

SUPPORTING HOMELESS STUDENTS WE HAVE THE LAWS – WE JUST NEED FULL COMPLIANCE

SUMMARY

The stress of not knowing where you will sleep or if you will eat can trigger a child into a constant state of fight or flight, so paying attention in school or even attending school is not always a priority. This is only the beginning of the problems for students experiencing homelessness. They are more likely to receive disciplinary action than other students, more likely to be enrolled in high-poverty schools and far less likely to graduate than their peers.¹ In fact, lack of a high school degree is the top risk factor for youth and young adult homelessness.²

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) and Assembly Bill 27 and Senate Bill 400 are federal and state legislation that ensure rights for students experiencing homelessness. The San Diego County Office of Education (SDCOE) through its Homeless Education Services, the San Diego Unified School District (SDUSD) through its Children and Youth in Transition (CYT) Office, as well as individual school districts and schools all work together to implement the requirements of this legislation. Although the SDCOE has no enforcement jurisdiction over the county's 42 school districts, its website states that SDCOE

provides support and resources . . . to implement McKinney- Vento. Technical assistance and training are available to the district homeless liaisons and other staff who are involved in working with homeless children and youth. . . the homeless liaison is crucial in ensuring the rights and services of students experiencing homelessness.³

Despite the commitment of staff and resources, schools have multiple challenges implementing this legislation's requirements to improve the services provided to homeless students. To better support some of our most vulnerable students, the 2021/2022 San Diego County Grand Jury (Grand Jury) recommends that the SDCOE:

- Support all district LEAs to assist schools to become fully compliant with requirements of the McKinney-Vento Act, AB 27, and SB 400 legislation
- Work with LEAs to ensure schools fully implement the use of housing questionnaires

¹ Burns, D. *California's Students Experiencing Homelessness: Conditions, Outcomes, and Policy Considerations*. Learning Policy Institute, Nov 2021, https://learningpolicyinstitute.org/sites/default/files/product-files/Students_Experiencing_Homelessness_BRIEF.pdf.

² "Missed Opportunities: Youth Homelessness in America" Voice of Youth Count, *University of Chicago*, November 2017, <https://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/>.

³ San Diego County of Education, Homeless Education (Special Populations), <https://www.sdcoe.net/special-populations/homeless-education>.

- Provide training to the LEAs for consistent and comprehensive outreach efforts at both the district and school level, and
- Coordinate a review of websites for accessibility, compliance, and accuracy.

INTRODUCTION

The McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness.⁴ The goals were to ensure: equal access to educational services and opportunities; equal access to transportation; the development and implementation of professional development for liaisons; improved identification of homeless children; and a heightened awareness of their specific needs. These goals would be met by identifying Local Education Agencies (LEA) liaisons. The McKinney-Vento Act defines LEAs as public-school districts, direct-funded and locally funded charter schools, and county offices of education.

LEAs are responsible for identifying homeless students through outreach and coordination activities with other outreach entities and agencies as well as ensuring parents and guardians are notified of their rights. They also provide public notice of educational rights by posting information at schools, libraries, shelters, and soup kitchens. School personnel receive professional development to better understand the needs of homeless students.

In 2021 California legislative acts Assembly Bill AB 27 (Rivas) and Senate Bill SB 400 (Jones) strengthened requirements for liaison training, student identification, and informational materials. The legislature cited a United States Department of Education report that California has experienced a 48% increase in pupil homelessness over the last decade. A “recent survey of 700 school districts in California” cited in this bill revealed that “many districts do not accurately report the number of homeless pupils due to factors such as the population’s underreporting, high degree of mobility, and instability.”⁵ As a result, AB27 required a model housing questionnaire for use by all LEAs, as well as the posting of name and contact information for each LEA liaison. SB400 went further by requiring training for school personnel who provide services to unhoused students at least annually.⁶

In November 2019, the California State Auditor published a report entitled “Youth Experiencing Homelessness” (Report Number 2019-104).⁷ Their recommendations were addressed to the six districts they chose to investigate and to the State Legislature, as well as the California Department of Education. Although the Grand Jury has no jurisdiction over those entities, we share similar concerns found in the audit. Specifically, the recommendations regarding the undercounting of students and the inconsistent provision of appropriate services to homeless

⁴ “Homeless Education,” California Department of Education, <https://www.cde.ca.gov/sp/hs/>.

