

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

Phone (562) 922-6128 Fax (562) 469-4399

Board Member Remote Participation:

- Dr. Theresa Montano, Residence Inn, 1125 15th Street, Sacramento, CA 95814

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: <https://tinyurl.com/LACOEBoardMeeting>

Meeting ID: 822 2518 9839

Passcode: 241814

No. 25: 2023-2024

The full Board agenda will only be accessible through the LACOE Board of Education website at the following link: <https://www.lacoe.edu/Board-of-Education>. Procedure for addressing the Board is posted on the LACOE Board of Education [website](#). To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at 562 922-6128 at *least* 24 hours in advance.

Board Meeting

April 16, 2024

2:30 p.m.

Ms. Kimmel

BOARD AUDIT COMMITTEE MEETING – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Chan

A. Call to Order

Dr. Perez

B. Pledge of Allegiance

Dr. Pèrez

C. Ordering of the Agenda

Dr. Chan

D. Approval of the Minutes

1. April 2, 2024

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / HEAD START POLICY COUNCIL / PUBLIC

III. PRESENTATIONS

Ms. Graswich

A. Recognition of the 2024 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

Dr. Ramirez

A. Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Adoption of Board Resolution No. 47 to Recognize May 7, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County

B. Adoption of Board Resolution No. 48 to Recognize May 19-25, 2024 as Classified School Employees Week in Los Angeles County

C. Adoption of Board Resolution No. 49 to Recognize May Day on May 1, 2024

D. Adoption of Board Resolution No. 50 to Recognize May 8, 2024, as National School Nurse Day

- E. Adoption of Board Resolution No. 51 to Recognize May 2024 as National Foster Care Month
- F. Adoption of Board Resolution No. 52 to Recognize Asian American and Pacific Islander Heritage Month, May 2024
- G. Adoption of Board Resolution No. 53 to Recognize May 22, 2024 as Harvey Milk Day
- H. Adoption of Board Resolution No. 54 to Recognize National Mental Health Month, May 2024
- I. Approval of Amendment 1 to Certification of Signatures - 2023-2024
- J. Acceptance of Project Funds No. 80
- K. Acceptance of Project Funds No. 81
- L. Acceptance of Gifts No. 15

VII. RECOMMENDATIONS

- Dr. Ramirez A. Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report
- Ms. Andrade B. Approval of Second Reading and Adoption of Board Policy (BP), 0460 (Local Control and Accountability Plan), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP 3400 (Management of LACOE Assets/Accounts), BP 3311 (Bids), BP 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)
- Dr. Pèrez C. Approval of Position Recommendation Report PRR 1.0 for April 2024

VIII. INFORMATIONAL ITEMS

- Dr. Pèrez A. Governmental Relations
- Dr. Pèrez B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up
- Dr. Chan C. Board Chair Announcement of Ad Hoc Committee to Address Los Angeles County High School for the Arts (LACHSA) and International Polytechnic High (IPoly) Admissions

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Chan A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Anthony V. v. Compton USD
 - 2. Emmett Y. v. Long Beach USD

- Dr. Chan X. **ADJOURNMENT**

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, April 2, 2024

A meeting of the Los Angeles County Board of Education was held on Tuesday, April 2, 2024 at the Los Angeles County Office of Education Board Room.

PRESENT: Mr. James Cross, Mrs. Andrea Foggy-Paxton, Ms. Betty Forrester, Dr. Stanley L. Johnson, Jr, and Dr. Monte E. Perez*; Student Board Member: Ms. Jocelyn* (**remote*)

UNCOMPENSATED: Dr. Yvonne Chan and Dr. Theresa Montaña

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant, Office of the Superintendent.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:00 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mrs. Foggy-Paxton lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that there were no changes to the Board Agenda.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the Board agenda as presented.

Yes vote: Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Perez, and Dr. Johnson.

APPROVAL OF THE MINUTES -

- March 19, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the March 19, 2024 minutes as presented.

Yes vote: Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Perez, and Dr. Johnson.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Mr. Cross wished everyone a Happy Easter.

Dr. Duardo provided the following highlights to the County Board:

Welcome Dr. Ruth Pérez

- Welcome Dr. Ruth Pérez, LACOE's New Deputy Superintendent.
- Today is her second day at LACOE.

Spelling Bee Competition

- The 2024 Spelling Bee competition was back in person for the first time since 2020.
- The 2024 Los Angeles County Regional Spelling Bee, hosted by the Los Angeles County Office of Education (LACOE), showcased the linguistic skills of 42 spellers from public, private and charter schools across the county. These students, champions in their own right, earned their spot through district-level victories, community bee triumphs or by acing the Scripps online test.
- The competition took place at Almansor Court in Alhambra and lasted 12 intense rounds. In the end, it was Oliver Halkett, a 6th grader from The Mirman School, who earned the number one spot!
- Viviana Chen, a 6th grader of Walnut Valley Unified School District captured second place with an impressive showing.
- The event was not just a showcase of spelling skills but a celebration of academic excellence and dedication to mastering the intricacies of the English language.
- Congratulations to all the participants for their hard work and determination!

COMMUNICATIONS: ASSOCIATIONS

Mr. David Olivares, LACEA President addressed the County Board.

COMMUNICATIONS: PUBLIC (None)

PRESENTATIONS (None)

HEARINGS

REQUEST FOR A MATERIAL REVISION TO THE CHARTER OF *RUSSELL WESTBROOK WHY NOT? HIGH SCHOOL, GRADES 9-12*

Education Code Section 47605(b) provides that within 60 days after receiving a request for a material revision, the County Board shall hold a public hearing on the provisions of the material revision to the Charter of the Russell Westbrook Why Not? High School, Grades 9-12, and the Board shall consider the level of support for the material revision by teachers, employees and parents. The proposed material revision is to: (1) Change the name from Russell Westbrook Why Not? High School to Westbrook Academy; (2) Add grade levels 6-8 and revise language in the petition to update the educational program to include these grade levels; (3) Change the site location to a new facility at 2310 & 2340 South Firestone Boulevard, South Gate, California 90280; and (4) Revise language in the petition to conform to recent changes in law.

Ms. Zeidy Revolorio, Principal and Darla Vance, Principal addressed the County Board in support of the Public Hearing on the material revision to the Charter of Russell Westbrook Why Not? High School, Grades 9-12.

The County Board had a discussion regarding this item.

The following individuals addressed the County Board: Mr. Angelo Lopez, Student; Ms. Saray Rubio, Student; and Mr. Santos Murio, Parent.

REPORTS / STUDY TOPICS (None)

CONSENT CALENDAR RECOMMENDATIONS

ACCEPTANCE OF PROJECT FUNDS NO. 78

The Superintendent recommended that the County Board approve Acceptance of Project Funds No. 78.

ACCEPTANCE OF PROJECT FUNDS NO. 79

The Superintendent recommended that the County Board approve Acceptance of Project Funds No. 79.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Consent Calendar Recommendations.

There was no discussion by the County Board regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Perez, and Dr. Johnson.

RECOMMENDATIONS

APPROVAL OF FIRST READING ON BOARD POLICY (BP) 0460 (LOCAL CONTROL AND ACCOUNTABILITY PLAN), BP 6146.1 (HIGH SCHOOL GRADUATION REQUIREMENTS), BP 6146.4 (DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES), BP 5116.2 (INVOLUNTARY STUDENT TRANSFERS), BP 3400 (MANAGEMENT OF LACOE ASSETS/ACCOUNTS), BP 3311 (BIDS), BP 3311.1 (UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES), BP 5131.2 (BULLYING) AND BOARD BYLAW (BB) 9321 (CLOSED SESSION) (ENCLOSURE)

The Superintendent recommended that the County Board approve the First Reading of Board Policies referenced above.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the First Reading of the above-referenced Policies.

There was no discussion by the County Board regarding this item.

There were no Public Speakers.

Yes vote: Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Perez, and Dr. Johnson.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS – There was no Governmental Relations Report.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP

Dr. Duardo indicated that the next Board meeting would be on April 16, 2024.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON INTERDISTRICT ATTENDANCE APPEALS (None)

ADJOURNMENT

It was **MOVED** by Mr. Cross, **SECONDED** by Mrs. Foggy-Paxton, and **CARRIED** to adjourn the Board meeting.

Yes vote: Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Perez, and Dr. Johnson.

The meeting adjourned at 3:55 p.m.

Board Meeting – April 16, 2024

Item III. Presentations

- A. Recognition of the 2024 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon

The County Board and Superintendent will recognize the Alhambra High School team, which placed 3rd in Division I of the California Academic Decathlon. The Alhambra High School team placed first in the LA County Academic Decathlon -- one of LACOE's competition programs that promote academic excellence — that was held January 18, 27, and February 3, 2024. More than 460 high-achieving students from across the county participated. Alhambra and 7 other teams advanced to the state competition.

During the program, the County Board and Superintendent will recognize Alhambra High School team members and Coach Jose Sanchez.

Board Meeting – April 16, 2024

Item V. Reports / Study Topics

- A. Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024

Education Code section 35186 (d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: _____

Date: _____

Person completing this form: _____

Title: _____

Quarter covered by this report (Check One Below):

- | | | | |
|--------------------------|---------|--------------------------|-----------------------|
| <input type="checkbox"/> | 1st QTR | July 1 to September 30 | Due: October 13, 2023 |
| <input type="checkbox"/> | 2nd QTR | October 1 to December 31 | Due: January 12, 2024 |
| <input type="checkbox"/> | 3rd QTR | January 1 to March 31 | Due: April 12, 2024 |
| <input type="checkbox"/> | 4th QTR | April 1 to June 30 | Due: July 12, 2024 |

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.

- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

Print Name of District Superintendent _____

Signature of District Superintendent _____

Date _____

Submit the **Quarterly Summary** using Canvas Account:
<https://lacoepd.instructure.com/courses/715>

or mail to:

Los Angeles County Office of Education
c/o Francisco Jimenez, Williams Instructional Materials
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Jimenez_Francisco@lacoed.edu

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 47 to Recognize May 7, 2024 as El Día del Maestro, or Day of the Teacher, in Los Angeles County

The Superintendent recommends that the County Board adopt Resolution No. 47 as part of the regular County Board meeting on April 16, 2024; and further recommends that the Board join the Governor and state Legislature in declaring Wednesday, May 7, 2024, as Day of the Teacher in Los Angeles County.

Resolution No. 47 is attached.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this day with appropriate programs and activities.
- LACOE will engage in a social media campaign to recognize and honor teachers.
- Encourage LACOE site administrators to facilitate activities and/or acknowledgements to honor teachers assigned to their sites.
- LACOE wide message from the Superintendent.

BOARD RESOLUTION

NO. 47: 2023-24

***El Día del Maestro* or Day of the Teacher**

May 7, 2024

WHEREAS, public education teachers are the foundation of a free society whose profession supports our democratic system; and

WHEREAS, Los Angeles County is fortunate to have a team of skilled and dedicated teachers, who make it possible for students to continue to learn and thrive; and

WHEREAS, teachers have been responsible for educating 2 million preschool and school-age children in LA County and have led efforts to promote and advance educational opportunity for all; and

WHEREAS, teachers have promoted the value of public education and advocated for the resources necessary to maintain high-quality schools; and

WHEREAS, Los Angeles County Office of Education teachers in County Community Schools, Juvenile Court Schools, the Los Angeles County High School for the Arts and the International Polytechnic High School are dedicated to making a positive difference in the lives of our students; and

WHEREAS, Los Angeles County Office of Education teachers are exemplary members of the teaching profession; they work to instill in our students an appreciation of our society's cultural diversity, a love of learning and the skills to pursue productive lives; and

WHEREAS, the National Education Association and the California Department of Education recognize May 6-10, 2024, as Teacher Appreciation Week; and

WHEREAS, the National Education Association and the California Department of Education recognize May 7, 2024, as National Teacher Appreciation Day; and

WHEREAS, California's annual Day of the Teacher, or *El Día del Maestro*, established by the Association of Mexican American Educators, will be observed by the California Teachers Association and in schools on May 7, 2024:

NOW, THEREFORE, BE IT RESOLVED, the Los Angeles County Board of Education joins the Governor and state Legislature in declaring Wednesday, May 7, 2024, as Day of the Teacher in Los Angeles County.

ADOPTED this 16th day of April 2024 by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

- B. Adoption of Board Resolution No. 48 to Recognize May 19-25, 2024 as Classified School Employees Week in Los Angeles County

The Superintendent recommends that the County Board adopt Resolution No. 48 as part of the regular County Board meeting on April 16, 2024; and further recommends that the Board urge all certificated staff at the Los Angeles County Office of Education and across Los Angeles County, to recognize classified employees as full partners in education and to applaud their hard work and dedication.

Resolution No. 48 is attached.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to acknowledge the contributions of Classified School Employees during the week of May 19-25, 2024.
- LACOE will engage in a social media campaign to promote and bring awareness of the contributions of Classified Employees.
- Encourage LACOE site administrators to facilitate activities and/or acknowledgements to honor Classified Employees assigned to their sites.
- LACOE wide message from the Superintendent to acknowledge the contributions of Classified School Employees at LACOE and throughout Los Angeles County.

BOARD RESOLUTION

NO. 48: 2023-24

Classified School Employee Week, May 19-25, 2024

WHEREAS the work of classified school employees throughout Los Angeles County – from transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly – is integral to the success of students and public education; and

WHEREAS classified employees have stepped up to the challenges presented by the global COVID-19 pandemic and have proven to be essential workers, tirelessly serving our students and schools during this unprecedented time; and

WHEREAS the efforts of the Los Angeles County Office of Education’s classified staff are fundamental to the successful operations of the Office’s programs and services, and should be publicly recognized; and

WHEREAS classified employees of the Los Angeles County Office of Education perform a great variety of skilled occupations at the Education Centers and at school sites throughout the county; and

WHEREAS classified employees ably represent the Los Angeles County Office of Education as they apply their knowledge and skills in providing the Office’s programs and services to the many populations we serve, including parents and community members; and

WHEREAS staff members from districts throughout Los Angeles County call upon the Office’s resourceful classified employees on a daily basis to provide essential information and services; and

WHEREAS classified employees, who are represented by the California School Employees Association (CSEA) and the Service Employees International Union (SEIU), deserve special recognition for their innumerable contributions to public education in Los Angeles County; and

NOW, THEREFORE, BE IT RESOLVED, the Los Angeles County Board of Education proclaims the week of May 19-25, 2024, to be Classified School Employee Week, celebrating the theme, *Classified Professionals: Indispensable, Inspiring & Invincible*; and

BE IT FURTHER RESOLVED, the Board urges its members and all certificated staff at the Los Angeles County Office of Education and across Los Angeles County to recognize classified employees as full partners in education and to applaud their hard work and dedication.

ADOPTED this 16th day of April 2024 by the Los Angeles County Board of Education in Downey, California

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

- C. Adoption of Board Resolution No. 49 to Recognize May Day on May 1, 2024

The Superintendent recommends that the County Board adopt Resolution No. 49 as part of the regular County Board meeting on April 16, 2024; and further declares May 1 as May Day or International Labor Day to honor the extraordinary contributions of workers in our county, state, nation and across the globe and encourages discussions and learning about workers worldwide, their critical role in society and how they organized to improve working conditions.

