

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:

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. 21: 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 February 20, 2024 2:30 p.m.

Dr. Ramirez

STUDY SESSION: Head Start Policy Council – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Chan

A. Call to Order

Dr. Perez

B. Pledge of Allegiance

Dr. Duardo

C. Ordering of the Agenda

Dr. Chan

D. Approval of the Minutes

1. February 13, 2024

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

Dr. Ramirez

A. Juvenile Court Schools Report

Dr. Ramirez

B. 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs (Enclosure)

Mr. Gonzalez

C. Update on the Business Enhancement System Transformation (BEST) Project

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Adoption of Board Resolution No. 31: to Recognize Read Across America Day, March 2, 2024

B. Adoption of Board Resolution No. 32: to Recognize the Anniversary of Boston Massacre and Death of Crispus Attucks, March 5, 2024

C. Adoption of Board Resolution No. 33: to Proclaim International Day for the Elimination of Racial Discrimination, March 21, 2024

D. Adoption of Board Resolution No. 34: to Recognize Cesar Chavez Day, March 31, 2024

E. Adoption of Board Resolution No. 35: to Recognize Arts Education Month in California, March 2024

- F. Adoption of Board Resolution No. 36: to Recognize National Nutrition Month, March 2024
- G. Adoption of Board Resolution No. 37: to Recognize National Social Work Month, March 2024
- H. Adoption of Board Resolution No. 38: to Recognize National Women’s History Month, March 2024
- I. Acceptance of Project Funds No. 66
- J. Acceptance of Project Funds No. 67
- K. Acceptance of Project Funds No. 68
- L. Acceptance of Project Funds No. 69
- M. Acceptance of Project Funds No. 70
- N. Acceptance of Project Funds No. 71
- O. Acceptance of Project Funds No. 72
- P. Acceptance of Project Funds No. 73
- Q. Acceptance of Project Funds No. 74
- R. Acceptance of Project Funds No. 75
- S. Adoption of Board Resolution No. 39: Designation of Applicant’s Agent Resolution for Non-State Agencies

VII. RECOMMENDATIONS (None)

VIII. INFORMATIONAL ITEMS

Dr. Duardo
Dr. Duardo

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

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Dr. Chan

Dr. Chan

- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Dominic G. v. Azusa USD
- B. Los Angeles County Board of Education’s Decision on Expulsion Appeal (Closed Session) (Enclosure)
 - 1. 2324-0005 v. Alhambra USD

Dr. Chan

X. ADJOURNMENT

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, February 13, 2024

A meeting of the Los Angeles County Board of Education was held on Tuesday, February 13, 2024 at the Los Angeles County Office of Education Board Room.

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

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

STUDY SESSION: A Study Session on Charter Schools: Overview and Discussion of Verified Data for Monitoring Student Academic Growth.

The County Board had a discussion regarding this item.

Dr. Carlos Garcia Saldana addressed the County Board.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Chan called the meeting to order at 3:32 p.m.

Dr. Chan read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mrs. Foggy-Paxton lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo said 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: Ms. Jimena, Ms. Jocelyn, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montaña, Dr. Perez, and Dr. Chan.

APPROVAL OF THE MINUTES -

- February 6, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the February 6, 2024 minutes as presented.

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

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena said that she is excited to attend the Academic Decathlon Awards Banquet this week.

Mr. Cross reminded the County Board that the LACHSA Gala is coming up soon and that he is hopeful that each Board Member will ask their Board of Supervisor to support event financially.

Mrs. Foggy-Paxton shared that she attended the African American Heritage luncheon, where Dr. Johnson was the keynote speaker. She said that Dr. Johnson did a fabulous job.

Mrs. Forrester recognized the Head Start Policy Council members in the audience and spoke about the importance of the process of including parents in education and decision making of the child. She said that we see turnover in HS because all of our parents are doing so many things. Ms. Forrester said that it is exciting to see LACOE as an incubator and advocates for kids.

Dr. Johnson said that last week, he attended the 24th Annual the African American Heritage Luncheon and provide the keynote. He is glad to hear everyone who attended enjoyed. Dr. Johnson said that last week, he attended the Ethnic Studies Symposium Series: African American Studies at the Fowler Museum at UCLA. He said it was an enjoyable event.

Dr. Montaña thanked Dr. Johnson for sharing the information from the Ethnic Studies Symposium event, which she said she shared with colleagues.

Dr. Perez said he attended his first CSBA Legislative Committee meeting in Sacramento last week. He said it was a very informative meeting and shared highlights of the meeting with the County Board.

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

Students from Camp Rockey Visit Repro

- Two weeks ago, students from Camp Rockey had the opportunity to tour our reprographics unit and see their CalOSHA posters printed.
- The students had a poster contest and had to design a poster that would promote CalOSHA workplace safety measures.

African American Heritage Committee Scholarship Luncheon

- Thank Dr. Johnson for participating as a keynote during last week's African American Heritage Scholarship Luncheon.
- Thank you Mrs. Foggy-Paxton for also attending and supporting our annual African American Heritage Scholarship Luncheon.
- Thank Ms. Vibiana Andrade for providing opening remarks on your behalf.
- You received reports that the audience really appreciated both Dr. Johnson's keynote address and Ms. Andrade's opening remarks.

Honor of Black History Month

- In honor of Black History Month, the African American Action Team invites you to two enriching events:
- **First** - Workshop: The History of Racism and Oppression in the US
Date: Monday, February 26, 2024 (2 p.m. - 5 p.m.)
Speaker: Dr. Bryant T. Marks
Format: Hybrid (in-person ECW Conference Room A & virtual)
- Join Dr. Marks for a compelling exploration of the historical roots of racism and oppression in the US. We'll then engage in a discussion with an emphasis on supporting the inclusion of LACOE's Black employees.
- **Second** - Black Boys: Film Screening and Discussion
Date: Tuesday, February 27, 2024 (2:30 p.m. - 5 p.m.)
Format: Hybrid (in-person ECW Conference Room A & virtual)

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Diana Ramirez, Head Start Policy Council Representative addressed the County Board.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Martina Rodriguez; Lisa Hairrington; David Olivares; Sarah Torres; Salvador Acosta, Sylvia Rodriguez, and Tina Calderon.

PRESENTATIONS

INTRODUCTION OF HEAD START AND EARLY LEARNING DIVISION POLICY COUNCIL EXECUTIVE MEMBERS TO THE COUNTY BOARD OF EDUCATION

The Superintendent and County Board welcomed the Head Start Policy Council Executive Committee:

- Leishay Bachler: Chairperson, Foundation for Early Childhood Education;
- Diana Ramirez: Vice Chairperson, Foundation for Early Childhood Education;
- Irene Cano: Treasurer, Garvey School District;
- Krystail Cousins: Parliamentarian, Mexican American Opportunity Foundation, MAOF;
- Ana Vasquez: Recording Secretary, Former Parent Community Representative;
- Darya Carranza: Corresponding Secretary, Norwalk-La Mirada Unified School District;
- Kristina Orosco: Sergeant-at-Arms, Pomona Unified School District; and
- Sandra Rodriguez: PTA President, Former Parent Community Representative.