⁵ “AB27” https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB27.

⁶ Ibid.

⁷ “Youth Experiencing Homelessness – Report Number 2019-104” *Auditor of the State of California*, November 2019, <https://www.auditor.ca.gov/reports/2019-104/supplemental.html>.

students are important, since both have serious impact on performance outcomes such as chronic absenteeism, suspension, and graduation.⁸

Although schools are mandated to provide services to students experiencing homelessness, the issue of correctly counting students and providing consistent and appropriate support is challenging. Each district has an identified liaison, but the schools vary in their liaison roles. While not required by law, few schools have dedicated personnel who support students experiencing homelessness as their single role; it is often just one of the many duties of the principal, a counselor, or even the attendance clerk. To determine the extent of compliance, as well as challenges faced by schools in San Diego County, the Grand Jury chose to investigate the programs, services, and support provided to students, parents, and school staff members in San Diego County.

METHODOLOGY

The 2021/2022 San Diego County Grand Jury (Grand Jury) interviewed staff from both the San Diego County Office of Education (SDCOE) and the San Diego Unified School District (SDUSD). The Grand Jury did an extensive review of academic, print, and media resources, as well as federal, state, county, and school-specific websites. The Grand Jury also visited schools in the County that serve large numbers of homeless students and checked individual school and district websites.

In order to obtain specific school and district-level data on McKinney-Vento implementation and services to homeless students and their families, the Grand Jury created a survey assessment tool that was sent to a representative sample of schools in San Diego County as well as their District Offices. The goal was to learn about specific practices, policies, and challenges faced by the schools and staff who are responsible for McKinney-Vento compliance. Surveys were received between January 2022 and February 2022.

DISCUSSION

Requirements of McKinney-Vento

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Children and youth who may be living in motels, hotels, trailer parks, shelters, cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping place for human beings.

⁸ Ibid.

These definitions provide important distinctions between the common understanding of “homelessness” and the students that are eligible for support under the McKinney-Vento Act.

These distinctions may unintentionally cause students who qualify for services not to receive them, as parents do not realize they qualify under this broader, federal definition.

The McKinney-Vento Act also requires that:

- Homeless students who move have a right to remain in their school of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled), if that is in the student’s best interest.
- Transportation must be provided to and from that school.
- If it is in the student’s best interest to change schools, homeless students must be immediately enrolled, even without the records normally required to do so.
- Homeless students must have access to all programs and services for which they are eligible.
- Unaccompanied youths (homeless youth not in the physical company of a parent or guardian) must receive specific protections, including enrollment in school without proof of guardianship. Parents, guardians, and unaccompanied youths have the right to dispute eligibility, school selection, or enrollment decision.⁹

Under the McKinney-Vento Act, LEAs must review and revise policies and procedures to remove barriers to a high-quality education for homeless children and youths.

Assembly Bill 27 (Rivas 2021) & Senate Bill 400 (Jones 2021)

In September 2021, California legislators passed Assembly Bill 27 (AB 27) and Senate Bill 400 (SB 400) to strengthen services for children experiencing homelessness. Effective with 2021/2022 school year, AB 27 requires LEAs receiving specific federal funding to ensure that all parents receive a paper housing questionnaire in their primary language. The questionnaire must include an explanation of the rights and protections a student has as a homeless child or youth. Also required of LEAs is website posting of contact information for liaisons and information regarding educational rights and resources. AB 27 was an urgency bill, meaning it went into effect immediately upon being signed by the Governor on September 29th and implementation was to begin immediately.¹⁰

While SB 400 primarily focuses on new training coordination responsibilities for the California Department of Education (CDE), it does require that the LEA ensure homeless students and families receive referrals to health care services, including dental services, mental and substance abuse services, housing services, and other appropriate services.¹¹ Both bills suggest

⁹ “Supporting the Success of Homeless Children and Youths.” U.S. Department of Education, <https://www2.ed.gov/policy/elsec/leg/essa/160315ehcyfactsheet072716.pdf>.

