principal or the designee of the district superintendent and address)  

January 2009
Appendix J

California Nonresident Tuition Exemption
For Eligible California High School Graduates
(The law passed by the Legislature in 2001 as “AB 540”)

GENERAL INFORMATION

Any student, other than a nonimmigrant alien, who meets all of the following requirements, shall be exempt from paying nonresident tuition at the California Community Colleges, the University of California, and the California State University (all public colleges and universities in California).

○ Requirements:

  • The student must have attended a high school (public or private) in California for three or more years.
  • The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example, passing the GED or California High School Proficiency exam).
  • An alien student who is without lawful immigration status must file an affidavit with the college or university stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

○ Students who are nonimmigrants [for example, those who hold F (student) visas, B (visitor) visas, etc.] are not eligible for this exemption.

○ Students eligible for this exemption who are transferring to another California public college or university must submit a new request (and documentation if required) to each college under consideration.

○ Nonresident students meeting the criteria will be exempted from the payment of nonresident tuition, but they will not be classified as California residents. They continue to be “nonresidents”.

○ AB540 does not provide student financial aid eligibility for undocumented alien students. These students remain ineligible for state and federal financial aid.

PROCEDURES FOR REQUESTING THIS EXEMPTION FROM NONRESIDENT TUITION

California Community Colleges: Complete the form on the reverse. Submit it to the Admissions Office at the community college where you are enrolled or intend to enroll. You may be required to submit additional documentation. Call the college Admissions Office if you have questions.

University of California: The University of California (UC) system has its own nonresident tuition exemption application and affidavit form, but it will accept the exemption request form used by the California Community Colleges and the California State University. Your campus has established deadlines for submission of exemption requests; however, requests are not to be submitted until you have been admitted to a UC campus. Some students, such as transfer, graduate, and professional students, also must submit their official high school transcripts; check your campus for specific instructions. Once you are determined to be eligible for the exemption, you will continue to receive it as long as you fulfill the eligibility requirements or until the University no longer offers this exemption. The exemption covers the Nonresident Tuition Fee and the Educational Fee differential charged to nonresident students. Applying for the exemption does not alter your responsibility to pay by the campus deadline any nonresident tuition and associated fees that may be due before your eligibility is determined. For general information, visit the following website: www.ucop.edu/sas/sfs/ppolicies/ab540faqs.htm. For campus-specific instructions regarding documentation and deadline dates, contact the campus Office of the Registrar.

California State University: Complete the form on the reverse. Contact the Office of Admission and Records at the CSU campus where you are enrolled or intend to enroll for instructions on submission, deadline information, and additional requirements. You will be required to submit final high school transcripts and appropriate records of high school graduation or the equivalent, if you have not done so already. Call the Office of Admissions and Records at the campus if you have questions.
California Nonresident Tuition Exemption Request
For Eligible California High School Graduates

Note: This form is accepted by all California Community Colleges and all Universities in the both the University of California and California State University systems.

Complete and sign this form to request an exemption from Nonresident Tuition. You must submit any documentation required by the College or University (for example, proof of high school attendance in California). Contact the California Community College, University of California, or California State University campus where you intend to enroll (or are enrolled) for instructions on documentation, additional procedures and applicable deadlines.

ELIGIBILITY:

I, the undersigned, am applying for a California Nonresident Tuition Exemption for eligible California high school graduates at (specify the college or university) ______________________ and I declare the following:

Check YES or NO boxes:

☐ Yes  ☐ No  I have graduated from a California high school or have attained the equivalent thereof, such as a High School Equivalency Certificate, issued by the California State GED Office or a Certificate of Proficiency, resulting from the California High School Proficiency Examination.

☐ Yes  ☐ No  I have attended high school in California for three or more years.

Provide information on all school(s) you attended in grades 9 - 12:

<table>
<thead>
<tr>
<th>School</th>
<th>City</th>
<th>State</th>
<th>Dates: From - Months/Year</th>
<th>To - Month/Year</th>
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Documentation of high school attendance and graduation (or its equivalent) is required by the University of California, the California State University and some California Community Colleges. Follow campus instructions.

Check the box that applies to you -- check only one box:

☐  I am a nonimmigrant alien as defined by federal law. [Nonimmigrant aliens have been admitted to the United States temporarily and include, but are not limited to, foreign students (persons holding F visas) and exchange visitors (persons holding J visas)].

OR

☐  I am NOT a nonimmigrant alien. [U.S. citizens, permanent residents, or aliens without lawful immigration status, among others, should check this box.]

AFFIDAVIT:

I, the undersigned, declare under penalty of perjury under the laws of the State of California that the information I have provided on this form is true and accurate. I understand that this information will be used to determine my eligibility for the nonresident tuition exemption for eligible California high school graduates. I hereby declare that, if I am an alien without lawful immigration status, I have filed an application to legalize my immigration status or will file an application as soon as I am eligible to do so. I further understand that if any of the above information is untrue, I will be liable for payment of all nonresident charges from which I was exempted and may be subject to disciplinary action by the College or University.

Print Full Name (as it appears on your campus student records)  Campus/Student Identification Number

Print Full Mailing Address (Number, Street, City, State, Zip Code)  Email Address (Optional)

Phone Number (Optional)

Signature  Date

RETURN THIS COMPLETED FORM TO THE CAMPUS ADMISSION OFFICE

Rev. 10/03
RESOURCES

Disability Rights California (formerly Protection and Advocacy, Inc.), Special Education Rights and Responsibilities (SERR) Manual (www.pai-ca.org)

California Department of Education, Special Education Division
www.cde.ca.gov
Procedural Safeguards Referral Service (“PSRS”) - (800) 926-0648

The California Foster Youth Education Task Force
www.casey.org
www.clcla.org

Los Angeles Unified School District, Pupil Services and Attendance, Homeless Education Program - ........................................ (213) 765-2880

OTHER ORGANIZATIONS FOR EDUCATIONAL REFERRALS

1. Learning Rights Law Center ......................... (213) 489-4030
2. Disability Rights Legal Center ....................... (213) 736-8366
3. Mental Health Advocacy Services .................... (213) 389-2077
4. Alliance for Children’s Rights ......................... (213) 368-6010
5. Bet Tzedek (Grandparent Caregivers) ............... (323) 939-0506
6. Neighborhood Legal Services of L.A. County ........ (800) 433-6251
7. Disability Rights California (formerly PAI) ........... (213) 427-8747
8. LAUSD Parent Resource Network ..................... (800) 933-8133
9. Whittier Law School – Children’s Rights Clinic ....... (714) 444-4141
10. Southwestern Law School – Children’s Rights Clinic .... (213) 738-6621
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