Dr. Maricela Ramirez and Mr. Luis Bautista introduced the Governance staff who work closely with the Policy Council:

- Beatrice Peralta, Program Manager,
- Nancy Garcia, Secretary,
- Norma Lucero, Senior Typist Clerk,
- Dulce Beltran, Senior Typist Clerk, and
- Eileen Delgado, Office Assistant—and former Policy Council chair.
- Oscar Carmona, Translator
- Rosie Pinedo, Translator
- Dennis Ortiz, Translator

Head Start Policy Council Chairperson Ms. Leishay Bachler addressed the County Board.

On behalf of the County Board, Dr.Chan thanked the Head Start and Early Learning Division Policy Council Executive Committee for attending the Board meeting and wished the HSPC success in their new leadership roles and responsibilities and thanked them for their service.

HEARINGS (None)

REPORTS / STUDY TOPICS

LOS ANGELES COUNTY OFFICE OF EDUCATION – DIFFERENTIATED ASSISTANCE PLAN 2023-24 UPDATE

Mr. Ruben Valles, Chief Academic Officer introduced Ms. Dina Wilson, Director III – Educational Services to provide an update to the County Board on LACOE’s Differentiated Assistance Plan for 2023-24.

The County Board had questions regarding this item.

There were no public speakers for this item.

MID-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) REPORT

Dr. Maricela Ramirez, Chief Education Officer introduced Dr. Diana Velasquez, Executive Director – Educational Programs to provide the report on the Mid-Year LCAP.

The County Board had questions regarding this item.

Mr. David Olivares addressed the County Board on this item.

Dr. Johnson left the Board room: 5:58-6:01 p.m.

QUARTERLY BUDGET REPORT – 2ND QUARTER

Ms. Marjam Clark, Director of Accounting and Budget Development (ABD), provided the report to the County Board.

The County Board had questions regarding this item.

Mr. David Olivares addressed the County Board on this item.

CONSENT CALENDAR RECOMMENDATIONS

ACCEPTANCE OF PROJECT FUNDS NO. 65

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 65.

ACCEPTANCE OF GIFTS NO. 13

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 13.

It was **MOVED** by Dr. Perez, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the Consent Calendar Recommendations.

There were no public speakers on this item.

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

RECOMMENDATIONS

APPROVAL OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS AND LOS ANGELES COUNTY BOARD OF EDUCATION JOINT BOARD RESOLUTION NO. 30: TO OPT INTO THE PROVISIONS SET FORTH BY THE CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT (CUPCAA)

The Superintendent recommended that the County Board approve Board Resolution No. 30.

The County Board had a discussion regarding this item.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Perez, and **CARRIED** to approve Board Resolution No. 30.

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

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS (None)

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

Ms. Andrade indicated that the next Board meeting would be on February 20, 2024.

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

ADJOURNMENT

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Montaña, and **CARRIED** to adjourn the Board meeting.

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

The meeting adjourned at 6:31 p.m.

Board Meeting – February 20, 2024

Item Study Session

A. Head Start Policy Council

Head Start and Early Learning Division will present a Study Session on the Head Start Policy Council.



Head Start Policy Council

Board Study Session

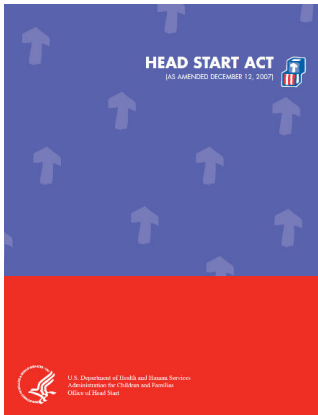


Los Angeles County
Office of Education

Shared Governance



The Policy Council serves as part of a shared decision-making body in conjunction with LACOE's Board of Education and Superintendent.



The roles and responsibilities of the Policy Council and governing body (i.e., Superintendent and Board) are defined in law and regulations:

- Head Start Act Sec. 642(c)
- Head Start Program Performance Standards 45 CFR § 1301



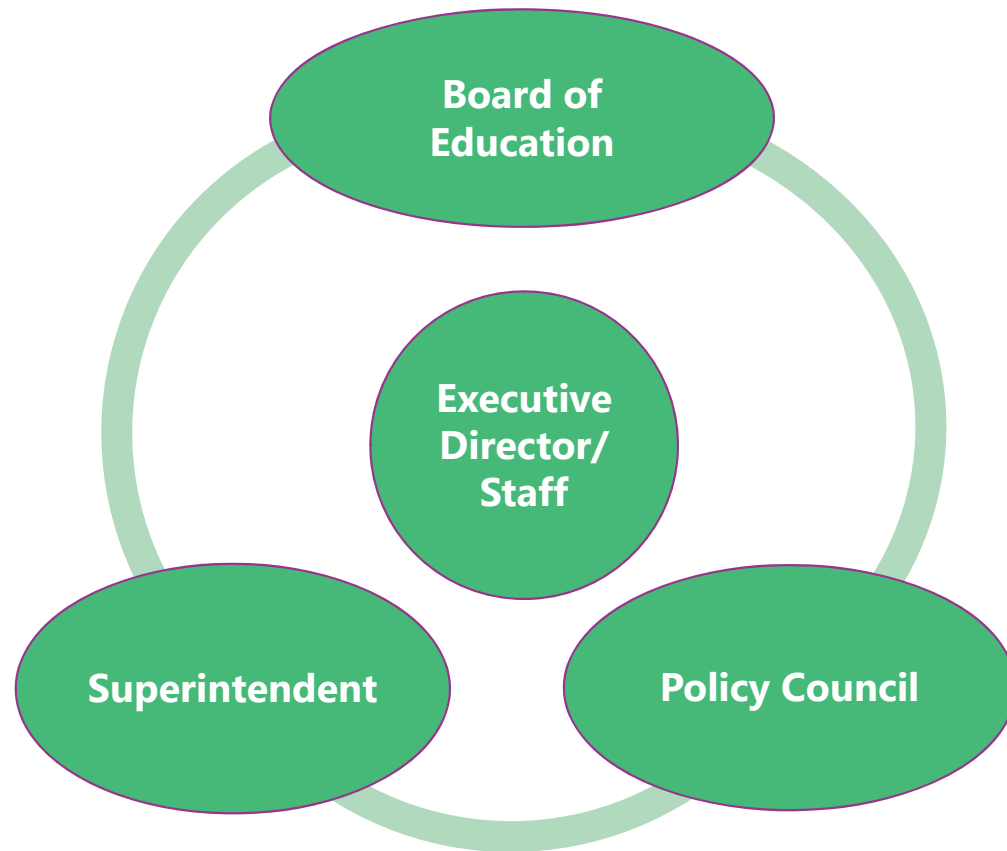
Policy Council Membership

- Every delegate agency that receives federal funds is represented on the LACOE Head Start Policy Council
- Both Head Start and Early Head Start are represented
- At least 51% of membership must be current parents/caregivers
- Up to 49% may include community representatives:
 - Former parent community representatives
 - Local business community representatives
- Non-voting members:
 - Board liaison
 - Head Start mentor



Shared Decision-Making

**Shared
decision-making
is an essential
element in the Head
Start program**



Board Policy 5148.4

- ✓ Board Policy 5148.4 delineates roles and responsibilities of Superintendent, Board & Policy Council

➤ Examples include:

Board

- Approval of budget
- Approval to apply for funding
- Enacting major policies: self-assessment, audit, etc.