¹⁰ AB 27, op. cit.

¹¹ AB 27, op. cit.

that better coordination is needed among child welfare, housing, and education stakeholders to alleviate barriers for pupils and families.

Data on Homelessness

According to statistics from the U.S. Department of Education, during the 2019/2020 school year, 19 % of all children experiencing homelessness in the U.S. resided in California.¹² That same year, 3.9 % of the total student population in California¹³ and 3.7 % (or 19,291) of students in San Diego County experienced homelessness.¹⁴ Youth experiencing homelessness in California are more than twice as likely as their housed peers to be chronically absent or be suspended. These students also have graduation and college attendance rates 15% lower than non-homeless students.¹⁵ In addition, one in five homeless students changed schools at least once during the school year.¹⁶

Students of color are disproportionately represented in homelessness data and are likely to have poor educational outcomes. According to the California Department of Education, African American students are 5% of the statewide enrollment yet they make up 7.3% of homeless students. Latino students make up 55% of all K-12 students in California, yet they account for 74% of all homeless students.¹⁷ In addition, LGBTQ+ youth are more than twice as likely to experience homelessness than non-LGBTQ+ peers.¹⁸

In 2019, even before the pandemic, the state audit cautioned about the undercounting of homeless students. During those years (2018-19 through 2020-21), the number of unhoused students declined 10.4% in San Diego County.¹⁹ A national survey cited the primary reason for this decrease were the challenges in identifying homelessness in a virtual learning environment.²⁰ In an online learning environment, many such students lacked stable internet connection and the resources to work online. Further, they were reluctant to turn on their cameras, concerned that classmates could see their living conditions and liaisons were no

¹² “Homeless Youth in California Schools – Quick Facts Data,” California Department of Education, <https://www.cde.ca.gov/ds/sg/homelessyouth.asp>.

¹³ Ed Data, “California Public Schools – Cumulative Enrollment - Homeless Students,” Education Data Partnership and the California Department of Education, <https://www.ed-data.org/state/CA>.

¹⁴ Ed Data, “San Diego County – Cumulative Enrollment - Homeless Students,” Education Data Partnership and the California Department of Education, <https://www.ed-data.org/county/San-Diego>.

¹⁵ CDE, “Homeless Youth in California Schools – Data & Outcomes,” op. cit.

¹⁶ Burns, op. cit.

¹⁷ Data Quest. “2020-21 enrollment by Ethnicity and Grade” California Department of Education, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=00&agglevel=state&year=2020-21>.

¹⁸ “Homelessness and Housing” Youth.gov, <https://youth.gov/youth-topics/lgbtq-youth/homelessness>.

¹⁹ Ed Data, “San Diego County – Cumulative Enrollment - Homeless Students,” op. cit.

²⁰ Mehrotra, Sarah, Understanding Students and Their Families Who Are Experiencing Homelessness or Housing Insecurity During a Pandemic”, *The Education Trust*, October 2021, <https://edtrust.org/the-equity-line/understanding-students-and-their-families-who-are-experiencing-homelessness-or-housing-insecurity-during-a-pandemic/>.

longer were able to rely on face-to-face check-in, as they had in the past.²¹ There have been additional pandemic-related impacts to homeless students as well, such as having fewer options for who were “doubled-up” or staying with others, due to fear of contracting the virus and lack of access to electronic devices and internet access. Lack of transportation was also cited as a challenge in taking advantage of pandemic-related resources.²² Since ensuring homeless students are properly identified and counted in order to receive necessary support services, the decrease in these numbers is concerning.