Resolution No. 49 is attached.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this day with appropriate programs and activities.
- LACOE will engage in a social media campaign to promote and bring awareness of the significance of May Day.
- LACOE wide message from the Superintendent.

BOARD RESOLUTION

NO. 49: 2023-24

May Day 2024

WHEREAS, May Day, also known as International Workers’ Day, has its roots in the United States and is now recognized in dozens of countries around the world as a day to honor and advocate for the rights of workers; and

WHEREAS, observed on the 1st of May, this Day celebrates the extraordinary contributions of workers; and

WHEREAS, the significance of May Day to the labor movement began with the movement for an eight-hour workday that led to a general strike in Chicago on May 1, 1886; and

WHEREAS, May Day commemorates the lives of four American labor organizers who were hanged in Chicago after being falsely convicted of throwing a bomb into a group of police during a protest rally; and

WHEREAS, in 1884, the Federation of Organized Trades and Labor Unions, precursor to the American Federation of Labor, voted at its annual convention that from May 1, 1886, onward, the workday would consist of eight hours; and

WHEREAS, though the eight-hour workday was not fully adopted across America until the 20th century, the events in Chicago inspired similar protests across Europe, establishing May 1st as the day to recognize the rights of workers across the world; and

WHEREAS, we honor the hardworking, everyday heroes in the education sector who rose to the challenge of the global COVID-19 pandemic to serve students – from transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly during this unprecedented time; and

WHEREAS, education workers, including our own employees at the Los Angeles County Office of Education who are fundamental to the successful operations of LACOE programs and services, should be publicly recognized on May Day; and

NOW, THEREFORE, BE IT RESOLVED, the Los Angeles County Board of Education declares May 1 as May Day or International Labor Day to honor the extraordinary contributions of workers in our county, state, nation and across the globe and encourages discussions and learning about workers worldwide, their critical role in society and how they organized to improve working conditions.

ADOPTED this 16th day of April 2024 by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

D. Adoption of Board Resolution No. 50 to Recognize May 8, 2024, as National School Nurse Day

The Superintendent recommends that the County Board adopt Resolution No. 50 as part of the regular County Board meeting on April 16, 2024; and further encourages communities to acknowledge and celebrate the accomplishments of school nurses and their efforts to meet the needs of students by improving the delivery of health care in our schools, and to express gratitude to school nurses for helping student stay healthy, in school and ready to learn.

Resolution No. 50 is attached.

Next Steps:

- Send out LACOE communication to all 80 districts to encourage districts, schools, and partner organizations to observe National School Nurse Day and recognize the contributions of school nurses.
- Recognize students have a right to have their health needs safely met in the school setting.
- Recognize school nurses serve a critical role in promoting wellness and improving health outcomes for students.
- Highlight LACOE's leadership and commitment to school nurses through professional development for school nurses: School Health Program Managers meetings, School Nurse Orientation and Review trainings, School Nurse Chat meetings, and other school health webinars.

BOARD RESOLUTION

No. 50: 2023-24

Adoption of Board Resolution No. 50 to Recognize May 8, 2024,
as National School Nurse Day

WHEREAS, children are the future and, by investing in them today, we are ensuring our world for tomorrow; and

WHEREAS, all students have a right to have their health needs safely met while in the school setting; and

WHEREAS, children today face more complex and life-threatening health problems requiring care in school; and

WHEREAS, school nurses have served a critical role in improving school health and in supporting students' academic success for more than 100 years; and

WHEREAS, school nurses are professional nurses that advance the well-being, academic success and life-long achievements of all students by serving on the frontlines and providing a critical safety net for our nation's most fragile children; and

WHEREAS, school nurses act as a liaison to the school community, parents and health care providers by promoting wellness and improving health outcomes for our nation's children; and

WHEREAS, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

WHEREAS, school nurses are members of school-based mental health teams; and

WHEREAS, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education declares Wednesday, May 8, 2024 as National School Nurse Day and encourages communities to acknowledge and celebrate the accomplishments of school nurses and their efforts to meet the needs of students by improving the delivery of health care in our schools, and to express gratitude to school nurses for helping students stay healthy, in school and ready to learn.

ADOPTED this 16th day of April, 2024 by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

- E. Adoption of Board Resolution No. 51 to Recognize May 2024 as National Foster Care Month

The Superintendent recommends that the County Board adopt Resolution No. 51 as part of the regular County Board meeting on April 16, 2024; and further recommends that the Board recognize May 2024, as National Foster Care Month in order to recognize the unique needs of children and youth in foster care and increase both the awareness of the issue and their commitment to helping these young people succeed.

Resolution No. 51 follows on the next page.

Next Steps:

- Send LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe May as National Foster Care Month with appropriate programs and activities.
- Invite school districts, partners from child welfare/probation and community-based organizations to participate in professional development opportunities and access resources for students in foster care on the LACOE, Foster Youth Services Coordinating Program webpage.
- Publicly acknowledge and honor our district Foster Youth Liaisons at our in-person Quarterly meeting for their unwavering commitment and dedication to supporting our students in foster care while enhancing their academic success and overall well-being.

BOARD RESOLUTION
No. 51: 2023-2024

Adoption of Board Resolution No. 51: to recognize May 2024, as
National Foster Care Month

- WHEREAS** nearly 391,000 children and youth across the nation are entrusted to the foster care system, facing unique challenges and vulnerabilities; and
- WHEREAS** in Los Angeles County alone, nearly 24,000 children and youth reside in foster care; with approximately 14,300 of those children and youth being school-aged, highlighting the profound impact on our local community; and
- WHEREAS** students in foster care are identified as a unique student population under the Local Control Funding Formula and Local Control Accountability Plan due to being one the lowest academically achieving group of students in California; and
- WHEREAS** the older students in foster care continue to face housing and food insecurities due to the lasting impact of the COVID-19 pandemic, highlighting the ongoing need for support; and
- WHEREAS** Wellbeing and Support Services and Educational Program Departments provide comprehensive support to our vulnerable and at-risk students, utilizing a range of interventions aimed at enhancing their overall well-being and educational outcomes; and
- WHEREAS** the Los Angeles County Office of Education serves as a beacon of support and technical expertise through its Foster Youth Services Coordinating Programs, fostering collaboration among school districts, community partners, and county agencies to address the unique needs of students in foster care, with a focus on healing from trauma and achieving academic success; and
- WHEREAS** the first National Foster Care Month originated in 1988, through the collaborative efforts of the National Foster Parent Association and United States Senator Strom Thurmond, who introduced a resolution designating May as National Foster Care Month. Since then, the month of May has been officially recognized annually through presidential proclamations, showcasing appreciation for all those who support children and youth in foster care; and
- WHEREAS** for 2024 the Children’s Bureau and Child Welfare Information Gateway created the theme of “Engaging Youth. Building Supports. Strengthening Opportunities.” which highlights the crucial role of all stakeholders in assisting children and youth to leave care with strengthened connections, holistic support, and expanded opportunities; and
- WHEREAS** organizations across the nation have declared May as Foster Care Month to recognize resource parents, relative/nonrelative caregivers, volunteers, mentors, advocates, child welfare representatives, and others within the community and to increase awareness of the urgent needs of children and youth in foster care; and

WHEREAS the Los Angeles County Office of Education will demonstrate its commitment to improve the educational outcomes of children and youth in foster care by supporting National Foster Care Month events throughout Los Angeles County during the month of May in 2024; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education, hereby declares May as National Foster Care Month and hereby requests that elected officials in the County of Los Angeles and all of its citizens recognize the unique needs of children and youth in foster care and increase both the awareness of the issue and their commitment to helping these young people succeed.

ADOPTED this 16th day of April 2024, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

F. Adoption of Board Resolution No. 52 to Recognize Asian American and Pacific Islander Heritage Month, May 2024

The Superintendent recommends that the County Board adopt Resolution No. 52 as part of the regular County Board meeting on April 16, 2024; and further proclaims May 2024 as Asian American and Native Hawaiian/Pacific Islander Heritage Month and call upon communities to observe this month with appropriate programs and activities to celebrate and learn about AANHPI history, people and cultures; and to support efforts to combat hate toward AANHPIs by providing instructional resources, relevant research, resources and promising practices to make a significant impact on the lives and futures of AANHPI students.

Resolution No. 52 is attached.

Next Steps:

- Support the Asian American, Native Hawaiians and Pacific Islanders (AANHPI) Equity and Social Justice Action team to collaborate with the AAPI Heritage group to elevate the voices and needs of AANHPI staff at the Los Angeles County Office of Education to create a more inclusive work environment.
- Invite school districts to participate in the Ethnic Studies Symposium Series: Asian American and Pacific Islander Studies at the Chinese American Museum on May 7th, 2024.
- Provide support to districts to implement ethnic studies while intentionally highlighting the contribution of the Asian American, Native Hawaiians, and Pacific Islanders community.
- Host a virtual event where LACOE staff are invited to learn about Thai culture and honor Asian American, Native Hawaiians and Pacific Islander students with a scholarship luncheon on May 20th 2024.

**BOARD RESOLUTION
NO. 52: 2023-24**

Asian Americans, Native Hawaiians and Pacific Islanders (AANHPI) Heritage Month

- WHEREAS** Asian Americans, Native Hawaiians and Pacific Islanders (AANHPI) make our county, state and nation more vibrant through diversity of cultures, languages and traditions; and
- WHEREAS** this diversity of contributions has enriched American culture and society; and
- WHEREAS** AANHPIs are deeply rooted in U.S. history, helping build and unite our nation – from laying railroad tracks, tilling fields and starting businesses, to caring for our loved ones and honorably serving our nation in uniform; and
- WHEREAS** this May, during AANHPI Heritage Month, we recognize the history and achievements of AANHPIs – and in the midst of pain and fear, we also reflect on the tradition of leadership, resilience and courage shown by AANHPI communities, and recommit to the struggle for AANHPI equity; and
- WHEREAS** we also celebrate and honor the invaluable contributions the AANHPI communities have made to our culture and the arts, law, science and technology, sports and public service; and
- WHEREAS** in spite of the strength shown and successes achieved, the American dream remains out of reach for far too many AANHPI families; AANHPI communities face systemic barriers to economic justice, health equity, educational attainment and personal safety; and
- WHEREAS** Asian American residents of Los Angeles County and elsewhere continue to report disturbing incidents of hate against them and their families, including the bullying of their children; and
- WHEREAS** we need to show solidarity with AANHPI communities in condemning, denouncing and preventing these acts of hate and look for opportunities to heal together and fight against the racism and xenophobia that still exists in this country; and
- WHEREAS** Present-day inequities faced by AANHPI communities are rooted in our nation’s history of exclusion, discrimination, racism and xenophobia against Asian Americans; AANHPIs have endured a long history of injustice - including the Page Act of 1875, the Chinese Exclusion Act of 1882, the incarceration of Japanese American citizens during World War II, the murder of Vincent Chin, the mass shooting of Southeast Asian refugee children in 1989, and the targeting of South Asian Americans, especially those who are Muslim, Hindu or Sikh, after the national tragedy of 9/11; and
- WHEREAS** the Los Angeles County Office of Education’s support for equity, inclusion and belonging for people of all races, national origins and ethnicities is critical to guaranteeing the safety and security of all people; and

WHEREAS the Los Angeles County Office of Education and the schools and school districts within Los Angeles County should combat racism, xenophobia and intolerance against Asian Americans and Pacific Islanders and work to ensure that all members of AAPI communities— no matter their background, the language they speak or their religious beliefs — are treated with dignity and equity; and

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the Los Angeles County Superintendent of Schools hereby proclaim May 2023 as Asian American and Native Hawaiian/Pacific Islander Heritage Month and call upon communities to observe this month with appropriate programs and activities to celebrate and learn about AANHPI history, people and cultures; and to support efforts to combat hate toward AANHPIs by providing instructional resources, relevant research, resources and promising practices to make a significant impact on the lives and futures of AANHPI students.

ADOPTED this 16th day of April, 2024, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 14, 2024

Item VI. Consent Calendar Recommendations

- G. Adoption of Board Resolution No. 53 to Recognize May 22, 2024 as Harvey Milk Day

The Superintendent recommends that the County Board adopt Resolution No. 53 as part of the regular County Board meeting on April 16, 2024; and further recognized May 22, 2024 as Harvey Milk Day and encourages communities to observe this day with appropriate programs and activities that honor the life and legacy of Harvey Milk and celebrate our diversity.

Resolution No. 53 is attached.

Next Steps:

- The LGBTQIA+ Steering Committee work teams will elevate the voices and needs of LGBTQIA+ staff at the Los Angeles County Office of Education by analyzing survey data and focus group findings to determine how to create a more inclusive work environment.
- The LGBTQIA+ Steering Committee will host events and provide educational opportunities throughout the year aimed at promoting exposure, understanding, and allyship with the LGBTQIA+ community both within LACOE and the LEAs we support

BOARD RESOLUTION

No. 53: 2023-2024

Harvey Milk Day

- WHEREAS Born on May 22, 1930, Harvey Milk made history as the first openly gay elected official in California, and one of the first in the nation, when he won election to the San Francisco Board of Supervisors in November 1977; and
- WHEREAS witnessing how the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community faced widespread hostility and had no voice in government, Milk fearlessly organized this community and extended a hand to others, working with labor and civil rights activists who were all struggling for justice; and
- WHEREAS Milk stood firm in his belief that freedom and dignity should extend to all human beings, regardless of sexual orientation or identity, at great personal risk; and
- WHEREAS he paid the ultimate price for his advocacy when he was struck down by an assassin's bullet just a year into his term on the Board of Supervisors; and
- WHEREAS his legacy as a civil rights leader is still felt today; he was named as one of *Time Magazine's* most influential people of the 20th Century, was posthumously awarded the Presidential Medal of Freedom by President Obama, and has been inducted into the California Hall of Fame; and
- WHEREAS the State of California has designated May 22 annually as Harvey Milk Day; and
- WHEREAS members of the LGBTQ community in the United States and around the world still face discrimination and violence, rooted in the same hatred that Milk died fighting; and
- WHEREAS his life provides an excellent forum to raise awareness of the need to end hate and bigotry, and his legacy continues to be an inspiration to all people committed to equity, inclusion and diversity; and
- WHEREAS his life provides an excellent forum to raise awareness of the need to end hate and bigotry, and his legacy continues to be an inspiration to all people committed to equity, inclusion and diversity; and
- NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education recognizes May 22, 2024 as Harvey Milk Day and encourages communities to observe this day with appropriate programs and activities that honor the life and legacy of Harvey Milk and celebrate our diversity.
- ADOPTED this 16th day of April 2024, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

H. Adoption of Board Resolution No. 54 to Recognize National Mental Health Month, May 2024

The Superintendent recommends that the County Board adopt Resolution No. 54 as part of the regular County Board meeting on April 16, 2024; and further declares May 2024 as Mental Health Awareness Month to increase public understanding of the importance of mental illness and to promote early identification and treatment of mental illness; and encourage education communities to help raise awareness of mental health and the need to protect students' mental health and wellbeing.