Superintendent

- Sole employer
- Recommendation to apply for funding
- Selection of delegate agencies

Policy Council

- Review, approve & submit decisions related to funding applications, activities to support active involvement of parents, bylaws, etc.



Policy Council Member Testimonials



Thank you.



Board Meeting – February 20, 2024

Item V. Reports / Study Topics

A. Juvenile Court Schools Report

The Juvenile Court Schools Report provides updates, including data regarding enrollment, transition and aftercare support, special education, and parent engagement. In addition, this report includes a summary of the January 2024 Department of Justice (DOJ) *Student Attendance and Enrollment Reports* (SAER) for Los Padrinos Juvenile Hall and Barry J. Nidorf SYTF facility.

Student Attendance and Enrollment Report (SAER), _____

Los Angeles County Office of Education¹

The Student Attendance and Enrollment Report (SAER) shows enrollment, attendance, tardies, and excused and unexcused absences for Los Padrinos Juvenile Hall (CJH) and Barry J. Nidorf Juvenile Hall (BJN) for _____.

	Enrollment ²	Instructional Days	Instruct. Time Available (mins.)	Time lost (minutes)*
Los Padrinos JH				
Nidorf JH				

*Lost instructional time includes tardies and unexcused absences.

Los Padrinos JH – Student Absence Summary									
	Probation Absences	LACOE Unexcused Absences	LACOE In-school Suspensions	LACOE School Suspensions	LACOE Day Suspensions ³	Tardy	Medical*	Court*	TOTAL LACOE Unexcused**
Periods									
Minutes									
%									

*Medical appointments and Court appearances are excused absences.

**Total LACOE Unexcused is calculated by adding LACOE unexcused absences + in-school suspensions + school suspensions + day suspensions.

Nidorf JH – Student Absence Summary									
	Probation Absences	LACOE Unexcused Absences	LACOE In-school Suspensions	LACOE School Suspensions	LACOE Day Suspensions	Tardy	Medical*	Court*	TOTAL LACOE Unexcused
Periods									
Minutes									
%									

The hours of compensatory services and the number of students owed time are not directly derived from the LACOE unexcused absences. Therefore, these columns will inevitably reflect a larger number due to some students who have missed less than six periods. See comp. time calculation note and compensatory chart.

¹ This report was produced in response to Paragraph 14(c) of the Settlement Agreement between LACOE and the CA DOJ.

² Enrollment is the number of students in school on _____.

³ A day suspension is a full day suspension for a student approved by a LACOE administrator per California Education Code.

Excused absences are due to medical (M) or court (C) related reasons. Unexcused absences are labeled as Probation (B), LACOE, unexcused absences (U), LACOE in-school suspensions (X), LACOE school suspensions (S), and LACOE day suspensions (S used for all periods for a day.)

Attendance

	Lost Instructional Tardies: hours (minutes)	Lost Instructional Minutes: Unexcused Absen. (periods/mins.)	Total Instructional Time Lost (Minutes)	Attendance Rates
Los Padrinos JH				
Nidorf JH				

Attendance rates are computed by dividing the total number of minutes all students spent in school by the instructional minutes available.

Compensatory Services

	Total Comp. Time	Comp. Time Completed Prev. Month	Cost:
Los Padrinos JH			
Nidorf JH			
Totals			

Compensatory services are provided by Studentnest, a LACOE education contractor. Costs are estimated at \$55/hr.

Comp. Time Calculation: A student has to accrue six or more periods of Probation or LACOE unexcused absences in order to earn one comp. hour. 6 periods of unexcused absences = 1 hour of comp. time

Hours Owed this month

Probation

LACOE

Class Coverage

	Classes not covered by a LACOE Teacher this month
Los Padrinos JH	
Nidorf JH	
Total	

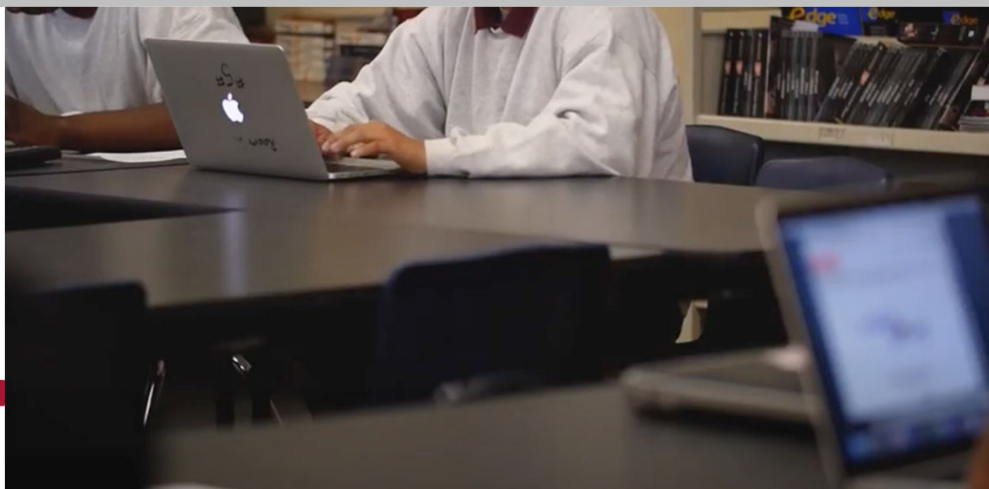
Discussion

Month, Year



LACOE Juvenile Court Schools Update

**Juvenile Court Schools Report
February 20, 2024**



Juvenile Court Schools Update Snapshot Data for the Week of February 5, 2024

Enrollment	Totals
Enrollment (Friday Snapshot)	404
Transition/Aftercare	
Multi-Disciplinary Team Meetings	11
Follow-Up Phone Calls for Students Exited	35
Special Education	
IEP Meetings	8
Total Admin Placements	14
Parent Workshops	
Parent Workshops	2
Number of Parent Participants	26
Parent Town Halls	
Number of Town Halls	0
Number of Parent Participants	N/A