Housing Questionnaires and Counting Homeless Students

As part of the AB 27 legislation, a survey of 700 school districts in California found that many districts do not accurately report the number of homeless students due to factors such as under self-reporting, a high degree of mobility, and housing instability.²³ Undercounting impacts the delivery of services to eligible students, while also reducing funding received by districts.²⁴ To address some of these concerns, AB 27 and SB 400 require LEAs to administer a Housing Questionnaire to all parents (Appendix 1) that must include an explanation of rights and protections guaranteed to unhoused students. The bills stated that the questionnaire was to be initiated not later than the start of the 2021/2022 school year; yet, the bills were not signed into law until September 29, 2021, nearly one month after many schools had begun the academic year. As such, not all schools have fully implemented the use of the dedicated housing questionnaire with some planning a full roll-out for the 2022-2023 school year. However, the law intended that these requirements were to take effect immediately as an urgency statute.

Outreach and Access for Parents and Students

The McKinney-Vento Act references the rights of students and parents numerous times throughout its text. This federal law and SB 400 both require that “homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies.” Further, LEAs should ensure that the “public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens.”²⁵ The above text is likely an area of confusion. Most of the responsibilities in the bills’ text make requirements of the LEAs. Again, these are primarily county offices of education or district offices. While it is important to have a

²¹ Wynne, San Diego reports significant drop in unhoused student tally, worrying advocates and educator.” NewsSource CBS8, January 4, 2022, <https://www.cbs8.com/article/news/local/inewssource/housing-resources-in-san-diego-county/509-3b1c8aa4-cb6f-442a-8e79-1a265e11346c>.

²² Mehrotra, op. cit.

²³ “Assembly Bill No. 27,” California Legislative Information, https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB_27.

²⁴ Ibid.

²⁵ “Sample Protocol for Local Educational Agency Liaison and School Site Liaison Coordination.” California Department of Education, August 2019.

central point of leadership, it is the schools that have daily access to the students. This can lead to wide disparity in how schools view compliance.

On April 20, 2022, the Grand Jury visited websites for the schools who had returned our surveys. None of the schools had information regarding homeless students on their school websites that was easily located. Some schools had a digital posting of their “Parent Handbook” where a relevant section was located deep within the booklet. One of the districts had no information on any of its schools’ websites, but a Google search turned up a paragraph or two dated June 2012.

School website content and contact information is inconsistent.²⁶ While the McKinney-Vento text specified few exact actions that schools must take, it appears that the quality of outreach and access efforts are not consistent and do not comply with the spirit of the law at the school level. Since many homeless children’s lives can be nomadic and they often attend different schools, parents need to be able to find this information without having to relearn terminology and website architecture. Consistent, common-use terminology should be used.

Training by LEAs

AB 27 and SB 400 require that the California Department of Education (CDE) “shall develop and implement a system to verify that local educational agencies are providing the required training to school personnel providing services to youth experiencing homelessness at least annually.”²⁷

The San Diego County Office of Education (SDCOE) offers training to district liaisons, but it is important to note that SDCOE cannot force compliance, since that is the purview of the CDE. District representatives offer training to the school personnel.

In its report, “Serving Students Hidden in Plain Sight,”²⁸ authors found:

Liaisons cannot effectively train school staff about homelessness and related issues, which means schools do not effectively identify students experiencing homelessness. Liaisons named identifying homeless students and providing professional development for school personnel as their next two most challenging responsibilities. These two challenges are linked because liaisons regularly rely on school personnel to identify students experiencing homelessness. As one liaison wrote, school personnel may have difficulty identifying students where “many staff members do not understand that homelessness does not only mean living out of a car or on the street.”

²⁶ “Serving Students Hidden in Plain Site”

https://www.aclusocal.org/sites/default/files/homelessk12report_aclu_r4_digital.pdf;

²⁷ AB 27, op cit.

²⁸ “Serving Students,” op. cit.