Resolution No. 54 is attached.

Next Steps:

- LACOE Communications to send out updates to Los Angeles County LEAs to encourage districts, schools, and community organizations to observe this month by raising awareness about the importance of mental health with appropriate programs, activities, and resources.
- LACOE's Mental Health and School Counseling (MHSC) Unit supports and recognizes the importance of building awareness around mental health wellness and addressing mental health stigma and literacy. Throughout the month of May, numerous training opportunities will be shared through LACOE communications.

BOARD RESOLUTION

No. 54: 2023-24

National Mental Health Month, May 2024

- WHEREAS** mental health is essential to everyone's overall health and well-being; and
- WHEREAS** behavioral health disorders, including major depression, schizophrenia, panic disorders and obsessive-compulsive disorders affect many children and youth every year, regardless of age, gender, race, ethnicity, religion or economic status; and
- WHEREAS** federal statistics show that one in 10 children has a serious mental health condition, but only a third will receive any care at all — with even fewer receiving appropriate care; and
- WHEREAS** a focus on promotion, prevention and early intervention could greatly reduce the number of children experiencing serious mental health condition; and
- WHEREAS** children, youth and adults can recover from mental illness and lead full, productive lives in the community; and
- WHEREAS** students were experiencing widespread mental-health distress long before the COVID-19 pandemic took hold, with youth suicide on the rise and the second leading cause of death for 15- to 24-year-olds; and
- WHEREAS** the pandemic made matters worse; in recent surveys, students reported that COVID-19 impacted their lives through increased isolation, loneliness, stress and sadness; school districts across the nation have been reporting alarming spikes in both suicides and attempts at self-harm; and
- WHEREAS** mental health professionals in schools support students' emotional and academic wellbeing; they are best positioned to help students grapple with the impact of the COVID-19 pandemic and to deliver the necessary mental health supports and services to students; and
- WHEREAS** every person and community can make a difference in helping end the silence and stigma that for too long has surrounded mental illness and discouraged people from getting help; and
- WHEREAS** public education and civic activities can encourage mental health and help improve the lives of individuals and families affected by mental health; and
- WHEREAS** LACOE joins the national movement to raise awareness about mental health, fight stigma, provide support, educate the public and advocate for policies that support people with mental illness and their families; and

WHEREAS LACOE supports the National Alliance on Mental Illness (NAMI) in helping amplify the message of “You Are Not Alone” and will use this time to focus on the healing value of connecting in safe ways, prioritizing mental health and acknowledging that it’s okay to not be okay; and

WHEREAS a key LACOE priority is the physical and mental wellbeing of students. LACOE’s chief of wellbeing and support services oversees programs that focus on student mental health. LACOE also expanded the Employee Assistance Services for Education (EASE) program, which provides counseling for school employees; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education and the Los Angeles County Office of Education Superintendent declare May 2024 as Mental Health Awareness Month to increase public understanding of the importance of mental illness and to promote early identification and treatment of mental illness; and encourage education communities to help raise awareness of mental health and the need to protect students’ mental health and wellbeing.

ADOPTED this 16th day of April 2024, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Yvonne Chan, Ed.D.
Board President

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

- I. Approval of Amendment 1 to Certification of Signatures – 2023-2024
The Superintendent recommends that the County Board to amend the Certification of Signatures for 2023-2024, approving the following persons to sign warrants, orders for salary payments, contracts and official documents as specified for the Los Angeles County Office of Education for the 2023-2024 fiscal year.

It is necessary to secure authorization annually for specified individuals to sign warrants, orders for salary payments, notices of employment, and contracts. This is in accordance with the provisions of Education Code Sections 42632.

For operational clarification, those documents appropriate for or requiring the Superintendent's signature, the Deputy Superintendent or Chief Financial Officer may sign only in the absence of the Superintendent, or as authorized by the Superintendent.

- Ruth Pérez, Deputy Superintendent (All Documents)

Los Angeles County Office of Education

Certification of Signatures

As the Los Angeles County Superintendent of Schools and clerk/secretary to the Los Angeles County Board of Education (office), I certify that the signatures shown below in Section I, are the verified signatures of the members of the governing board. I certify that the signatures as shown in Section II are the verified signatures of the person or persons authorized to sign notices of employment, contracts, and orders drawn on the funds of the office. These certifications are made in accordance with the provisions of the Education Code sections below*.

If office personnel authorized to sign documents, as specified, are unable to do so, the law requires the signatures of the **majority of the governing board** or the signature of the County Superintendent, as appropriate. These approved signatures are valid for the period specified in Section I in accordance with the governing board approval date located in the right-hand corner above.

Signature _____
Secretary of the Board/Superintendent

Section I -- Signatures of Members of Governing Board

These approved signatures are valid for the period of April 1, 2024 to August 2024, in accordance with the governing board approval date above.

If the Board has given special instructions for signing warrants or orders, please attach a **copy** of the resolution to this form.

No amendment at this time

Section II -- Signatures of Office Personnel (authorized to sign all Documents)

Signature of Deputy Superintendent
TYPED NAME Ruth Pérez
DOCUMENTS AUTHORIZED <i>All Documents</i>

* California Education Code 42632

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

J. Acceptance of Project Funds No. 80

The Superintendent recommends that the County Board approve the acceptance of the Children and Youth Behavioral Health Initiative (CYBHI) Round 5: Early Intervention Programs and Practices Grant from the California Department of Education for LACOE's Mental Health and School Counseling Unit.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
Children and Youth Behavioral Health Initiative (CYBHI) Round 5: Early Intervention Programs and Practices Grant	\$750,000	Begins upon execution of the final agreement by both parties until 6/30/2025

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

K. Acceptance of Project Funds No. 81

The Superintendent recommends that the County Board approve the acceptance of the Early Education Teacher Development Grant from the California Department of Education for LACOE's Head Start and Early Learning Division-Workforce Development and Professional Learning Unit. The award amount remains the same; please accept the amendment to extend the funding period by one year.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
Early Education Teacher Development Grant	\$16,440,890	07/01/2022 to 06/30/2026

Board Meeting – April 16, 2024

Item VI. Consent Calendar Recommendations

L. Acceptance of Gifts No. 15

The Superintendent recommends that the County Board accept the Managed Methods donation of \$5,000 for LACOE's Technology Services.

The Donation will support the Technology Services initiatives that are spearheaded by the Technology Learning and Support Services such as the Cybersecurity Tech Talk.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Date of Use</u>
Donor: Managed Methods	\$5,000	April 18, 2024

Board Meeting – April 16, 2024

Item VII. Recommendations

- A. Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report

The Superintendent recommends that the County Board of Education approve submission of a request for a non-federal match waiver to the Office of Head Start. The waiver request amount is estimated at \$11,844,139. The chart below summarizes the totals by agency.

REPORT:

The Head Start Act requires the Board of Education to approve budget revisions submitted to the Office of Head Start (OHS). This report provides details to support the budget revision that will be submitted for the 2023-24 program year. The Head Start and Early Learning Division will request a non-federal match waiver from the OHS. Head Start funding requires a match of 25% of federal funding (or 20% of total funding). At this time, it is anticipated that LACOE will not meet this requirement. The OHS accepts annual waiver requests based on the established criteria enumerated below. Of the established criteria for requesting a waiver, numbers 1, 3, and 5 are applicable to LACOE and its delegate agencies:

1. Lack of community resources – The recovery from the COVID-19 pandemic has made it difficult to obtain services or community volunteers, as well as parent participation, which have historically provided the majority of non-federal match for programs.
2. Impact of costs an agency may incur in the early days of the program – not applicable to this request.
3. Impact of unanticipated costs – Inflation has caused a rise in the cost of goods and services, food, and basic supplies, such as paper goods used for meal services.
4. Community affected by disaster – not applicable to this request.
5. Impact to the community if program is discontinued – LACOE grants serve nearly 8,000 children and families in Los Angeles County by providing critical services such as health and mental assessments, meals, education, and safe environments.

LACOE will request a non-federal match waiver in an amount estimated at \$11,844,139, for grant 09CH011157 (Head Start / Early Head Start).

The chart below summarizes the estimated request amount by delegate agency. Estimates must be used as actual data is only available through February 2024 (at the time of this report), while the waiver covers the period ending June 2024. Accordingly, LACOE has projected amounts for the months of March through June 2024.

Non-Federal Match Waiver by Agency	NFM Waiver Projected (As estimated through June)
LACOE: GRANTEE	5,702,396
SCHOOL DISTRICTS	
ABC USD	845,205
Bassett USD	714,771
El Monte City SD	1,621,597
Garvey SD	-
Mountain View SD	-
Norwalk-La Mirada USD	-
Pomona USD	-
TOTAL SCHOOL DISTRICTS	3,181,573
PRIVATE NON-PROFITS	
Blind Children's Center	174,660
Children's Institute, Inc.	-
Foundation for Early Childhood Education	-
Mexican American Opportunity Foundation	380,518
Pacific Asian Consortium in Employment	913,235
Para Los Niños	368,340
Plaza de la Raza Child Development Svcs.	642,011
St. Anne's Family Services	481,406
TOTAL PRIVATE NON-PROFITS	2,960,170
TOTAL WAIVER REQUEST	11,844,139



2023-24 Non-Federal Match (NFM) Waiver Request



Los Angeles County
Office of Education

Non-Federal Match (NFM) Waiver Request

- ✎ Head Start Act requires the Board of Education to approve budget revisions submitted to the Office of Head Start
- ✎ Head Start requires a match of 25% of federal funding (or 20% of total funding)
- ✎ LACOE will request a non-federal match (NFM) waiver



Non-Federal Match (NFM) Waiver Criteria

- ✎ OHS accepts annual waiver requests based on 5 criteria:
- ✓ Lack of community resources
 - ✗ Impact of costs incurred in the early days of the program
 - ✓ Impact of unanticipated costs
 - ✗ Community affected by disaster
 - ✓ Impact to the community if program is discontinued



Non-Federal Match (NFM) Waiver Request

- ✎ LACOE will request a waiver estimated at \$11,844,139
- ✎ The chart in the report summarizes the estimated request amount by delegate agency
- ✎ As actual data is only available through February 2024, LACOE has projected amounts for the months of March through June 2024





Thank you.

Board Meeting - April 16, 2024

Item VII. Recommendations

- B. Approval of Second Reading and Adoption of Board Policy (BP) 0460 (Local Control and Accountability Plan), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP 3400 (Management of LACOE Assets/Accounts), BP 3311 (Bids), BP 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)

Note: The Board Bylaws were presented to the County Board for First Reading on April 2, 2024

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The County Board desires to ensure the most effective use of available funding to improve student achievement and other outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions that are aligned with the LACOE budget and facilitate continuous improvement of LACOE practices.

(cf. 0000 - Vision)

(cf. 0200 - Board Priorities for LACOE)

(cf. 0415 - Equity)

The County Board shall adopt a local control and accountability plan (LCAP) presented by the County Superintendent. The LCAP shall address the state priorities specified in Education Code 52060 and any additional local priorities the County Board adopts. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year ~~and shall cover the next fiscal year and two subsequent fiscal years or until the end of the LCAP period.~~

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

~~Unduplicated students include students~~ An "unduplicated student" is a student who ~~are~~ is eligible for free or reduced-price meals, who is an English learners, and or who is a foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF).

(cf. 3553 - Free and Reduced Price

Meals) (cf. 6173.1 - Education for Foster

Youth) (cf. 6174 - Education for English

Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners ~~or homeless students.~~

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

The County Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA.

(cf. 0420 - School Plan/Site Councils)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LCAP shall also be aligned with other LACOE and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - LACOE Technology Plan)
(cf. 0450 - Comprehensive School Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the County Board shall separately adopt ~~an LCFF budget~~ a local control funding formula overview for parents/guardians, based on the template developed by the State Board of Education (SBE), which includes specified information relating to LACOE's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update.

(cf. 0400 - Comprehensive Plans)

Any complaint that LACOE has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development-LCAP Development and Consultation

The County Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the County Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The County Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students.

(cf. 4140/4240 - Bargaining Units)
(cf. 6020 - Parent Involvement)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LACOE LCAP shall adhere to the template provided by the State Board of Education (SBE) and shall include, for each school or program operated by the County Superintendent:

1. A description of the annual goals, for all students and for each numerically significant student subgroup, to be achieved for each of the following state priorities as applicable to the students served:

- a. The degree to which teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every student has sufficient access to standards- aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002(d)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- b. Implementation of the academic content and performance standards adopted by the SBE, including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

- c. Parent/guardian involvement and family engagement, including efforts to seek parent/guardian input in making decisions for each school site and county program and how the County Superintendent will promote parent/guardian participation in programs for unduplicated students and students with disabilities

(cf. 3553 - Free and Reduced Price

Meals) (cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

- d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
- (3) The percentage of English learners, including Long-term English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency or any subsequent assessment of English proficiency, as certified by the SBE.
- (4) The English learner reclassification rate, including Long-term English learners
- (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Due Process (Students with Disabilities))

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
- i. How the County Superintendent will coordinate instruction of expelled students offered pursuant to Education Code 48926
- j. How the County Superintendent will coordinate services for foster youth, including, but not limited to, all of the following:
 - (1) Working with the county child welfare agency to minimize changes in school placement
 - (2) Providing education-related information to the county child welfare agency to assist the agency in the delivery of services to foster youth, including, but not limited to, educational status and progress information that is required to be included in court reports
 - (3) Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services
 - (4) Establishing a mechanism for the efficient and expeditious transfer of health and education records and the health and education passport

- 2. Goals identified for any local priorities established by the County Board of Education.

(cf. 0200 - Board Priorities for LACOE)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

3. A description of the specific actions the County Superintendent will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the jurisdiction of the County Superintendent.

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. LCAP data will be posted consistent with new requirements, which require the posting of the LCAP on the performance overview portion of the California School Dashboard.

Public Review and Input

The County Board shall establish a parent advisory committee, ~~to review and comment on the LCAP if it has not established one for this purpose already. The committee which shall~~ be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students ~~as defined above, parents or legal guardians of currently enrolled pupils-students with disabilities~~ **and Long-term English Learners** ~~in the school district, and two students.~~

Whenever LACOE's enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the County Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners ~~to review and comment on the LCAP.~~

The County Superintendent or designee shall present the LCAP and the annual update to each ~~to the~~ English learner parent advisory committee(s) before it is submitted to the County Board for adoption and shall respond in writing to comments received from the committee(s).

The County Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not require producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985.

As part of the parent/guardian and community engagement process, LACOE shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The County Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which LACOE is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The County Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget.

(cf. 9320 - Meetings and Notices)

Adoption of the Plan and Submission

At the same public meeting at which the budget is adopted, but prior to considering and adopting the budget, the County Board shall adopt the LCAP. This meeting shall be held after the public hearing described above but not on the same day as that public hearing.