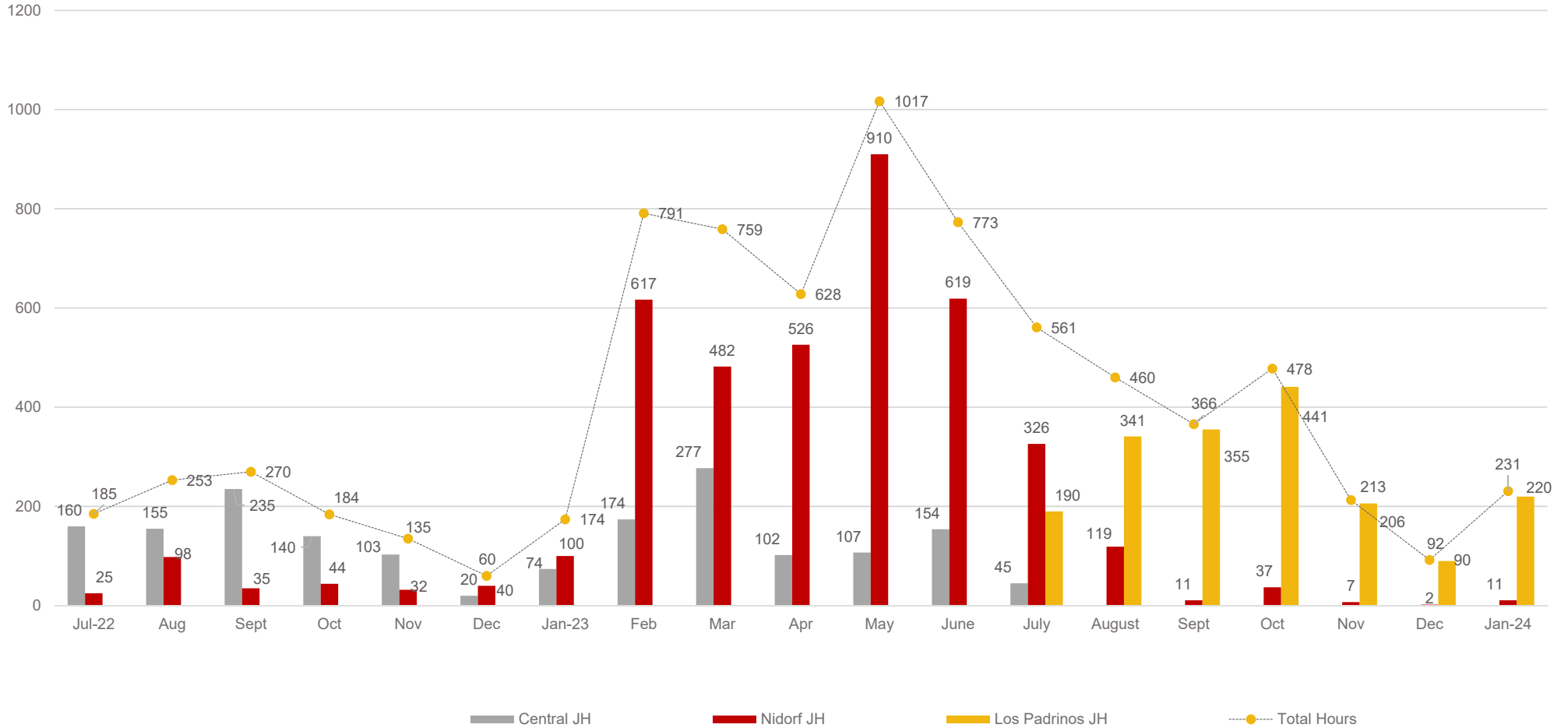


January 2024 – Student Attendance and Enrollment

SUMMARY

Enrollment	Instructional Days	Total Instructional Minutes Available	Total Minutes Lost	Attendance %	Total PROBATION Related Absences Minutes	PROBATION Comp. Time Hours Owed	Total LACOE Unexcused Minutes (%)	LACOE Comp. Time Hours Owed	
Los Padrinos	247	21	1,556,100	101,700	93.5%	86,950	220	14,300 (.9%)	0
Nidorf	24	21	151,200	7,300	95.2%	4,650	11	2,650 (1.8%)	0

Probation Compensatory Time Owed



STAR Student Assessment Results July 1, 2023 to December 31, 2023

Barry J. Nidorf SYTF						
Student Group	Reading			Math		
	Students Tested	Average Grade Equivalent		Students Tested	Average Grade Equivalent	
		Pre	Post		Pre	Post
All Students	11	4.6	5.8	12	4.5	7.1

Los Padrinos Juvenile Hall						
Student Group	Reading			Math		
	Students Tested	Average Grade Equivalent		Students Tested	Average Grade Equivalent	
		Pre	Post		Pre	Post
All Students	77	3.7	3.8	39	4.4	4.8

Questions?

Board Meeting – February 20, 2024

Item V. Reports / Study Topics

B. 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs (Enclosure)

Educational Programs will present the Preview of the 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs (Specialized High Schools, County Community Schools, Juvenile Court Schools, Head Start and Early Learning, and Charter Schools).

- Annual Report Preview PowerPoint Presentation
- Draft Annual Report of Performance



Performance Data for
LACOE - Operated Educational Programs
ANNUAL REPORT 2022-23








Los Angeles County
Office of Education

Mental Health & Wellness

During the 2022-2023 school year, the School Mental Health (SMH) Program was tasked to continue supporting LACOE Schools during the program's third year in the following ways:



Parent & Family Education and Consultation Program (PFECP)