In self-reported training records, SDUSD stated there were 72 attendees in the September/October meetings, 78 in the February meetings, and 58 in the March meetings. Additionally, there were two awareness trainings with 23 attendees each time. Considering that SDUSD has 176 schools, these numbers do not meet even a 50% threshold.

Challenges for Schools and LEAs

Public schools are mandated to serve all of their students, no matter the challenges. Unhoused families present unique challenges. Homeless parents frequently have unstable living situations and/or unreliable cell phones. Often parents are unwilling to discuss their housing situations. If families are not honest about their circumstances, it is difficult to connect them with resources.

Lack of funding for liaisons is an issue. Since not every individual school is legally required to have a liaison (the only legal requirement is for a liaison in every district), those with more restricted budgets or personnel may struggle the most. School liaisons need permission and support to attend training meetings but are not mandated to do so. The site liaison is usually unfunded and assigned liaisons multiple responsibilities at the school. This issue is further complicated by frequent site liaison turnover and insufficient training.

In 2018, the California Homeless Youth Project and the ACLU Foundations of California collaborated to evaluate whether California's homeless liaisons are equipped and empowered to support students experiencing homelessness. They found that, "Two thirds of all liaisons spend fewer than five hours a week on their homeless liaison duties." Another challenge is the sheer size and scope of the service area: SDCOE serves over 500,000 students, including the SDUSD, the second largest district in the state of California, with over 125,000 students.²⁹

FACTS AND FINDINGS

Fact: Data shows that many districts do not accurately report the number of homeless students, impacting the delivery of required services to students and funding for districts.

Fact: California Assembly Bill AB 27 (Rivas 2021) and Senate Bill SB 400 (Jones 2021) require Local Educational Agencies to ensure that each school within the agency identify all homeless children and youths and unaccompanied youths enrolled at the school, to support accurate counting of students.

Fact: AB 27 requires Local Educational Agencies that receive designated federal funds to administer a Housing Questionnaire, as specified, for purposes of identifying homeless children and youths and unaccompanied youths, commencing with the 2021/2022 school year.

²⁹ Ed Data, op. cit.

Fact: Some schools are only surveying new students for the 2021/2022 school year and not surveying all students until 2022/2023 or relying on more general information, such as response to Line 19B on SDUSD’s general residence questionnaire (Appendix 2).

Finding 1: Not all LEAs are in compliance with AB 27 and SB 400.

Fact: The McKinney-Vento Homeless Assistance Act required Local Educational Agencies to “disseminate public notice of rights for unhoused students in locations frequented by parents and youth, in a manner and form understandable to them.” This includes posters not only in the school, but at the local library, shelters, health centers, etc.

Finding 2: A stronger focus on coordination of efforts between schools and SDCOE and state agencies would also facilitate a more integrated, comprehensive response to the problem.

Fact: AB 27 and SB 400 require that a school shall post contact information for both the district liaison and school liaison (if there is one) on its website.

Finding 3: Few districts and schools surveyed have easy to find contact information on their websites.

Fact: McKinney-Vento Act states that school personnel receive professional development and training.

Fact: Although training may be offered, attendance is not required and there is insufficient documentation to prove attendance. Indeed, many schools reported “none” for training.

Finding 4: Although districts offer training, there is inconsistency in training, content, and requirements.

RECOMMENDATIONS

Although the 2021/2022 San Diego County Grand Jury recognizes that SDCOE has no legal obligation to do so, to better support some of our most vulnerable students, the 2021/2022 San Diego County Grand Jury recommends that the San Diego County Office of Education:

- 22-15:** Work with all LEAs to immediately come into compliance with AB 27 by implementing the use of the Housing Questionnaire, as required, and monitor LEAs' compliance.
- 22-16:** Assist district liaisons to coordinate with school liaisons to implement consistent, compliant, and timely notification and support for unhoused families, consistent with the requirements of the McKinney-Vento Act, AB 27, and SB 400.
- 22-17:** Coordinate a review of all school and school district websites to ensure McKinney-Vento & AB 27/SB 400 compliance information, including the listing of district and school liaisons, is complete, accurate, and easily accessible for diverse users.
- 22-18:** Advocate with school and district leadership to invest in training and professional development for school and district liaisons to deliver comprehensive McKinney-Vento Act training and retention programs to better serve students.