(cf. 3100 – Budget)

At any time during the period in which the LCAP is in effect, the County Board may adopt revisions to the plan presented by the County Superintendent, provided that the County Board follows the same process for adopting the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Submission of Plan to Superintendent of Public Instruction (SPI)

Not later than five days after adopting the LCAP, the annual update, the LACOE budget, and the budget overview for parents/guardians, the County Board shall file the LCAP, the annual update, the budget, and the budget overview with the SPI.

If the SPI sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the County Board shall respond in writing within 15 days of the request.

If the SPI then submits recommendations for amendments to the LCAP within 15 days of receiving the County Board's response, the County Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Monitoring Progress Revisions

At least annually in accordance with the timeline and indicators established by the County Superintendent, the County Board shall review data presented by the County Superintendent regarding LACOE's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of LACOE and school performance reported on the California School Dashboard and any additional indicators established by the County Board and County Superintendent.

The County Board may identify the method(s) to be used for measuring LACOE's progress toward achieving the local goals established by the County Board.

Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The County Superintendent or designee may seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Legal Reference:

EDUCATION CODE

305-306 Instructional methods; language acquisition program, etc.

17002 Definitions

33430-33436 Learning Communities for School Success Program;

41020 Requirement for annual audit

41320-41322 Emergency apportionments

42127 Formulation, adoption, approval, and revision of budget;

procedure 42238.01-42238.07 Local control funding formula

44258.9 Annual monitoring of teacher assignments; report

47606.5 Adoption of local control and accountability plan; public hearing

48926 County plans for provision of educational services to expelled students

48985 Notices to parents in languages other than English

51210 Areas of study

51220 Areas of study; grades 7-12

52052 Pupil performance measurement, etc.

52059.5 Establishment of single system

52060-52077 Adoption of local control and accountability plan

52372.5 Linked learning programs

54692 Eligibility requirements

60119 Hearings; steps to ensure availability of textbooks and instructional materials

60605.8 Academic Content Standards Commission

60900 California Longitudinal Pupil Achievement Data System

64001 School plan for student

achievement 99300-99301 Early

Assessment Program

Legal Reference (continued next page)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Legal Reference (continued)

CODE OF REGULATIONS, TITLE 5

15494-15497 Local control and accountability plan and spending requirements UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

The California School Dashboard and Small Districts, October 2018

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting

Manual California School

Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP)

Template Family Engagement Framework: A Tool for California School

Districts, 2014 California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

California School Accounting Manual

California School Dashboard

Local Control and Accountability Plan and Annual Update (LCAP) Template

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Academic Requirements for Graduation

1. Definitions
 - a. Academic Requirements: courses required by law and/or the Los Angeles County Board of Education that LACOE students must complete successfully in order to graduate from LACOE educational programs, unless exempted as specified in this policy. These may include college/university courses, vocational courses, and other courses the County Board approves.
 - b. Diploma: is awarded to a pupil who has successfully met the requirements of LACOE’s educational program set forth below.
 - c. Certificate of Achievement: the certificate awarded to a pupil with an Individualized Education Plan (IEP) who has completed four years of high school but has not met the requirements for a diploma.
 - d. Certificate of Recognition: the certificate awarded to a pupil with an IEP who has reached their twenty-second (22nd) birthday and is leaving the educational system.
 - e. State-Awarded Certificates: either of the certificates awarded by the State of California to a pupil who has successfully completed the criteria set forth either in Education Code § 51420 (High School Equivalency Exam) or Education Code § 48412 (California High School Proficiency Examination). Either of these certificates is the legal equivalent of a high school diploma.

Commencing in the 2025-26 school year, LACOE shall offer a one-semester course in ethnic studies as specified in Education Code 51225.3. Students who are exempted from LACOE-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

**Graduation Requirements for Juvenile Court Schools and County Community Schools
Course Requirements**

1. Academic

To obtain a high school diploma, students must successfully complete 220 credits in grades 9-12, which must include the following course work:

- a. Forty (40) credits in English language arts
- b. Twenty (20) credits in mathematics, which must include algebra or a more advanced mathematics course

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- c. Twenty (20) credits in science
 - d. Thirty (30) credits in social sciences, including U.S. history and geography; world history; one semester of American government; and one semester of economics
 - e. Ten (10) credits in visual or performing arts or a world language, which might include American Sign Language or a career and technical education (CTE) course can be applied toward, or any combination of five (5) credits in each of visual or performing arts or a world language, including American Sign Language or CTE
 - f. Twenty (20) credits in physical education; ten (10) credits must be taken in the 9th grade and an additional ten (10) credits taken during grades 10-12, unless the student has been exempted pursuant to provisions of the Education Code
 - g. Five (5) credits in health
 - h. Seventy-five (75) elective credits, any other coursework, including work experience, vocational education, arts and sciences or developmental course (e.g., reading and math intervention) that LACOE has required.
 - i. Pupils enrolled in LACOE educational programs may receive academic credit for coursework completed through college courses and online instruction, provided that LACOE academic requirements are met and such alternative instruction is approved by designated LACOE staff.
2. Assessment Requirements for Diploma

LACOE educational programs may require students to demonstrate minimum proficiency in reading and math on a LACOE-adopted assessment.

Commencement Ceremony

1. LACOE pupils (except those from IPoly or LACHSA) who have earned a diploma or certificate of achievement will be eligible to participate in a commencement ceremony. Students who complete the LACOE requirements to earn a diploma or certificate of achievement before August 15th of the same year will be allowed to participate in the previous school year commencement ceremony.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on an attendance, academic, or is on disciplinary probation may lose the privilege of participating in the commencement ceremony.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. The ceremony programs will list pupils by their specific diploma or certificate they will receive.

Graduation Requirements for International Polytechnic High School (IPoly)

1. Academic

Between the ninth (9th) and twelfth (12th) grades, pupils enrolled in LACOE's IPoly program must successfully complete a minimum of 240 credits to earn an IPoly diploma. This includes 210 credits of required core courses and a minimum of 30 credits in additional courses. The IPoly core course sequence includes the a-g requirements:

- a. Forty (40) credits in English language arts
- b. Forty (40) credits in mathematics
- c. Forty (40) credits in science
- d. Forty (40) credits in social sciences (9th grade social science may be waived for transfer students)
- e. Twenty (20) credits in world language
- f. Twenty (20) credits in physical education
- g. Ten (10) credits in visual and performing arts
- h. Thirty (30) credits in additional required courses
- i. Students must complete 100 hours of community service in order to graduate with an IPoly diploma. Community service hours must be obtained by volunteering for a verified non-profit organization.
- j. Grade-Level Projects: Students must pass grade level projects each semester with a grade of 60% or better

During a long-term County-wide or Statewide declared emergency or other unforeseen disaster that would interrupt the school's educational continuity and/or operations, the County Superintendent or designee in collaboration with the IPoly Principal or designee retains the authority to waive or adjust the service hours or work requirements for grade level projects.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Commencement Ceremony

1. Pupils from IPoly who have earned a diploma will be eligible to participate in their own respective commencement ceremonies.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on attendance, academic, and/or disciplinary probation (or violates probation) during the second semester of their senior year may lose the privilege of participating in the commencement ceremony.

Graduation Requirements for Los Angeles County High School for the Arts (LACHSA)

1. Academic

Between the ninth (9th) and twelfth (12th) grades, pupils enrolled in LACOE's LACHSA program must successfully complete 225 credits, which must include the following courses in order to receive a diploma. The LACHSA core course sequence includes the a-g requirements:

- a. Forty (40) credits in English language arts
- b. Twenty (20) credits in mathematics which must include algebra or a more advanced mathematics course
- c. Twenty (20) credits in science (life and physical)
- d. Thirty (30) credits in social sciences, including U.S. history and world history; one semester of American government; and one semester of economics
- e. Twenty (20) credits in a world language
- f. Ten (10) credits in fine arts
- g. Twenty (20) credits in physical education
- h. Sixty-five (65) credits in electives

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Commencement Ceremony

1. Pupils from LACHSA who have earned a diploma will be eligible to participate in their own respective commencement ceremonies.
2. Any senior who demonstrates chronic absenteeism and/or shows cause to be placed on attendance, academic, disciplinary or arts probation (or violates probation) during the second semester of their senior year may lose the privilege of participating in the commencement ceremony.

Exemptions from LACOE-Adopted Graduation Requirements

~~Prior to the beginning of grade 10, the IEP team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)~~

- ~~1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640~~
- ~~2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3~~

~~In addition,~~ A foster youth, students experiencing homelessness, former juvenile court school students or probation 602 youth, children of a military families, or migrant students who transfer into a LACOE school or between LACOE schools any time after completing the second year of high school, or a newly arrived immigrant newcomer student who is in the third or fourth year of high school ~~and is participating in a newcomer program~~ shall be required to complete all graduation requirements specified in Education Code 51225.3 (CDE graduation requirements of 130 core credits) but shall be exempt from any additional LACOE-adopted graduation requirements, unless the County Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of a fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, ~~or a newly arrived immigrant student, or of the commencement of participation in a newcomer program,~~ newcomer student as applicable, the County Superintendent or designee shall notify any such eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

The County Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or ~~a newly arrived immigrant student participating in a newcomer student program~~ who is exempted from LACOE-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If a the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or ~~a newly arrived immigrant student participating in a newcomer program student~~ was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the ~~person holding the right to make student's educational decisions for the student~~ rights holder may request the exemption and the County Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

LACOE's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district- adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

Annually, the County Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of students graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from LACOE-established graduation requirements that are in addition to statewide coursework requirements.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

There are five criteria to be eligible for the waiver to graduate with his or her 9th grade cohort:

- The youth must have transferred schools while he or she is in grade 11 or 12, transfers into the school district from another school district or between high schools within the district.
- The youth cannot complete the LACOE graduation requirements within 4 years of high school, and the Education Rights Holder declines a 5th year of high school.
- Education Rights Holder determines that the waiver is in the youth's best interest to graduate under AB 167/216/1806/2306/365/2121.
- The student successfully completes the CDE required minimum courses of 130 core credits.
- The student has an open DCFS case since starting the 11th grade, or experiencing homelessness, or a former juvenile court school student or probation 602 youth, or a child of a military family, or a migratory child since starting the 11th grade, or a newly arrived immigrant within 3 years.

1. Academic

To obtain a LACOE high school diploma, students shall complete 130 credits, from the following courses in grades 9-12, with each course being one year unless otherwise specified:

- a. Thirty (30) credits in English language arts
- b. Twenty (20) credits in mathematics which must include algebra and any other mathematics course
- c. Twenty (20) credits in science (biological science and physical science)
- d. Thirty (30) credits in social studies, including U.S. history and modern world history; one semester of American government; and one semester of economics
- e. Ten (10) credits in visual or performing arts, world language, or career technical education (CTE). (Five [5] maximum from CTE)
- f. Twenty (20) credits in physical education

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

2. Assessment Requirements for Diploma

Once the student completes all LACOE course requirements, the counselor will confirm and request the student's diploma. The processing for the diploma takes approximately 3 to 4 weeks. After 4 weeks, the student or individual with education decision-making rights should contact the LACOE Student File Center to request his or her diploma. This can be done in person at Los Angeles County Office of Education, 9300 Imperial Highway, Student File Center, Downey 90242, or by mail, fax, or email. Fax (562) 469-4244 or (562) 469-4346 or email, studentfilecenter@lacoedu.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children and Youth)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, LACOE may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure.

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the County Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

2. Former students who were interned by order of the federal government during World War II or who are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
4. Are former members of the military, a resident of California, and received an honorable discharge, or are current members of the military, a resident of California, and a resident of California when entering the military.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements, as a result of the COVID-19 crisis.

Complaints

If a student or student's parent/guardian has a complaint regarding academic credits, academic requirements, or the diploma process, that individual should follow the Complaint Policy, 1312.3, and, where appropriate, the Williams Uniform Complaint Procedures, 1312.4.

Legal References (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination
47612 Average daily attendance in charter school
48200 Compulsory attendance
48204.4 Parents/guardians departing California against their will
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Former juvenile court school students; enrollment
48980 Parent/guardian notifications
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Course credits
51225.3 High school graduation
51225.31 Exemption for students with disabilities
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas
51225.6 Instruction in cardiopulmonary resuscitation
51225.9 Courses of study, grades 7 to 12; career technical education
51228 Course of study; offerings and timely opportunity
51230 Credit for community emergency response training
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51413 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Credit and granting of diploma to veterans and members of the military service
51450-51455 Golden State Seal Merit Diploma
51744-51749.6 Independent study
56390-56392 Recognition for educational achievement, special education
60640 California Assessment of Student Performance and Progress
60900.2 Students with Disabilities Graduation Reporting
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-4670 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
<http://www.cde.ca.gov/ta/tg/hs>
California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>
University of California, List of Approved a-g Courses:
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy
adopted: December 5, 2023

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Instruction

BP 6146.4(a)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The County Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to LACOE’s regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and LACOE assessments.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Exemption from District-Established Graduation Requirements

LACOE students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 – High School Graduation Requirements. However, a student with a disability, that entered the ninth grade in the 2022-23 school year and later may be exempted from all coursework and other requirements adopted by the County Board that are in addition to the statewide course requirements for high school graduation if the student’s IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student is eligible to take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

~~Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student’s parent/guardian of the exemption. (Education Code 51225.31)~~

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

The district’s responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district- adopted graduation requirements participates in graduation activities unless the student’s IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education code 51225.31)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the County Board of Education in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

(cf. 6146.1 - High School Graduation Requirements)

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

(cf. 5127 - Graduation Ceremonies and Activities)

Legal Reference:

EDUCATION CODE

51225.3 High school graduation requirements

51225.31 Graduation exemption for students with disabilities

56341 Individualized education program team

56345 Elements of the IEP

56390-56392 Certificate of completion, special education

60900.2 Students with disabilities graduation reporting

60640 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

3070 Graduation

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.320 Definition of IEP

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

*U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers/index.html?src=mr>*

Students

BP 5116.2(a)

INVOLUNTARY STUDENT TRANSFERS

The County Board desires when possible to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program ~~in LACOE~~. The County Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

*(cf. 5113.1 - Chronic Absence and Truancy) (cf. ~~5116.1 - Intradistrict Open Enrollment~~)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. ~~6173.3 - Education for Juvenile Court School Students~~)*

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the County Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at ~~LACOE~~ transferee schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the County Superintendent or designee shall provide timely written notification to the student and ~~his/her~~ the parent/guardian and an opportunity for the student and parent/guardian to meet with the County Superintendent or designee to discuss the transfer.

Students Convicted of Violent Felony or Misdemeanor

With the exception of LACOE facilities that service incarcerated youth, a student may be transferred to another ~~LACOE~~ school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which the student was convicted. (Education Code 48929) ~~he/she is found in violation of LACOE's conduct policy BP 5131.~~

Before transferring such a student, the principal ~~County Superintendent~~ or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. ~~He/she~~ The County Superintendent or designee shall also notify the student and ~~his/her~~ their parents/guardians of ~~the~~ their right to request a meeting with the principal or designee. (Education Code 48929)

*(cf. ~~5138 - Conflict Resolution/Peer Mediation~~) (cf. 5144 - Discipline)
(cf. 6164.2 - Guidance and Counseling Services)*

Participation of any victim in any conflict resolution program shall be voluntary, and ~~he/she~~ the student shall not be subjected to any disciplinary action for ~~his/her~~ their refusal to participate in conflict resolution.