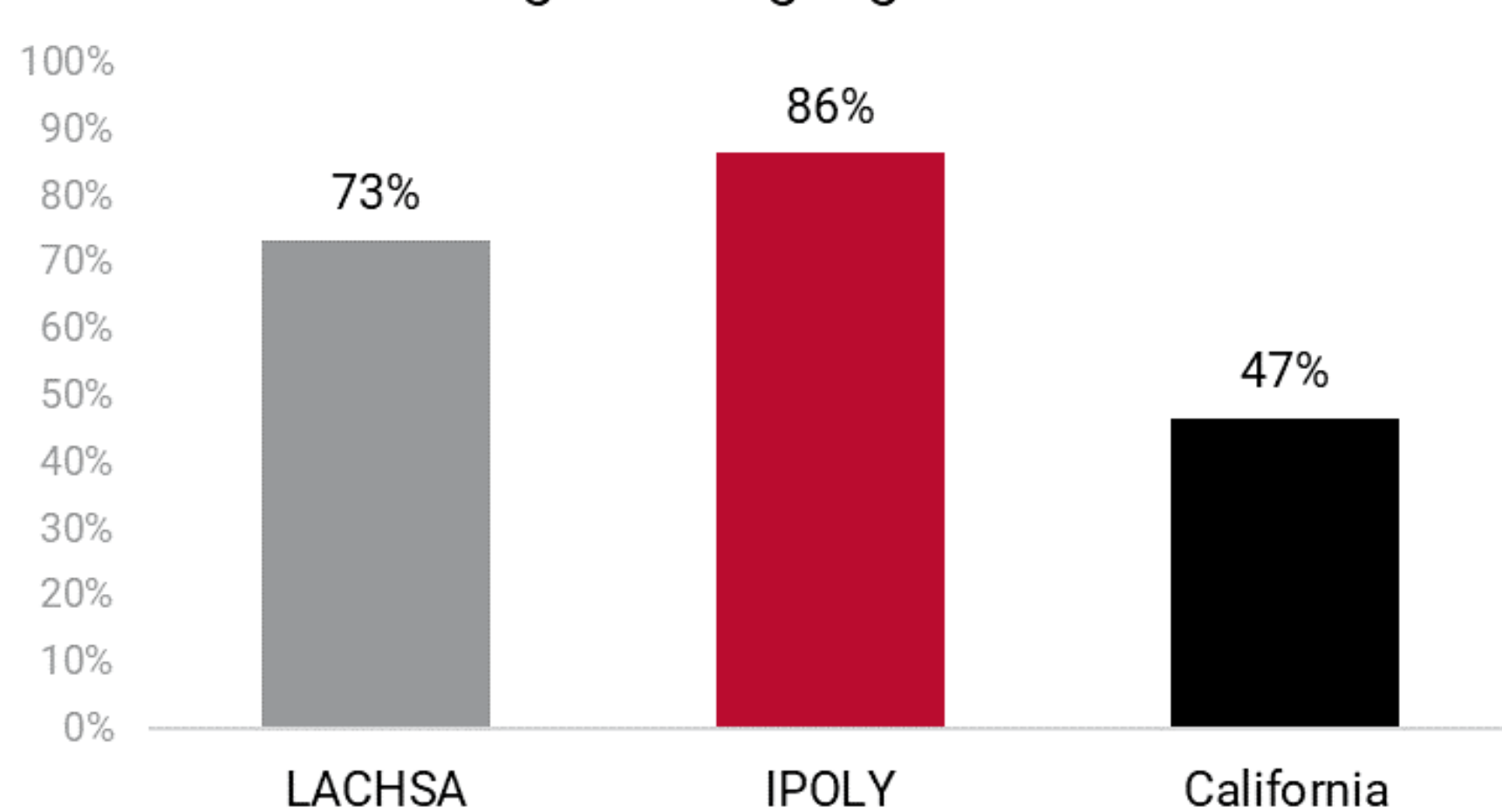
				
Mental Health, Self-Care and Motivation	Academic Program and Transitions	Family Dynamics	Resources and Information	Supporting and Understanding Youth
26	42	57	27	15
167 Total Learning Opportunities 2,264 Total Participation				



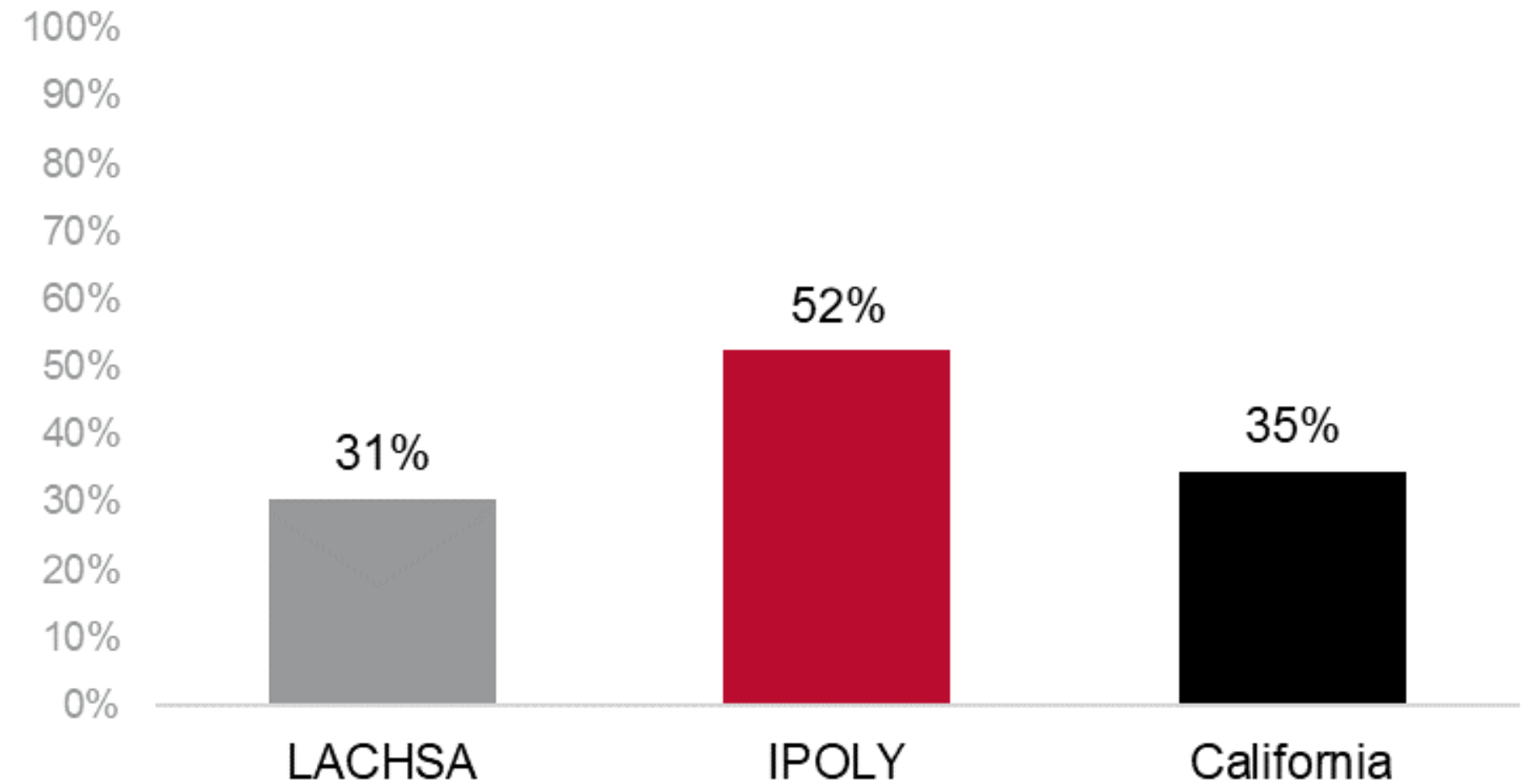
2022 – 2023 LACHSA and IPOLY CAASPP School Comparison