REQUIREMENTS AND INSTRUCTIONS

The California Penal Code §933(c) requires any public agency which the Grand Jury has reviewed, and about which it has issued a final report, to comment to the Presiding Judge of the Superior Court on the findings and recommendations pertaining to matters under the control of the agency. Such comment shall be made *no later than 90 days* after the Grand Jury publishes its report (filed with the Clerk of the Court); except that in the case of a report containing findings and recommendations pertaining to a department or agency headed by an elected County official (e.g. District Attorney, Sheriff, etc.), such comment shall be made *within 60 days* to the Presiding Judge with an information copy sent to the Board of Supervisors. Furthermore, California Penal Code §933.05(a), (b), (c), details, as follows, the manner in which such comment(s) are to be made:

- (a) As to each grand jury finding, the responding person or entity shall indicate one of the following:
- (1) The respondent agrees with the finding
 - (2) The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.
- (b) As to each grand jury recommendation, the responding person or entity shall report one of the following actions:
- (1) The recommendation has been implemented, with a summary regarding the implemented action.
 - (2) The recommendation has not yet been implemented, but will be implemented in the future, with a time frame for implementation.

(3) The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This time frame shall not exceed six months from the date of publication of the grand jury report.

(4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefor.

(c) If a finding or recommendation of the grand jury addresses budgetary or personnel matters of a county agency or department headed by an elected officer, both the agency or department head and the Board of Supervisors shall respond if requested by the grand jury, but the response of the Board of Supervisors shall address only those budgetary or personnel matters over which it has some decision-making authority. The response of the elected agency or department head shall address all aspects of the findings or recommendations affecting his or her agency or department.

Comments to the Presiding Judge of the Superior Court in compliance with the Penal Code §933.05 are required from the:

<u>Responding Agency</u>	<u>Recommendations</u>	<u>Date</u>
San Diego County Office of Education	22-15 through 22-18	9/21/22

APPENDIX 1

Sample Housing Questionnaire, California Department of Education

Housing Questionnaire for

Student Last Name	First	Middle

Name of School:

The information provided below will help the LEA determine what services you and/or your child may be eligible to receive. This could include additional educational services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Presently, are you and/or your family living in any of the following situations?

- Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian

- Yes No

The undersigned parent/guardian certifies that the information provided above is correct and accurate.

Print Parent/Guardian Name	Signature	Date

Phone Number	Street Address	City	State	Zip

Housing Questionnaire

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

Please list all children currently living with you.

Name	Gender	Birthdate	Grade	School

If you have any questions about these rights, please contact your LEA's Homeless Liaison:

Name
Phone
Email

APPENDIX 2



SAN DIEGO UNIFIED SCHOOL DISTRICT 2022-2023 PreK-Grade 12 ENROLLMENT FORM

Complete Sections I-III and sign page 2. Section IV must be completed by office staff. Please print legibly using black or blue ink.
For full directions, please refer to [Directions for Completing the PreK-Grade 12 Enrollment Form](#)