~~The County Superintendent or designee shall decide whether or not the student should be transferred.~~

INVOLUNTARY STUDENT TRANSFERS (continued)

The principal or designee shall submit to the County Superintendent or designee a recommendation as to whether or not the student should be transferred. If the County Superintendent or designee determines that a transfer would be in the best interest of the students involved, the County Superintendent shall submit such recommendation to the County Board for approval.

~~The County Superintendent or designee shall~~ The County Board will hear the matter in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The student's family may present their case against the transfer, and will be accorded five minutes to do so. The County Board may ask questions and may deliberate in closed session. ~~The County Superintendent or designee's~~ County Board's decision shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

The decision to transfer a student shall be subject to periodic review by the County Superintendent or designee.

The County Superintendent or designee shall annually notify parents/guardians of LACOE's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Other Involuntary Transfers

Students may be involuntarily transferred under any of the following circumstances:

1. ~~If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance~~ pupil is expelled for any reason, he/she the student may be transferred to ~~another LACOE~~ a community day school. (Education Code ~~48432.5~~ 48662)
2. The pupil is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
3. The pupil is referred to a community day school by a school attendance review board, is in violation of school attendance policies, is habitually truant, or is irregular in school attendance.
4. If a Title IX investigation finds substantiated claims through a preponderance of evidence ~~that a student is negatively impacting the learning environment, he/she the student~~ the student may be transferred to another ~~LACOE~~ school.

INVOLUNTARY STUDENT TRANSFERS (continued)

5. If a student attending one of LACOE’s Specialized High Schools does not meet the academic and/or behavioral expectations set forth in the Student Handbook or the Community Handbook.

(cf. 6184 – Continuation Education)

Any student who commits an expellable offense enumerated under 48900 (a-j) will be provided due process in accordance with BP 5144.1.

Procedures governing transfers other than expellable offenses are resolved at the school level. A student who is dissatisfied with the decision may request to meet with the County Superintendent. The decision of the County Superintendent is final.

Legal Reference:

EDUCATION CODE

35146 Closed sessions; student matters

48430-48438 Continuation classes, especially:

48432.5 Involuntary transfer to continuation school 48660-48666 Community day schools, especially:

48662 Involuntary transfer to community day school 48900 Grounds for suspension and expulsion

48929 Transfer of student convicted of violent felony or misdemeanor 48980 Notice at beginning of term

PENAL CODE

667.5 Violent felony, definition

29805 Misdemeanors involving firearms WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction

602 Minors violating laws defining crime; ward of court

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy
adopted: August 8, 2017

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Business and Noninstructional Operations

BP 3400(a)

MANAGEMENT OF LACOE ASSETS/ACCOUNTS

The County Superintendent or designee will establish and maintain an accurate, efficient financial management system that enhances LACOE's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. The County Superintendent will ensure that LACOE's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). Pursuant to Board Policy and Administrative Regulation 3460, the County Superintendent or designee shall provide the County Board with financial reports throughout the year in accordance with law.

(cf. 3000 - Concepts and Roles) (cf. 3100 - Budget)
(cf. 3300 - Expenditures and Purchases) (cf. 3312 - Contracts)
(cf. 3314 - Payment for Goods and Services)
(cf. 3460 - Financial Reports and Accountability)

Organization and Legal Requirements

The accounting functions of the Office will be organized in such a way as to safeguard its assets, check the accuracy and reliability of its accounting data, promote operational efficiency, and assure adherence to sound managerial principles.

It will be the aim of the Office to provide the financial information necessary for the efficient operation of LACOE while following a course of prudent business management in accordance with the highest professional and ethical standards, all applicable laws, County Board policies, and administrative regulations.

Capital Assets

The County Superintendent or designee will develop a system to accurately identify and value LACOE assets in order to help ensure financial accountability and to minimize the risk of loss, fraud, or misuse. LACOE's assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The County Superintendent or designee will determine the estimated useful life of each capital asset and will calculate and report the estimated loss of value or depreciation during each accounting period for all capital assets.

(cf. 3440 - Inventories)

Internal Controls/Fraud Prevention

The County Board expects County Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with LACOE to act with integrity and due diligence in dealings involving LACOE's assets and fiscal resources. Board members and LACOE employees involved in the making of contracts on behalf of LACOE shall comply with the LACOE's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

MANAGEMENT OF LACOE ASSETS/ACCOUNTS (continued)

The County Superintendent or designee will develop internal controls that aid in the prevention and detection of fraud, financial impropriety, or irregularity within LACOE, to assist with effective and efficient operation of LACOE, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; maintaining an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; and requiring continuous in-service training for business office staff on the importance of fraud prevention, financial management, budget, and governance.

The accounting system will be designed in accordance with the California School Accounting Manual and shall incorporate those procedures that provide adequate and accurate financial data in order to facilitate the preparation of required financial reports and internal management reports.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the County Superintendent or designee. In addition, the County Superintendent or designee will establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

The County Superintendent or designee will have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, LACOE's auditors, labor relations, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

Audit of Capital Assets

A physical inventory of capital assets shall be taken every two years and reconciled to the accounting records. Additions and deletions shall be reconciled with the accounting records.

Internal Controls

Expenditures shall not be allowed to exceed appropriations unless the proper approvals have been received, as specified in administrative regulations.

Abatements

Abatements shall be defined as those receipts that cancel a part or the whole of a determinable item of previous expenditure. If a receipt cannot be substantiated as a cancellation of a specific expenditure, it must be reported as income.

MANAGEMENT OF LACOE ASSETS/ACCOUNTS (continued)

Encumbrances

Encumbrances shall be defined as obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation for which a part of the appropriation is reserved.

Transfers of Funds

Transfers between funds and accounts shall be made only as allowed by the applicable provisions of the Education Code and after the proper approvals have been obtained as specified in administrative regulations.

Classifications of Expenditures

Expenditures shall be classified in accordance with the definitions in the California School Accounting Manual and in accordance with the accounting principles and procedures prescribed by the American Institute of Certified Public Accountants and the Governmental Accounting Standards Board.

Warrants

All claims against Los Angeles County Office of Education (LACOE) funds shall be carefully reviewed for accuracy and legality. Such claims, when supported by proper documentation, shall be paid by a warrant drawn against the funds of the Office. Warrants other than payroll warrants shall be drawn in such a manner as to ensure the least possible delay. Payroll warrants shall be drawn in accordance with the provisions of the Government Code, applicable laws, and LACOE Board policies.

Void Warrants

Pursuant to the provisions of Government Code Section 29802 and the County Board's resolution delegating its authority to the County Superintendent, the Office is authorized to reissue void warrants that it originally issued subject to the following conditions:

- A. A warrant may be issued only within a period of four years immediately following the date upon which it became void after:
 - 1. Verifying that money is available in the County Treasury, and
 - 2. Finding that it would be inequitable or unreasonable not to draw the warrant.

MANAGEMENT OF LACOE ASSETS/ACCOUNTS (continued)

- B. A warrant may be issued only after the four-year period immediately following the date upon which it became void, upon the approval of the County Board of Education after:
 - 1. Verifying that money is available in the County Treasury, and
 - 2. Finding that it would be inequitable or unreasonable not to draw the warrant.
- C. The payee or assignee of any warrant that is void shall present such warrant to the Director, Accounting & Budget Development (ABD), or shall declare by affidavit that such warrant has been lost or destroyed.
- D. Warrants may be reissued by the LACOE's Accounts Payable unit only upon request of the Director, Accounting & Budget Development (ABD).

Cash Collections and Receipts

All cash collections and receipts shall be properly accounted for in accordance with principles and procedures prescribed by the California School Accounting Manual, the American Institute of Certified Public Accountants, and the Governmental Accounting Standards Board.

Internal

The work of the Office shall be organized in such a manner that internal auditing shall be a continual process whereby the work of one employee is reviewed by another.

The County Superintendent and Audit Committee shall see that internal audits of fiscal and administrative procedures and internal accounting controls of LACOE, including subgrantees and subcontractors of federal and state funded programs, are conducted as necessary by internal auditors who are independent of the activities they audit.

Records shall be made available for audit in such a way as to facilitate the work of the auditors.

Outside Auditor Selection

Proposals for auditing services shall be solicited from qualified accounting firms not less than once every five years. The contract shall be awarded to the auditing firm that offers the most favorable contract, taking into consideration such factors as cost, efficiency, service to LACOE, and qualifications of the auditors.

Special Auditors

LACOE shall make every attempt to facilitate the work of the special outside auditors who audit specific aspects of LACOE operation, such as Workers' Compensation, special projects, and others.

MANAGEMENT OF LACOE ASSETS/ACCOUNTS (continued)

Legal Reference:

EDUCATION CODE

1241.5 Audit by county superintendent

14500-14508 Financial and compliance audits 35035

Powers and duties of superintendent 35250 Duty to

keep certain records and reports

41010-41023 Accounting regulations, budget controls and audits 42600-

42604 Control of expenditures

42647 Drawing of warrants by district on county treasurer; form; reports, statements and other data

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

53995-53997 Obligation of contract

87100-87500 Political Reform Act

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Fiscal Accountability, 2006

School Finance CD-ROM, 2005

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

Statement 34, Basic Financial Statements - and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

California Association of School Business Officials: <http://www.casbo.org> California

Department of Education, School Finance: <http://www.cde.ca.gov/jg> California State

Controller's Office: <http://www.sco.ca.gov>

Fiscal Crisis & Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org> School

Services of California: <http://www.sscal.com>

Business and Noninstructional Operations

BP 3311(a)

BIDS

The Los Angeles County Office of Education (LACOE) is committed to promoting public accountability and In order to ensureing transparency and the prudent expenditure use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for LACOE, including when contracting for public projects involving LACOE facilities, the County Superintendent or designee shall explore lawful opportunities to obtain the greatest value for expenditure of public funds. LACOE shall award contracts in an objective manner and in accordance with law. Equipment, supplies, and services shall be purchased using competitive bidding wWhen required by law or if the County Superintendent or designee determines that it is in the best interest of LACOE to do so., such contracts shall be made using competitive bidding.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

(cf. 0410 - Nondiscrimination in LACOE Programs and Activities)
(cf. 3000 - Concepts and Roles)
(cf. 3300 - Expenditures and Purchases)
(cf. 9270 - Conflict of Interest)

~~LACOE may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)~~

~~Bid specifications shall be carefully designed and shall describe in detail the quality, delivery, and service required.~~

~~To comply with law, LACOE will require a uniform system of rating bidders based on completed questionnaires and model guidelines developed by the Department of Industrial Relations.~~

The County Superintendent or designee shall establish comprehensive bidding procedures for LACOE in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

When calling for bids, the County Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, and service required and include all information which LACOE knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

BIDS (continued)

Except as authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the County Superintendent requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the County Superintendent or designee has determined that it is in the best interest of LACOE, LACOE may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law. (Public Contract Code 20118)

Legal References: (see next page)

BIDS (continued)

Legal References:

EDUCATION CODE

1276 *Data processing systems, lowest bidder*
17595 *Purchases through Department of General Services*
38083 *Purchase of perishable foodstuffs and seasonable commodities*
38110-38120 *Apparatus and supplies*
39802 *Transportation services*

GOVERNMENT CODE

4330-4334 *Preference for California-made materials*
6252 *Definition of public record*
53060 *Special services and advice*
54201-54205 *Purchase of supplies and equipment by local agencies*

PUBLIC CONTRACT CODE

1102 *Emergencies*
2001-2001 *Responsive bidders*
3002 *Roofing projects*
3400 *Bids, specifications by brand or trade name not permitted*
3410 *United States produce and processed foods*
6610 *Bid visits*
12200 *Definitions, recycled goods, materials and supplies*
20103.8 *Award of contracts*
20107 *Bidder's security*
20111-20118.4 *Contracting by school districts*
20189 *Bidder's security, earthquake relief*
22002 *Definition of public project*
22030-22045 *Alternative procedures for public projects (UPCCAA)*
22050 *Alternative emergency procedures*
22152 *Recycled product procurement*

COURT DECISIONS

Marshall v. Pasadena USD, (2004) 119 Cal.App.4th 1241
Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d 449
City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7 Cal.3d 861

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 1 (2006)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Association of School Business Officials: <http://www.casbo.org>

Business and Noninstructional Operations

BP 3311.1(a)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING

The County Board and County Superintendent have, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

The County Superintendent or designee is authorized to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the County Superintendent may proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the County Superintendent and/or contractor. The emergency action shall subsequently be reviewed by the County Superintendent in accordance with Public Contract Code 22050. (Public Contract Code 1102, 22035, 22050)

Legal References: (see next page)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING (continued)

State References

Pub. Cont. Code 1102

Description

Definition of emergency -

<https://simbli.eboardsolutions.com/SU/uCLuvOi1XfVD0J6DMN5rhQ==>

Pub. Cont. Code 20110-20118.4

Local Agency Public Construction Act; school districts -

<https://simbli.eboardsolutions.com/SU/zWJZOd57dzPOR97bEYJURg==>

Pub. Cont. Code 22000-22020

California Uniform Construction Cost Accounting Commission

<https://simbli.eboardsolutions.com/SU/DLw5U6jkJ18uhpBzRfcHGw==>

Pub. Cont. Code 22000-22045

Uniform Public Construction Cost Accounting Act -

<https://simbli.eboardsolutions.com/SU/DLw5U6jkJ18uhpBzRfcHGw==>

Pub. Cont. Code 22050

Emergency contracting procedures -

<https://simbli.eboardsolutions.com/SU/4CNzpk4qMnJ5iSh0aEslsh9Ww==>

**Management Resources
References**

Description

CA Uniform Construction Cost
Accounting Comm. Pub.

Cost Accounting Policies and Procedures Manual, 2021 -

<https://simbli.eboardsolutions.com/SU/r5qyWxgpAtoi63O1UHkYqw==>

CA Uniform Construction Cost
Accounting Comm. Pub.

Frequently Asked Questions, September 2022 -

<https://simbli.eboardsolutions.com/SU/tXiROplusFH5HGAOplus5GEOaxdw==>

Website

CSBA District and County Office of Education Legal Services -

<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akO==>

Website

California Uniform Construction Cost Accounting Commission -

<https://simbli.eboardsolutions.com/SU/yfhlBOf4Vfy9UeiWjwIPKA==>

Website

CSBA

<https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==>

Website

California Association of School Business Officials -

<https://simbli.eboardsolutions.com/SU/vplusVmEFNjoJhGgV6PRTIb0g==>

Cross References

Description

3311

Bids

3311

Bids

3312

Contracts

7000

Concepts And Roles

7110

Facilities Master Plan

9323.2

Actions By The Board

9323.2-E(1)

Actions By The Board

9323.2-E(2)

Actions By The Board

Policy
adopted:

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Students

BP 5131.2(a)

BULLYING

The County Board recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and school attendance and desires to provide a welcoming, safe school environments that protect all students from physical, mental and emotional harm. The County Superintendent will establish student safety as a high priority and will not tolerate discrimination, harassment, intimidation, or bullying of any student.