Percent of Students Meeting or Exceeding Standards

English Language Arts



Mathematics



LACHSA



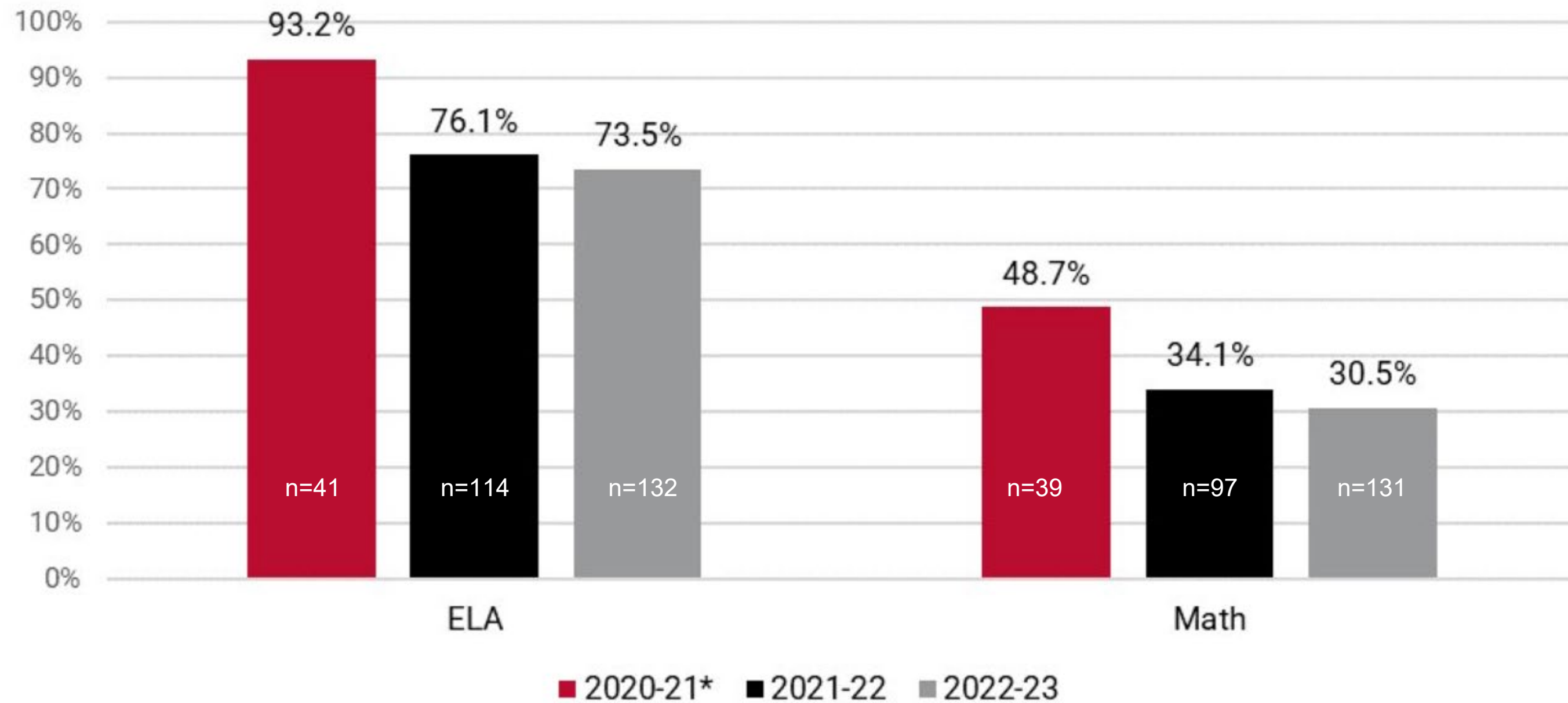
LACHSA Demographics 2022-23

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024
Total Enrollment	526	527	549	551
Hispanic or Latino	29%	29%	32%	31%
White	34%	34%	32%	36%
Asian	10%	10%	11%	9%
Filipino	2%	2%	2%	2%
Black or African American	6%	6%	7%	8%
Other (two or more races, not reported)	19%	17%	16%	14%
English Learners	1%	1%	1%	1%
Socially Economically Disadvantaged	17%	17%	21%	21%
Students with Disabilities	6%	7%	7%	7%