OFFICE ONLY 1. Student District ID:		OFFICE ONLY 2. Student State ID (SSID):	
I. STUDENT INFORMATION			
3. Last name (LEGAL NAME ONLY)		First	Middle
		Suffix (Jr, II, III)	
4. First Name on teacher rosters:	5. Former legal name(s) (optional):	6. Birthdate: / /	7. Legal Gender <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary
8. Is student Hispanic or Latino/a/x? <input type="checkbox"/> Yes <input type="checkbox"/> No	9. Race: (check all boxes that apply)		
	<input type="checkbox"/> American Indian or Alaskan Native <i>Asian/Indochinese</i> <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <i>Pacific Islander</i> <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Guamanian <input type="checkbox"/> Hawaiian <input type="checkbox"/> White <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander		
10. Release of Information: Directory-type information may be shared with individuals and organizations authorized to receive this type of information unless it is prohibited by the parent/guardian. See the district's Facts for Parents for the individuals and organizations, and the student information that may be released. If you do not want the information shared, you must select "Opt Out." <input type="checkbox"/> Opt Out		11a. Student email address (optional):	11b. Student phone (optional): ()
12. Household address:		City, State:	ZIP Code:
13. Primary phone: ()	14. Mailing address (if different from household):		City, State: ZIP Code:
15. City, State, Country of Birth:	16. First enrolled in US Preschool: Date: / /	17a. First enrolled in a CA school (UTK/Kinder): Date: / /	17b. First enrolled in a US school (UTK/Kinder): Date: / /
18. Current Caregiver (check one): <input type="checkbox"/> Parent/Legal Guardian <input type="checkbox"/> other Adult (not legal guardian, requires Caregiver Affidavit)			
19a. Foster Living Situations: Check one if applicable: <input type="checkbox"/> Family Maintenance <input type="checkbox"/> Family Home (FFH) <input type="checkbox"/> Group Home (FGH) (FFA) <input type="checkbox"/> Formal Kinship Care (including NREPM) <input type="checkbox"/> Tribal Foster Care		19b. Temporary/inadequate residence due to financial hardship: Check all that apply: <input type="checkbox"/> Living with someone/Doubling up <input type="checkbox"/> Unaccompanied Youth <input type="checkbox"/> Hotel/motel <input type="checkbox"/> Sheltered <input type="checkbox"/> Unsheltered <input type="checkbox"/> Runaway Youth	
20. Other Living Situation: <input type="checkbox"/> International exchange <input type="checkbox"/> Residential facility <input type="checkbox"/> Hospital (not state hospital) <input type="checkbox"/>			
21. Complete and include for all minors under 18 years of age who live in the same household (siblings and non-siblings), even if not enrolled in San Diego Unified. If additional space is needed, use "Notes" in Section IV on back of form.			
Full name:	Birthdate:	School name:	Relationship to student:
Full name:	Birthdate:	School name:	Relationship to student:
Full name:	Birthdate:	School name:	Relationship to student:
II. CONTACT INFORMATION Provide at least three contacts—if additional space is needed use "Notes" in Section IV on back of form.			
22. Parent/Guardian/Contact		23. Parent/Guardian/Contact	
24. Emergency Contacts (other than already listed)			
Full name			Full name:
Relationship to student			Relationship to student:
Lives with student? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, provide address here: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, provide address here: _____		Home phone ()
Home phone ()			Work phone ()
Work phone ()			Cell Phone ()
Cell phone ()			Email address:
Email address			Preferred languages:
Employer			<input type="checkbox"/> Interpreter required
			<input type="checkbox"/> OK to release student
			<input type="checkbox"/> OK to send school messages
Military (check all that apply) <input type="checkbox"/> Active Duty <input type="checkbox"/> DOD Employee <input type="checkbox"/> Reserves National Guard <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time	<input type="checkbox"/> Active Duty <input type="checkbox"/> DOD Employee <input type="checkbox"/> Reserves National Guard <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time		Full name:
Preferred language:			Relationship to student:
Education level (select one) <input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College/AA Degree <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post-Graduate <input type="checkbox"/> Decline to state	<input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College/AA Degree <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post-Graduate <input type="checkbox"/> Decline to state		Home phone ()
Additional information	Report card & Progress report provided <input type="checkbox"/> Interpreter required <input type="checkbox"/> Access to student info online		Work phone ()
	<input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Interpreter required <input type="checkbox"/> Access to student info online		Cell Phone ()
			Email address:
			Preferred languages:
			<input type="checkbox"/> Interpreter required
			<input type="checkbox"/> OK to release student
			<input type="checkbox"/> OK to send school messages

SIGNATURE REQUIRED ON REVERSE

OFFICE ONLY Student Name: _____
Grade: _____
Room #: _____