Acts of discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, are prohibited under this policy. (Penal Code 422.55; Education Code 220).

~~This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the County Superintendent.~~ This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a school under the jurisdiction of the County Superintendent, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the County Board and the Superintendent in enacting County Office policies and procedures.

No student or group of students shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the jurisdiction of the County Superintendent.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

As appropriate, the County Superintendent or designee shall develop effective strategies with students, parents/guardians, staff, law enforcement, courts, social services, mental health services, and other agencies; and community organizations of processes to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

BULLYING (continued)

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and LACOE’s uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint involves nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf.1312.3 – Uniform Complaint Procedures)

If the County Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the County Superintendent or designee shall advise the student’s parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the County Superintendent or designee shall allow the transfer in accordance with law and LACOE policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

LACOE families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying. Any employee who permits or engages in bullying or retaliation related to a complaint of bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

BUSINESS AND PROFESSIONS CODE
22589-22589.4 Cyberbullying Protection Act
EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
35181 Governing board policy on responsibilities of students
35291-35291.5 School discipline rules
46600 Student transfers
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan
PENAL CODE
422.55 Definition of hate plan

Legal References (continued next page)

BULLYING (continued)

Legal references (continued)

647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Harassment and Bullying, October 2010
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
WEBSITES
CSBA: <http://www.csba.org>
California Cybersafety for Children: <http://www.cybersafety.ca.gov>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>
Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Board Bylaws

BB 9321(a)

CLOSED SESSION PURPOSES AND AGENDAS

The Los Angeles County Board of Education (County Board) is allowed to meet in closed session for the following purposes:

- A. Meet with negotiator prior to the purchase, sale, exchange or lease (or lease renewal) of properties (GC 54956.8)
- B. Meet with counsel on pending (anticipated) or existing litigation (GC 54956.9)
- C. Meet regarding matters relating to threat to public safety (GC 54957)
- D. All closed session topics will be duly noted on the agenda. The chair will announce the reason for closed session and will report decision(s) or actions taken following closed session

Legal References: Education Code Section 1080(c); 85 Ops.Cal.Atty.Gen. 77 (2002)

The County Board may hold closed sessions only for purposes authorized by law. The County Board may hold a closed session at any time during a regular or special meeting and during emergency meetings in accordance with law. (Government Code 54956.5, 54957.7, 54962)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The agenda shall contain a brief general description of all closed session items to be discussed. (Government Code 54954.2)

The County Board shall disclose in open meeting the items to be discussed in closed session. In the closed session, the County Board may consider only those matters covered in its statement. (Government Code 54957.7)

No agenda, notice, announcement, or report required by the Brown Act need identify any victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed. (Government Code 54961, 54957.7)

In accordance with law, a County Board member shall not disclose confidential information received in a closed session unless the County Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Matters Related to Students

The County Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the County Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.3 – Expulsion Appeals)

The County Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a parent/guardian or adult student submits a written request to have the matter heard in open session within 48 hours of receiving notice of the County Board’s intention to hold a closed session, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)

(cf. 5144 - Discipline)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as “student expulsion appeals hearing,” without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping.

Security Matters

The County Board may meet in closed session with the Governor, Attorney General, district attorney, legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or to the public’s right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The County Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the County Board members present. If less than two-thirds of the members are present, then the County Board must agree by a unanimous vote of the members present. (Government Code 54956.5)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the County Board will consult. (Government Code 54954.5)

Conference With Real Property Negotiator

The County Board may meet in closed session with the County Board’s real property negotiator prior to the purchase, sale, exchange or lease of real property by or for LACOE in order to grant its negotiator the authority regarding the price and terms of the property. (Government Code 54956.8)

Before holding the closed session, the County Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the County Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify LACOE negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the County Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when a discussion of the matter in open session would prejudice the County Board’s position in the case. For this purpose, “litigation” includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" when any of the following circumstances exist:

1. Litigation to which the County Board is a party has been initiated formally. (Government Code 54956.9(a))

CLOSED SESSION PURPOSES AND AGENDAS (continued)

2. A point has been reached where, in the County Board’s opinion based on the advice of legal counsel and on the existing facts and circumstances, there is a significant exposure to litigation against LACOE, or the County Board. (Government Code 54956.9(b))
3. Based on existing facts and circumstances, the County Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c))

“Existing facts and circumstances” authorizing a closed session pursuant to Government Code 54956.9(b) as described in item #2 above are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against LACOE but which LACOE believes are not yet known to potential plaintiffs and which do not need to be disclosed.
2. Facts and circumstances including, but not limited to, an accident, disaster, incident or transactional occurrence which might result in litigation against LACOE, which are already known to potential plaintiffs, and which must be publicly disclosed before the closed session or specified on the agenda.
3. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the LACOE)

4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the County Board.
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the County Board, provided that LACOE official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection.

The above record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Before holding a closed session pursuant to this section, the County Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the County Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize LACOE’s ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to “pending litigation” shall be described as a conference with legal counsel regarding “existing litigation” or “anticipated litigation.” (Government Code 54954.5)

“Existing litigation” items shall identify the name of the case specified by either the claimant's name, names of parties and case or claim number, unless the County Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

“Anticipated litigation” items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When LACOE expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information pursuant to items #2-5 above. (Government Code 54954.5, Government Code 54956.9(b)(3)(B-E))

Review of Audit Report from Bureau of State Audits

Upon receipt of a confidential final draft audit report from the Bureau of State Audits, the County Board may meet in closed session to discuss its response to that report. After public release of the report from the Bureau of State Audits, any County Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the Bureau of State Audits shall state “Audit by Bureau of State Audits.” (Government Code 54954.5)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, a copy of the document shall be provided to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the document shall be made available the next business day or when the necessary retyping is complete. Whenever copies of an approved agreement will not be immediately released due to an amendment, the County Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Legal Reference:

EDUCATION CODE

- 35145 Public meetings*
- 35146 Closed session (re student suspension)*
- 44929.21 Districts with ADA of 250 or more*
- 48918 Rules governing expulsion procedures; hearings and notice*
- 49073 Release of directory information*
- 49076 Access to records by persons without written parental consent*
- 49079 Notification to teacher re: students whose actions are grounds for suspension or expulsion*
- 60617 Meetings of governing board*

GOVERNMENT CODE

~~*3540-3549.3 Educational Employment Relations Act*~~

~~*6250-6268 California Public Records Act*~~

54950-54963 The Ralph M. Brown Act

COURT DECISIONS

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860

Bell v. Vista Unified School District (2001) 82 Cal.App.4th 672

Fischer v. Los Angeles Unified School District (1999) 70 Cal.App.4th 87

Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68

Furtado v. Sierra Community College District (1998) 68 Cal. App.4th 876

Roberts v. City of Palmdale (1993) 5 Cal.4th 363

Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App.2d 41

ATTORNEY GENERAL OPINIONS

89 Ops. Cal. Atty. Gen. 110 (2006)

86 Ops. Cal. Atty. Gen. 210 (2003)

78 Ops. Cal. Atty. Gen. 218 (1995)

59 Ops. Cal. Atty. Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, ~~2003~~-rev. 2019

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, 2002

CALIFORNIA CITY ATTORNEY PUBLICATIONS

Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

Board Meeting – April 16, 2024

Item VII. Recommendations

C. Approval of Position Recommendation Report PRR 1.0 – April 2024

The Superintendent recommends that the County Board approve the position recommendations made by Governmental Relations for the following bills:

<u>Bill No.</u>	<u>Author</u>	<u>Topic</u>	<u>Position</u>
AB 1817	Alanis	Homeless youth.	Support
AB 1858	Ward	Comprehensive school safety plans: active shooters: armed assailants: drills.	Support
AB 2251	Connolly	Graduation requirements: local requirements: exemptions.	Support
AB 2316	Gabriel	Pupil nutrition: substances: prohibition.	Support
AB 2876	Berman	Pupil instruction: media literacy: artificial intelligence literacy: curriculum frameworks: instructional materials.	Support
AB 3074	Schiavo	School or athletic team names: California Racial Mascots Act.	Support
AB 3271	Patterson, J.	Pupil health: opioid antagonists.	Support
SB 483	Cortese	Pupil rights: prone restraint.	Support

SB 1080	Newman	Pupil nutrition: school meals: halal and kosher food options.	Support
SB 1241	Padilla	Safety and Violence Education for (SAVE) Students Act.	Support

AB 1817 (Alanis) Homeless youth.

[Amended: 3/18/2024]

Recommended Position: **Support**

Background Information: Existing law requires the California Interagency Council on Homelessness (Cal ICH) to set and measure progress toward goals to prevent and end homelessness among youth in California by setting specific, measurable goals aimed at preventing and ending homelessness among youth in the state, including decreasing the duration and frequency of experiences of homelessness among California’s youth.

This bill would additionally require the council to set the goals of decreasing the number of young people experiencing homelessness in the state who struggle with food insecurity and decreasing the unemployment rate among young people experiencing homelessness by increasing access to employment opportunities and economic stability.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Student Support Services: Cal ICH’s mission is to develop policies and identify resources, benefits, and services to prevent and work toward ending homelessness in California. The California Department of Education has appointed a staff person from the California Department of Education’s Homeless Education Program to sit on this Council. The Council consists of a wide variety of stakeholders from across the State. Most of the stakeholders operate using a Housing and Urban Development (HUD) lens, which means that the term “young people” in this legislation refers to the “16-24” age group. There are two goals within this legislation. The first goal is to decrease the number of young people experiencing homelessness who struggle with food insecurity. This goal makes sense as 1 in every 7 children (who also could be considered young people) struggle with food insecurity. The second goal is to decrease the unemployment rate among young people

experiencing homelessness by increasing access to employment opportunities and economic stability. For students who graduate from high school, this prevention effort is geared toward avoiding contact with the homeless Transitional Age Youth (TAY) systems or reducing the time a young person is experiencing homelessness. The systemic concern related to this goal is that students aged 16 to 18 fall under compulsory education requirements.

When a student in high school is experiencing homelessness and becomes employed, this can contribute to the student missing school or dropping out of school altogether. A student who misses school and eventually drops out without obtaining a high school diploma or General Educational Development (GED) credential is 3.5 times more likely to experience homelessness than their peers who completed high school.

While employment can offer financial stability, personal growth, and a sense of achievement, it may also introduce challenges that impact their ability to attend school regularly. To mitigate potential negative impacts, it's crucial to provide comprehensive support services, flexible educational options, and ongoing mentorship to help homeless youth successfully navigate both work and school responsibilities.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill will be heard in the Assembly Human Services Committee on April 9, 2024.

AB 1858 (Ward) Comprehensive school safety plans: active shooters: armed assailants: drills. [Amended: 3/12/2024]

Recommended Position: **Support**

Background Information: Under existing law, each school district and county office of education is responsible for the overall development of a comprehensive school safety plan for each of its schools operating kindergarten or any of grades 1 to 12, inclusive, in cooperation with local entities. Existing law requires that the plan include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. Existing law requires the comprehensive school safety plan to include the development of procedures for conducting tactical responses to criminal incidents, including procedures

related to individuals with guns on school campuses and at school-related functions.

This bill would additionally require, as part of the comprehensive school safety plan, if the plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, the development of procedures relating to that drill.

Existing law prohibits a chartering authority from denying a petition for the establishment of a charter school unless it makes written factual findings supporting at least one of the bases for denial. One of those bases for denying a petition is if the petition does not contain a reasonably comprehensive description of the development of a school safety plan that includes the same safety topics required in the comprehensive school safety plan of a school district or county office of education.

This bill would authorize a chartering authority to deny a charter school petition that does not include in its proposed development of a school safety plan the same provisions on procedures and policies relating to active shooter and armed assailant drills as are required by the bill in a school district or county office of education comprehensive school safety plan. To the extent the bill imposes additional duties on chartering authorities, which include governing boards of school districts and county boards of education, when reviewing the petition for the establishment of a charter school, the bill would impose a state-mandated local program.

The bill would require, on or before June 15, 2025, the State Department of Education to curate and post on its internet website best practices pertaining to school shooter or other armed assailant drills for use by school districts, county offices of education, and charter schools. The bill would prohibit a school district, county office of education, or charter school from conducting a school shooter or other armed assailant drill unless it adopts policies that conform to these best practices.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Student Support Services: This bill would put parameters/restrictions in place to address the need to balance the impact of active shooter or other armed assailant drills on students' and teachers' mental health with school safety. The bill would prohibit schools from conducting high intensity drills. Some active shooter drills go too far, creating a negative impact on the psychological well-being of the school community, and thereby causing trauma and distress in students and staff. The American

Academy of Pediatricians recommends eliminating children's involvement in high-intensity drills and exercises, prohibiting deception in drills and exercises, and making appropriate accommodations that address the unique vulnerabilities of individuals or groups of children. If a comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, a school shall comply with all of the following related to the drill:

- The school shall not conduct a high-intensity drill
 - A “high-intensity drill” means a drill that includes simulations that mimic an actual school shooter or other armed assailant incident, including, but not limited to theatrical makeup or other materials to give an image of blood or gunshot wounds, acting by an individual posing to be the assailant, acting by individuals posing as victims, or simulations that instruct students to actively resist an assailant by throwing objects, attacking, or swarming the assailant
- The school shall not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill
- The school shall ensure a trauma-informed approach to the design and execution of any drill, which shall include all of the following:
 - Age-appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals
 - Notice to all parents/guardians of pupils, and staff subject to the drills in advance of the drill and of the drill's expected length of time, at least 7 days in advance of the drills
 - The ability for parents/guardians to opt their child out of the drills
 - An announcement to students and staff immediately before the start of the drills and an announcement to students, staff and parents/guardians immediately after the drills have concluded

- The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling to parents/guardians, students and staff who are negatively impacted by the drills, and where available, prioritizing school-based resources
- The school shall comply with all the best practices established by the California Department of Education.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill will be heard in the Assembly Education Committee on April 10, 2024.

AB 2251 (Connolly) Graduation requirements: local requirements: exemptions. [Amended: 4/1/2024]

Recommended Position: **Support**

Background Information: Existing law requires a pupil to complete designated coursework while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school. These graduation requirements include the completion of three years of courses in English, two years of courses in mathematics, two years of courses in science, and three years of courses in social studies. Existing law authorizes the governing board of a school district to also adopt its own additional coursework requirements.

This bill would clarify that the governing board of a school district is expressly authorized, at its discretion, to adopt a policy to exempt pupils from its additional coursework requirements.

Author’s Statement: “Students struggling with their mental or physical health should not be penalized for unavoidable lapses in attendance, and these students should be afforded a manageable pathway to graduate high school with their peers. While it is important for students to reach their school district’s mandated benchmarks for graduation, we should not delay their life milestones because of circumstances outside their control.”

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Curriculum and Instructional Services: Overall, supporting this bill can contribute to a more flexible, equitable, and responsive educational system that better serves the diverse needs of students across different local educational agencies (LEAs).