LACHSA CAASPP Test Scores 2022-23

3-Year Trend for Percent of Students Meeting or Exceeding

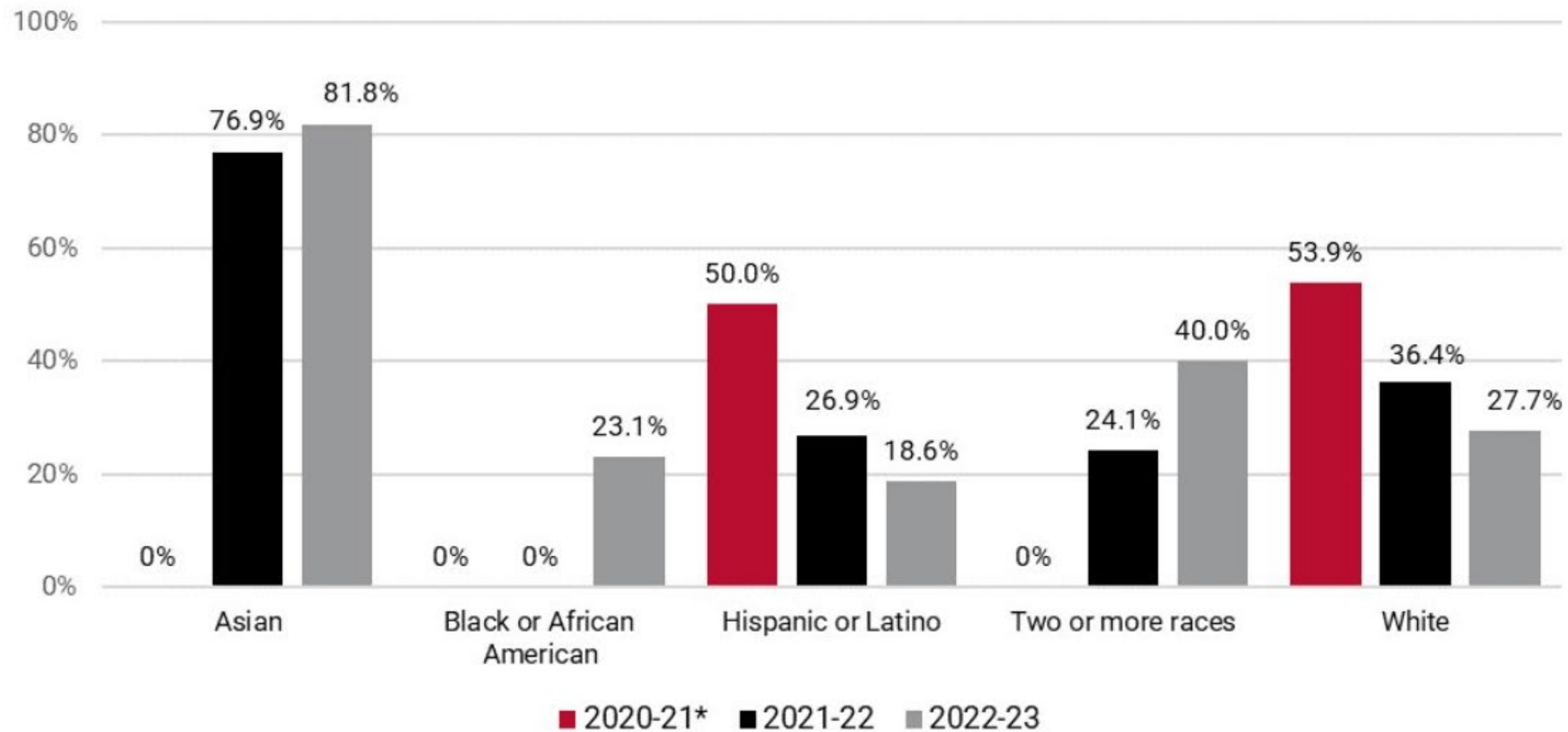


47% ELA
35% Math
for
California

**Testing optional for students

LACHSA ELA CAASPP Test Scores 2022-23

Percent of Students Meeting or Exceeding English Language Arts

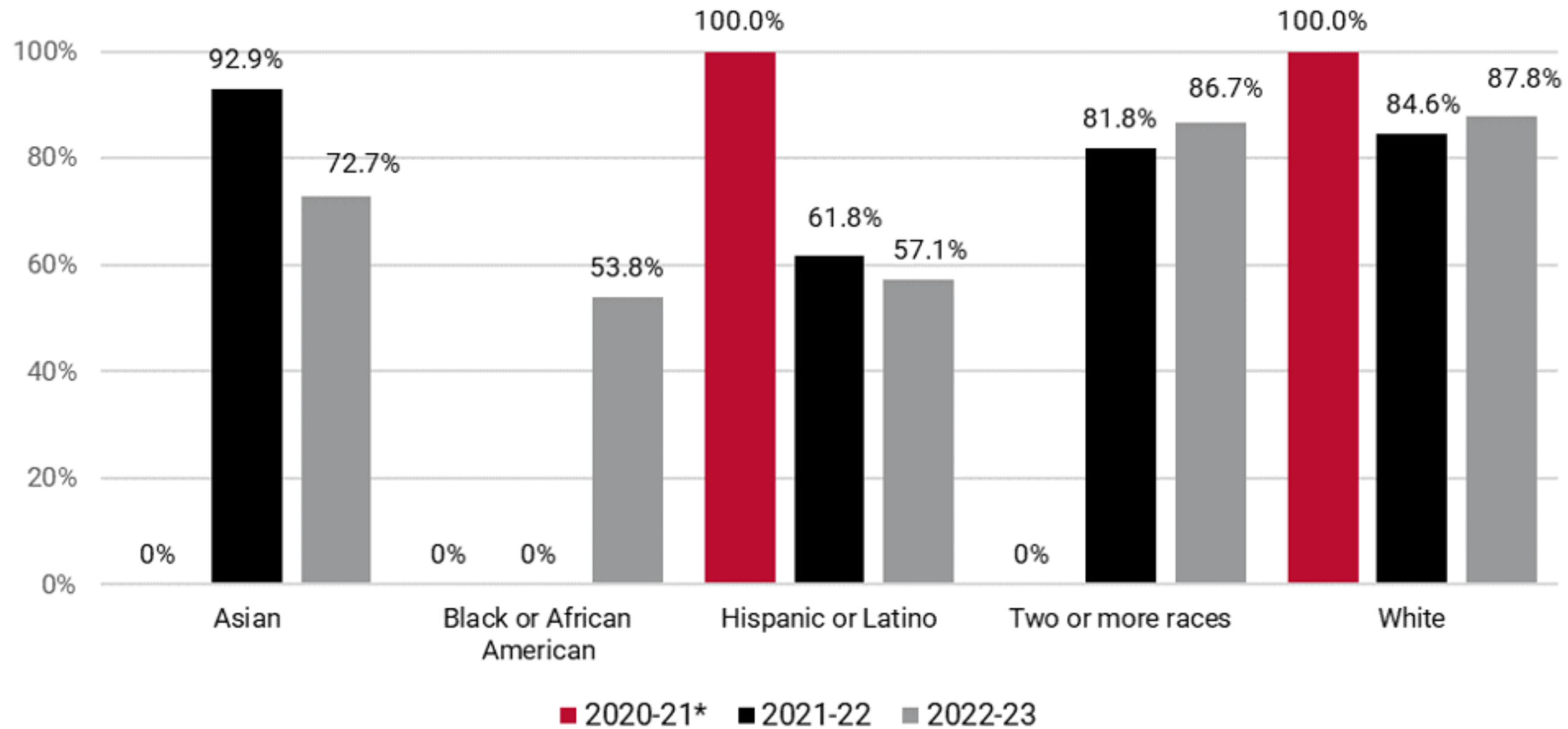


*Testing optional for students

Data retrieved from CAASSPP website <https://caaspp-elpac.ets.org/caaspp/>

LACHSA MATH CAASPP Test Scores 2022-23