Flexibility: The bill provides school districts with the flexibility to exempt pupils from additional coursework requirements beyond the state-mandated ones. This flexibility allows LEAs to tailor their educational programs to better meet the needs and circumstances of their students.

Individualized Education: Some students have unique educational needs or circumstances that make it challenging for them to fulfill all additional coursework requirements. This bill enables districts to consider these individual situations and make exemptions, accordingly, ensuring that students are not unfairly penalized due to factors beyond their control.

Promotion of Equity: Exempting students from additional coursework requirements can promote equity by ensuring that all students have a fair opportunity to graduate from high school. It prevents unnecessary barriers to graduation that may disproportionately affect certain groups of students, such as those from disadvantaged backgrounds or with special needs.

Local Control: The bill reaffirms the principle of local control in education by empowering LEAs to make decisions regarding their additional coursework requirements based on their unique circumstances and priorities. This recognizes that what works best for one LEA may not necessarily be suitable for another.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill is pending a hearing on the Assembly Floor.

AB 2316 (Gabriel) Pupil nutrition: substances: prohibition.
[Amended: 3/11/2024]

Recommended Position: **Support**

Background Information: Existing law requires the State Department of Education to develop and maintain nutrition guidelines for school lunches and

breakfasts, and for all food and beverages sold on public school campuses. Existing law requires those nutrition guidelines to be consistent with the requirements for a nutritionally adequate breakfast and a nutritionally adequate lunch. Existing law defines a nutritionally adequate breakfast and a nutritionally adequate lunch for these purposes to mean those that qualify for reimbursement under the most current meal pattern for the federal School Breakfast Program and the federal National School Lunch Program, respectively.

Existing law requires a school district, county superintendent of schools, or charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to make available a nutritionally adequate breakfast and a nutritionally adequate lunch, free of charge, during each schoolday to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal. Existing law authorizes a school, from the midnight before to 30 minutes after the end of the official schoolday, to sell food other than meals reimbursed by federal nutrition programs, only if the food meets dietary guidelines.

This bill, notwithstanding any other law, would prohibit a public school, defined as a school operated by a school district or county office of education, a charter school, and the state special schools, from offering, selling, or otherwise providing any food containing specified substances, including red 40 and titanium dioxide. To the extent this bill would impose additional requirements on public schools, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Curriculum and Instructional Services: AB 2316 would prohibit public schools from offering or providing foods containing substances such as red 40 and titanium dioxide, which have been associated with potential health risks and behavioral problems in children. Public schools play a key role in protecting the health and wellbeing of school-aged children and reducing potential health risks associated with certain food

additives and dyes would align with one of LACOE’s strategic goals to “Champion Individual and Collective Care and Wellbeing.” Considering that many low-income students rely on the school meal program as a crucial source of their daily nutrition, especially in Los Angeles County, it becomes even more important to ensure that the foods provided not only meet the minimum nutrition standards but also avoid any potential health risks associated with food additives and dyes. Given the crucial role that proper nutrition plays in the cognitive development, academic performance, and overall wellbeing of school-aged children, this measure is a worthy cause for LACOE to support.

Organizations in Support:

- A Voice for Choice Advocacy
- Active San Gabriel Valley
- Alliance of Nurses for Healthy Environments
- American Nurses Association - California
- As You Sow
- Braid Mission
- Breast Cancer Prevention Partners
- Center for Environmental Health
- Childrens Environmental Health Network
- Cleanearth4kids.org
- Clearya
- Consumer Reports
- Development of Court Skills
- Eat Real
- Ecology Center
- Educate. Advocate.
- Environmental Health Trust
- Environmental Working Group
- Facts: Families Advocating for Chemical and Toxics Safety
- Friends Committee on Legislation of California
- GMO Science
- Grassroots Environmental Education
- Green Science Policy Institute
- Indivisible Marin
- Life Time Foundation
- Long Beach Gray Panthers
- Lunchassist
- Mamavation - Non-toxic Products for Healthy Families
- Maternal and Child Health Access
- Moms Across America

- Moms Advocating Sustainability
- Mysafetynest.org
- Non-toxic Neighborhoods
- Nontoxic Schools
- Old World Winery
- Pesticide Action Network
- Physicians for Social Responsibility - San Francisco Bay Area Chapter
- Recolte Energy
- Resource Renewal Institute
- Russian Riverkeeper
- SEE (Social Eco Education)
- Sonoma Safe Agriculture Safe Schools
- Tahoe Truckee Unified School District
- The Feingold Association of the United States
- UVE

Organizations in Opposition:

- American Bakers Association
- American Beverage Association
- American Chemistry Council
- California Agricultural Teachers Association
- California Chamber of Commerce
- California Food Producers
- California Manufacturers and Technology Association
- Consumer Brands Association
- Dairy Institute of California
- International Association of Color Manufacturers
- International Dairy Foods Association
- National Automatic Merchandising Association
- National Confectioners Association

Status: As of April 9, 2024, this bill is pending a hearing on the Assembly Floor.

AB 2876 (Berman) Pupil instruction: media literacy: artificial intelligence literacy: curriculum frameworks: instructional materials.
[Amended: 3/11/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the Instructional Quality Commission and requires the commission to recommend curriculum frameworks and the adoption of instructional materials to the State Board of Education. Existing law requires the commission to consider incorporating the Model Library Standards into the next revision of the English language arts/English language development (ELA/ELD) curriculum framework after January 1, 2024, and to also consider incorporating media literacy content at each grade level. Existing law also requires the commission to consider incorporating media literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised after January 1, 2024. Existing law defines media literacy, for that purpose, as the ability to access, analyze, evaluate, and use media and information and encompasses the foundational skills that lead to digital citizenship.

This bill would additionally require the commission to ensure that the instructional materials for pupils in kindergarten or any of grades 1 to 8, inclusive, that it recommends to the state board for adoption after January 1, 2025, include media literacy content. The bill would also require the commission to consider incorporating Artificial Intelligence (AI) literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised after January 1, 2025, and to ensure that the instructional materials for mathematics, science, and history-social science that it recommends to the state board for adoption after January 1, 2025, include AI literacy content. The bill would define “AI literacy” for these purposes as the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles, concepts, and applications, as well as how to use artificial intelligence, including its limitations, implications, and ethical considerations.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Curriculum and Instructional Services: In an era marked by unprecedented access to information and rapid technological advancements, it is imperative that our educational system equips students with the necessary skills to navigate and critically evaluate the media they encounter. By incorporating AI literacy content into subject areas, this bill ensures that students develop the ability to access, analyze, evaluate, and responsibly use media and information that is accessed through the differing lenses of varied content areas. These foundational skills foster informed citizenship and empower students to become discerning consumers and creators of information and media in an increasingly media-saturated landscape.

Including AI literacy content is equally essential in preparing students for the complexities of the 21st-century workforce. By introducing AI literacy into mathematics, science, and history-social science, students can gain valuable knowledge and skills related to how AI works in different content areas and insights into its limitations, implications, and ethical considerations. This knowledge will facilitate their engagement with emerging technologies and enable them to critically evaluate the societal impact of AI and contribute meaningfully to discussions surrounding its ethical use.

By mandating the inclusion of AI literacy content in instructional materials and curriculum frameworks, this bill demonstrates a proactive approach to preparing students for the challenges and opportunities of this digital landscape. It ensures that California's educational system remains relevant and responsive to students' and society's evolving needs, ultimately fostering a generation of informed, ethical, and empowered citizens.

Organizations in Support:

- California Association of Collectors
- California Chamber of Commerce
- Computer and Communications Industry Association
- Insights Association
- Outschool
- Software and Information Industry Association
- Technet
- Zillow

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 3074 (Schiavo) School or athletic team names: California Racial Mascots Act. [Amended: 3/18/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the California Racial Mascots Act, which prohibits public schools from using the term Redskins as a school or athletic team name, mascot, or nickname.

This bill would exempt public schools operated by an Indian tribe or a tribal organization from this prohibition. The bill would prohibit, beginning January 1, 2026, public schools, except for public schools operated by an Indian tribe or tribal organization, from using any derogatory Native American term as a school or athletic team name, mascot, or nickname, except as provided in the following:

A public school may continue to use uniforms or other materials bearing a derogatory Native American term as a school or athletic team name, mascot, or nickname that were purchased before January 1, 2026, if all of the following requirements are met:

- 1) The school selects a new school or athletic team name, mascot, or nickname.
- 2) The school refrains from purchasing or acquiring, for the purpose of distribution or sale to pupils or school employees, any uniform that includes or bears the derogatory Native American term. A school using uniforms that bear the derogatory Native American term may purchase or acquire a number of uniforms equal to up to 20 percent of the total number of uniforms used by a team or band at that school during the 2025–26 school year for the purposes of replacing damaged or lost uniforms.
- 3) The school refrains from purchasing or acquiring, for the purpose of distribution or sale to pupils or school employees, any yearbook, newspaper, program, or other similar material that includes or bears the prohibited school or athletic team name, mascot, nickname, or related title in its logo or cover title.
- 4) Commencing with registration for the 2026–27 school year, the school does not register or reregister the prohibited school or athletic team name, mascot, or nickname with the California Interscholastic Federation.
- 5) The school refrains from purchasing or constructing a marquee, sign, gymnasium floor, or other new or replacement fixture that includes or bears the prohibited school or athletic team name, mascot, or nickname. This paragraph applies to facilities that bear the prohibited school or athletic team name, mascot, or nickname, in which case the school shall remove the prohibited name, mascot, or nickname no later than the next time the associated part of the facility is replaced in the normal course of maintenance.

For purposes of this bill, “derogatory Native American term” includes, but is not necessarily limited to, Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Savages, Squaw, and Tribe.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Equity, Diversity, and Inclusion Division: This bill will require districts to remove racist mascots that are detrimental to Native American student’s identity development and self-esteem.

A comprehensive review of empirical evidence found that racial Native American Mascots:

- 1) Are psychologically detrimental to Native American students. The impacts include:
 - Decreased self-esteem;
 - Diminished sense of community worth and ability to improve; and
 - Increased depression and suicidal ideation.
- 2) For non-Native persons, they are associated with negative stereotypes of Native Americans.
- 3) These mascots undermine intergroup relations by increasing negative stereotyping of Native Americans.
- 4) Supporters of these mascots are more likely to believe prejudicial ideas.

Organizations in Support:

- American Civil Liberties Union of California
- American Indian Community Council
- Cahuilla Band of Indians
- California Civil Rights Coalition
- California Federation of Teachers AFL-CIO
- Fernandeno Tataviam Band of Mission Indians
- Santa Ynez Band of Chumash Indians
- Tule River Tribe

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill is pending a hearing in the Assembly Higher Education Committee.

AB 3271 (Patterson, J.) Pupil health: opioid antagonists.
[Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: Existing law authorizes school districts, county offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or voluntary trained personnel, and authorizes those nurses and voluntary trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

This bill would require each individual public school operated by a school district, county office of education, or charter school that has elected to make a school nurse or trained personnel available at the school pursuant to those provisions to maintain at least two units of naloxone hydrochloride or another opioid antagonist for purposes of those authorizations.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Student Support Services and Division of Student Programs: This bill would require each individual public school operated by a school district, county office of education, or charter school that has elected to provide emergency naloxone at school to maintain at least two units (doses) of naloxone to be administered by a school nurse or trained volunteer. Having at least two doses of naloxone available is best practice – naloxone is packaged as two units per package - and additional doses of an opioid antagonist may need to be administered to a person suffering from an opioid overdose.

The proposed bill requirements reflect the current practice in LACOE's Educational Programs. The standard healthcare procedure used in LACOE schools requires two doses of naloxone to be available to school nurses and trained personnel. This bill would further strengthen local policy by providing a minimum number of doses/units available to designated staff.

Organizations in Support:

- California District Attorneys Association
- California Emergency Nurses Association
- Orange County Sheriff's Department

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill is pending a hearing in the Assembly Health Committee.

SB 483 (Cortese) Pupil rights: prone restraint.

[Introduced: 2/14/2023]

Recommended Position: **Support**

Background Information: Existing law prohibits a person employed by or engaged in a public school from inflicting, or causing to be inflicted, corporal punishment upon a pupil. Existing law prohibits the use of certain restraint and seclusion techniques. Existing law authorizes staff trained in prone containment to use the procedure on a pupil who is an individual with exceptional needs in a public school program as an emergency intervention. If prone restraint techniques are used, existing law requires a staff member to observe the pupil for any signs of distress throughout the use of prone restraint.

This bill instead would prohibit the use of prone restraint, defined to include prone containment, by an educational provider. The bill would also prohibit the use of prone restraint, including prone containment, on a pupil who is an individual with exceptional needs in a public school program.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Student Support Services: Current legislation allows trained personnel to restrain students. SB 483 prohibits the use of prone restraint, the brief physical holding of an individual prone, usually on the floor and in a facedown position, for the purpose of effectively gaining quick control of an aggressive and agitated individual, by an educational provider on any pupil, including a pupil who is an individual with exceptional needs. An “educational provider” is defined as a person who provides educational or related services, support, or other assistance to a student enrolled in an educational program provided by a LEA or a nonpublic school or agency.

The use of prone restraint techniques on a child or youth can be a traumatic experience that can also result in the loss of life. Data indicates that prone restraint is applied at disproportionately higher rates to Black students, as well as students with disabilities. During the 2021-22 school year, Black students were 5.1 percent of the cumulative enrollment in California; however, they represented 17.5 percent of student physically restrained. The California Department of Education (CDE) also reported that in the 2021-22 school year, students with disabilities, who make up about 14 percent of students in California, represented 88.8 percent of students physically restrained. The United States Department of Education (ED) discourages the use of prone restraint due to various ways a student's breathing can become inhibited; whether by the position itself or the student's clothing. In fact, post guidance issued by the ED, prone restraint is no longer permitted in over thirty states. There is also a growing concern that prone restraint is being underreported in school settings throughout California, making it challenging to monitor and enforce protections for students.

SB 483 would encourage districts to train staff on various de-escalation techniques, incorporating positive behavioral interventions and support practices and other alternative prevention and intervention methods to address the identified behavior.

Organizations in Support:

- California Association of Student Councils (Sponsor)
- Disability Rights California (Sponsor)
- ACLU California Action
- Alliance Against Seclusion and Restraint
- Alliance for Boys and Men of Color
- Alliance for Children's Rights
- American Academy of Pediatrics, California
- Autism Society Inland Empire
- Cal-TASH
- California Association for Behavior Analysis
- California Community Living Network
- California Foundation for Independent Living Centers
- Californians for Justice
- Collier Socks LLP
- California PTA
- Civil Rights Enforcement and Education Center
- Community Advisory Committee for Special Education
- Disability Rights Education and Defense Fund
- Disability Voices United

- Educate. Advocate.
- Ella Baker Center for Human Rights
- Equal Justice Society
- Grupo De Autismo Angeles
- Include California
- Legal Services for Prisoners with Children
- Oakland Privacy
- Placer Independent Services
- Port View Preparatory
- PRAGNYA
- RespectAbility
- Rios Eubanks LLP
- San Francisco Public Defender
- State Council on Developmental Disabilities
- Sister Warriors Freedom Coalition
- Special Needs Network
- Spire Autism
- State Council on Developmental Disabilities
- Western Center on Law and Poverty
- Youth Justice Education Clinic

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill is pending a hearing in the Assembly Education Committee.

SB 1080 (Newman) Pupil nutrition: school meals: halal and kosher food options. [Amended: 3/14/2024]

Recommended Position: **Support**

Background Information: Existing law requires each school district, county superintendent of schools, and charter school to make available a nutritionally adequate breakfast and lunch free of charge during each schoolday to any pupil who requests a meal, without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.

This bill, commencing with the 2025-26 school year, if 5 percent or more of pupils at a schoolsite of a school district, county superintendent of schools, or charter school prefer a halal or kosher food option for a nutritionally adequate breakfast and lunch, would require the schoolsite to offer a halal or kosher food option, respectively. The bill would authorize a schoolsite to collect information from pupils to determine if this condition is met. The bill would authorize a schoolsite to offer halal and kosher food options even if this

condition is not met. By imposing new duties on a schoolsite of a school district, county superintendent of schools, or charter school, the bill would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Curriculum and Instructional Services: SB 1080 provides an important opportunity to acknowledge and accommodate cultural and religious dietary preferences in school meal programs. The proposed bill's requirement to offer halal or kosher food options only applies to school sites where 5 percent or more of the students prefer halal or kosher foods as part of a nutritionally adequate breakfast and lunch. Also, this bill would authorize schools to collect information from students to determine their dietary preferences to better meet student needs. Providing options such as halal and kosher foods would ensure that students from different religious backgrounds can participate in school meal programs, which can help foster a sense of belonging among students and promote a safe and inclusive school environment where all students feel valued and respected.

SB 1080 is a positive step towards recognizing and valuing cultural and religious diversity among school-aged children in Los Angeles County and throughout the state. In alignment with LACOE's goals to improve student outcomes and well-being, it is recommended that LACOE supports SB 1080.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill will be heard in the Senate Education Committee on April 17, 2024.

SB 1241 (Padilla) Safety and Violence Education for (SAVE) Students Act. [Introduced: 2/15/2024]

Recommended Position: **Support**

Background Information: Existing law requires the governing board or body of a LEA that serves pupils in kindergarten and grades 1 to 6, inclusive, and that serves pupils in grades 7 to 12, inclusive, to adopt and maintain a policy on pupil suicide prevention that addresses any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the LEA. Existing law, commencing with the 2024-25 school year, encourages LEAs to provide that training to those teachers. Existing law requires the State Department of Education to identify one or more evidence-based online training programs that a LEA can use to train school staff and pupils as part of the LEA's policy on pupil suicide prevention.

This bill would separately require the State Department of Education, in consultation with the Department of Justice and the Mental Health Services Division of the State Department of Health Care Services, to maintain a list of approved training programs for instruction in suicide awareness and prevention and safety training and violence prevention. The bill would require the approved training programs to be evidence based and to include information, including how to instruct school personnel to identify the signs and symptoms of depression, suicide, and self-harm in pupils, and how to instruct pupils to identify the signs and symptoms of depression, suicide, and self-harm in their peers. The bill would require these approved training programs to be in addition to the above-described evidence-based online training programs that a LEA can use to train school staff and pupils as part of the LEA's policy on pupil suicide prevention unless the State Department of Education, in consultation with the Department of Justice and the Mental Health Services Division of the State Department of Health Care Services, determines that the training program satisfies all of the requirements in the bill.

The bill would require the State Department of Education, in consultation with the Department of Justice and the Mental Health Services Division of the State Department of Health Care Services, to also maintain a list of approved training programs for instruction in social inclusion. For each topic, the bill would require the approved training programs to include at least one option that is free or of no cost to school districts, county offices of education, and charter schools, and would require all of the approved training programs to be posted on the State Department of Education's internet website.

The bill would, commencing July 1, 2027, require each school district, county office of education, and charter school serving any of grades 6 to 12, inclusive, to annually provide at least one hour of, or one standard class period per school year of, evidence-based instruction, *per* topic, based upon the

above-described trainings, on each of suicide awareness and prevention, safety training and violence prevention, and social inclusion.

Under existing law, each school district and county office of education is responsible for the overall development of a comprehensive school safety plan for each of its schools operating kindergarten or any of grades 1 to 12, inclusive, in cooperation with certain local entities. Existing law requires the comprehensive school safety plan to include the development of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions and procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school. Existing law prohibits a chartering authority from denying a petition for the establishment of a charter school unless it makes written factual findings supporting at least one of the bases for denial. One of those bases for denying a petition is if the petition does not contain a reasonably comprehensive description of the development of a school safety plan that includes the same safety topics required in the comprehensive school safety plan of a school district or county office of education.

This bill would require each school district, county office of education, and charter school, commencing July 1, 2027, to establish a threat assessment team for each of its schools serving any of grades 6 to 12, inclusive, and would require, upon the initial establishment of a threat assessment team, and at least once every three years thereafter, each member of the threat assessment team to complete a threat assessment training program from a list maintained by the Department of Justice. If the Department of Justice does not have an existing list of approved threat assessment training programs, the bill would require the Department of Justice to establish such a list.

The bill would require each school district, county office of education, and charter school, commencing July 1, 2027, to enter into an agreement with an anonymous reporting program of the LEA's choosing, provided that the reporting program satisfies requirements, including that it operates 24 hours per day, 7 days per week, and that it forwards reported information to, and coordinates with, the appropriate school personnel, law enforcement agencies, and other public safety agencies, as identified in a school's adopted school safety plan, as applicable. Commencing July 1, 2028, and annually thereafter, the bill would require each LEA, at the end of each school year, to submit data to the State Department of Education, in a manner prescribed by the State Department of Education, and to the Department of Justice, in manner prescribed by the Department of Justice, disaggregated by school.

LACOE Subject Matter Experts: The following LACOE division reviewed the bill and provided the following comments for a recommendation of support:

Student Support Services: LEA’s policy on pupil suicide prevention must include training on suicide awareness and prevention and the State Department of Education must provide at least one evidence-based online training that LEAs can use to train their staff. This bill expands the requirement for CDE to now consult with the Department of Justice and the Mental Health Services Division to maintain a list of evidence-based training, and add safety training, violence prevention, and social inclusion.

The expansion also extends to the training, whereas now LEAs are to provide at least one hour of evidence-based instruction on each of suicide awareness and prevention, safety training and violence prevention, and social inclusion. Nationwide, there is an increase in youth suicide deaths and attempts. Youth suicide continues to be the second leading cause of death for youth ages 10-14. It is critical to provide evidence-based training for educators, as they interact daily with youth. They are well suited to identify youth with mental health issues before they reach a critical level. Training staff will assist them in being more prepared and confident in their ability to respond to students who may be experiencing suicide ideology. Adding social inclusion training takes suicide prevention a step further. Staff trained in social inclusion learn to recognize the various risk factors that can contribute to suicidal ideation and behavior among students. Social inclusion training for teachers is a crucial component of suicide prevention efforts because it equips educators with the knowledge, skills, and strategies necessary to create inclusive and supportive environments for all students, thereby reducing the risk factors associated with suicide.

Violence prevention training for staff focuses on equipping educators with the knowledge, skills, and strategies necessary to recognize, prevent, and address various forms of violence within the school environment. This training is essential not only for maintaining a safe and conducive learning environment but also for preventing suicide among students.

We support the additional requirement that states LEAs, county offices, and charters must establish a threat assessment team (grades 6 to 12) and complete a threat assessment training program at least once every three years.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 9, 2024, this bill will be heard in the Senate Education Committee on April 10, 2024.

Board Meeting – April 16, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Superintendent Duardo invites the Los Angeles County Board of Education to attend the next annual State Capitol Legislative Visit. The annual State Capitol Legislative Visit will occur virtually on Wednesday, May 8th from 9:00 a.m. to 4:00 p.m.

Board Meeting – April 16, 2024

Item VIII. Informational Items

- B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
April 16 - June 30, 2024**

APRIL 16

2024

2:30 Board Audit Committee Meeting

3:00 Board Meeting

Presentation: Recognition of the 2024 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon

Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 47 to Recognize May 7, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 48 to Recognize May 19-25, 2024 as Classified School Employees Week in Los Angeles County

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 49 to Recognize May Day on May 1, 2024

Consent Rec: Adoption of Board Resolution No. 50 to Recognize May 8, 2024, as National School Nurse Day

Consent Rec: Adoption of Board Resolution No. 51 to Recognize May 2024 as National Foster Care Month

Consent Rec: Adoption of Board Resolution No. 52 to Recognize Asian American and Pacific Islander Heritage Month, May 2024

Consent Rec: Adoption of Board Resolution No. 53 to Recognize May 22, 2024 as Harvey Milk Day

Consent Rec: Adoption of Board Resolution No. 54 to Recognize National Mental Health Month, May 2024

Consent Rec: Approval of Amendment 1 to Certification of Signatures – 2023-2024

Consent Rec: Acceptance of Project Funds No. 80

Consent Rec: Acceptance of Project Funds No. 81

Consent Rec: Acceptance of Gifts No. 15

Rec: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report

Rec: Approval of Second Reading and Adoption of Board Policy (BP) 0460 (Local Control and Accountability Plan), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP 3400 (Management of LACOE Assets/Accounts), BP 3311 (Bids), BP 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)

Rec: Approval of Position Recommendation Report, PRR 1.0 – April 2024

Informational Items: Board Chair Announcement of Ad Hoc Committee to Address Los Angeles County High School for the Arts (LACHSA) and International Polytechnic High (IPoly) Admissions

Interdistrict Attendance Appeal

1. ~~Evan L. v. Inglewood USD (Spanish Interpreter)~~
2. Anthony V. v. Compton USD
3. Emmett Y. v. Long Beach USD

4/16/24

MAY 7 2024	MAY 14 2024
<p>3:00 Board Meeting Presentation: Day of the Teacher 2024 Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Quarterly Budget Report – 3rd Quarter Rpt: Update on Juvenile Court Schools Recommendation/Public Hearing: Adopt the Superintendent’s Recommendation to Approve/Deny the Material Revision to the Charter of <i>Russell Westbrook Why Not? High School, Grades 9-12</i> Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List Interdistrict Attendance Appeal 1. Sona K. v. Los Angeles USD (Korean Interpreter) 2. Jillian W. v. Los Angeles USD 3. Joseph M. W v. Los Angeles USD 4. Siena S. v. Los Angeles USD 5. Evan T. v. Los Angeles USD 6. Alden B. v. Los Angeles USD 7. Journey W. v. Los Angeles USD 8. Adriel C. v. Los Angeles USD 9. Vincent K. v. Los Angeles USD 10. Chloe D. v. Los Angeles USD 11. Cordelia W. v. Los Angeles USD 12. Andrea J. A. v. Los Angeles USD 13. Raphael C. v. Los Angeles USD 14. Zion O. v. Los Angeles USD 15. Trinity R. v. Los Angeles USD 16. Amelia V. v. Los Angeles USD 17. Nicolas C. v. Los Angeles USD 18. Ava P. V. Los Angeles USD 19. Sophia P. v. Los Angeles USD 20. Jazmine Z. v. Los Angeles USD 21. Xavier B. v. Los Angeles USD 22. Xzander B. v. Los Angeles USD 23. Tadeo S. v. Compton USD 24. Luke B. v. Long Beach USD 25. Rowan C. v. Long Beach USD 26. <u>Oliver C. v. Long Beach USD</u> 27. Daniel H. v. Lawndale ESD 28. Reginald T. v. ABC USD 29. Kimberlee D. v. El Monte Union HSD 30. Dante A. v. El Monte Union HSD 31. Clementine G. v. Inglewood USD 32. Nicholas G. v. Inglewood USD 33. Rumi S. v. San Gabriel USD 34. Olivia C. v. San Gabriel USD</p> <p>**Memorial Day – Monday, May 27, 2024</p>	<p>3:00 Board Meeting Presentation: Los Angeles County Regional Spelling Bee Presentation: Recognition of Classified School Employees Week Rpt: Update on Juvenile Court Schools Rpt: Advancing Innovation: AI Initiative Progress Report Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2024-25 Fiscal Year Interdistrict Attendance Appeal 1. <u>Alison R. v. Inglewood USD (Spanish Interpreter)</u> 2. <u>Ronaldo B. v. Los Angeles USD</u> 3. <u>Ella H. v. Los Angeles USD</u> 4. <u>Abel L. v. Los Angeles USD</u> 5. <u>Mia P. V. v. Los Angeles USD</u> 6. <u>Siddhant K. v. Los Angeles USD</u> 7. <u>Hanna V. v. Bonita USD</u> 8. <u>Gabriella C. v. Bonita USD</u> 9. <u>Gabrielle V. v. Long Beach USD</u> 10. <u>Wesley W. v. Long Beach USD</u> 11. <u>Sebastian G. v. Long Beach USD</u> 12. <u>Sofia O. v. Long Beach USD</u> 13. <u>Sarah T. v. Azusa USD</u> 14. <u>Camila M. v. Whittier City SD</u></p> <p>MAY 21 3:00 Board Meeting Presentation: History Day Awards 2024 Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2024 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2024</p>

<p>JUNE 4 2024 3:00 Board Meeting Presentation: Recognition of 2023-24 Science and Math Competition and Other Events Rpt: Quarterly Budget Report – Estimated Actuals Rpt: Report on Policies Rpt: Los Angeles County Office of Education’s Proposed Budget 2024-25 (Enclosure) Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2024 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2024-2025, Establishment of meeting times, future agenda items, follow up</p> <p>**Juneteenth Day – Wednesday, June 19, 2024</p>	<p>JUNE 11 2024 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2024-25 Proposed Budget Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p> <p>JUNE 18 3:00 Board Meeting Presentation: Academic Bowl 2024 Rpt: Update on Juvenile Court Schools Consent Rec: Adoption of Board Resolution No. __: 2024-25 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2024-25 Proposed Budget Rec: Los Angeles County Office of Education – Differentiated Assistance Plan 2024-25</p>
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4/16/24

Board Meeting – April 16, 2024

Item VIII. Informational Items

- C. Board Chair Announcement of Ad Hoc Committee to Address Los Angeles County High School for the Arts (LACHSA) and International Polytechnic High (IPoly) Admissions

The Board Chair will announce an Ad Hoc Committee to address LACHSA and IPoly Admissions.

Board Meeting – April 16, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On March 26 and 27, 2024, the Administrative Hearing Consultant heard the appeal(s). The consultant’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Anthony V.	Mr. Steve Tabor	K	Mr. Sergio Vasquez and Mrs. Hikaru Vasquez, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Executive Director of Pupil Services	Torrance USD
2. Emmett Y.	Mr. Steve Tabor	K	Mr. Winston Yeh and Mrs. Jenny Yeh, parents	<u>Long Beach USD</u>	Ms. Darci Behrens Coppolo, Assistant Administrator, Student Support Services	Los Alamitos USD