Percent of Students Meeting or Exceeding **Mathematics** Standards



*Testing optional for students

LACHSA Suspension Rates

Percent of students suspended at least one time

0%

2020 – 2021

0.6%

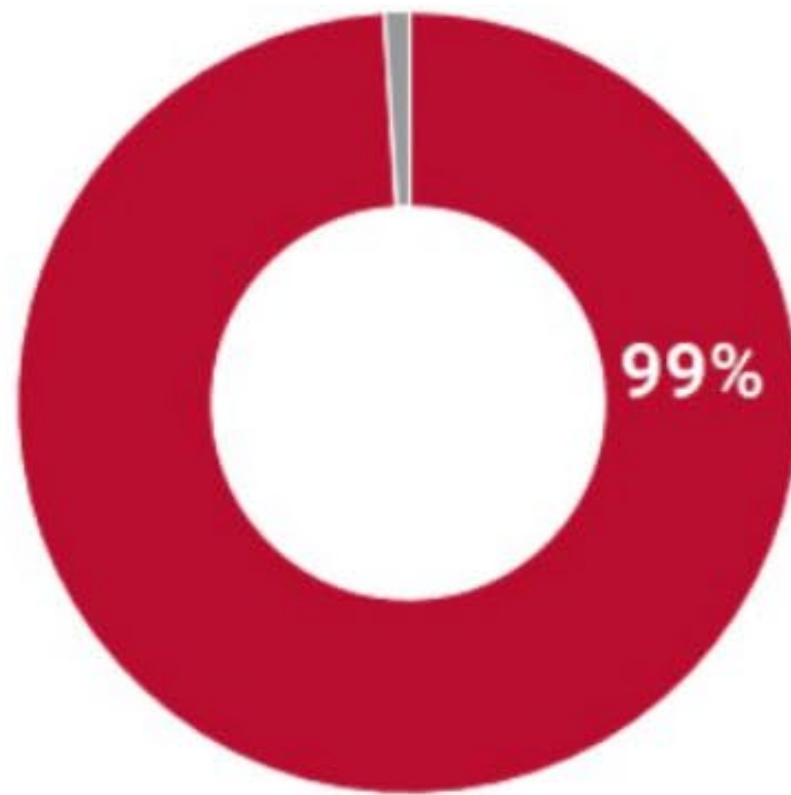
2021 – 2022

1.1%

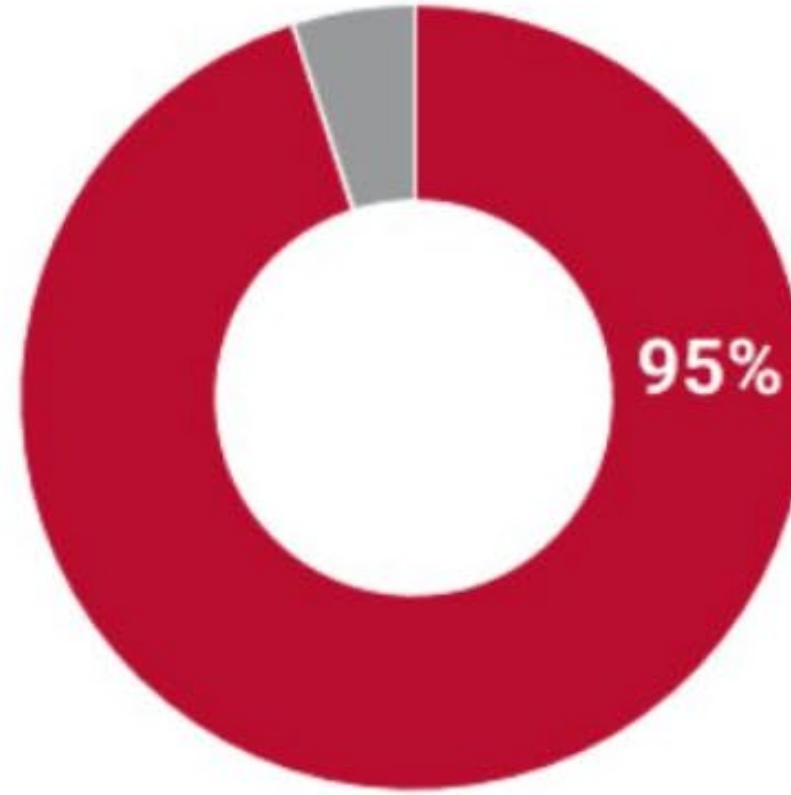
2022 – 2023

LACHSA Graduation Rates

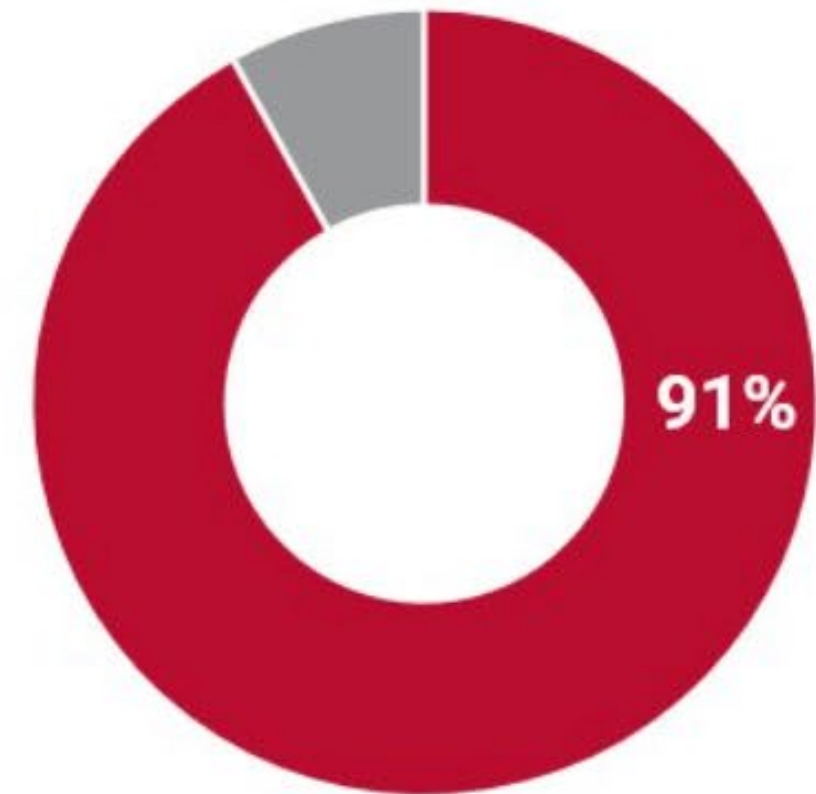
Percent of Students that Received a High School Diploma



2020 – 2021



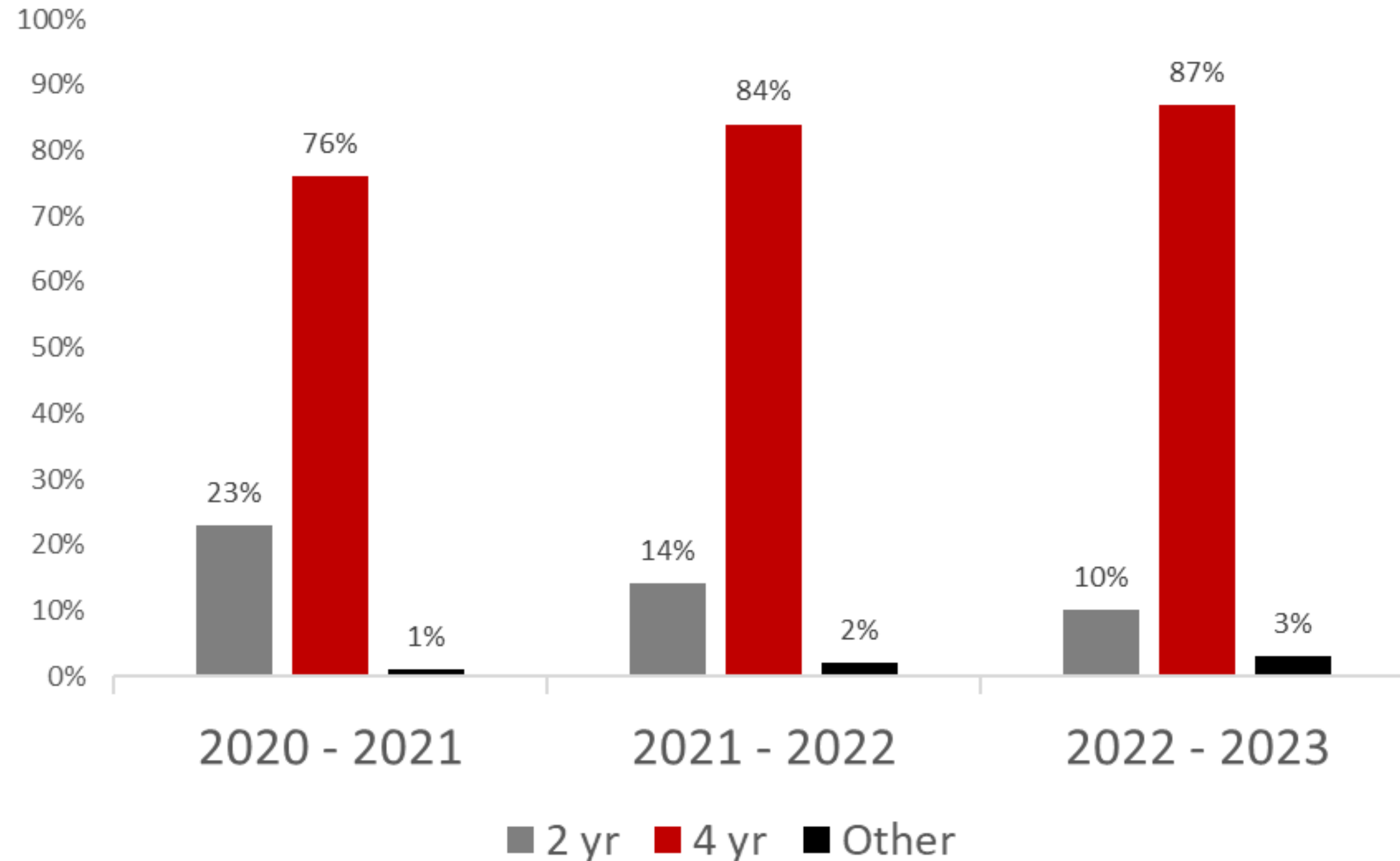
2021 – 2022



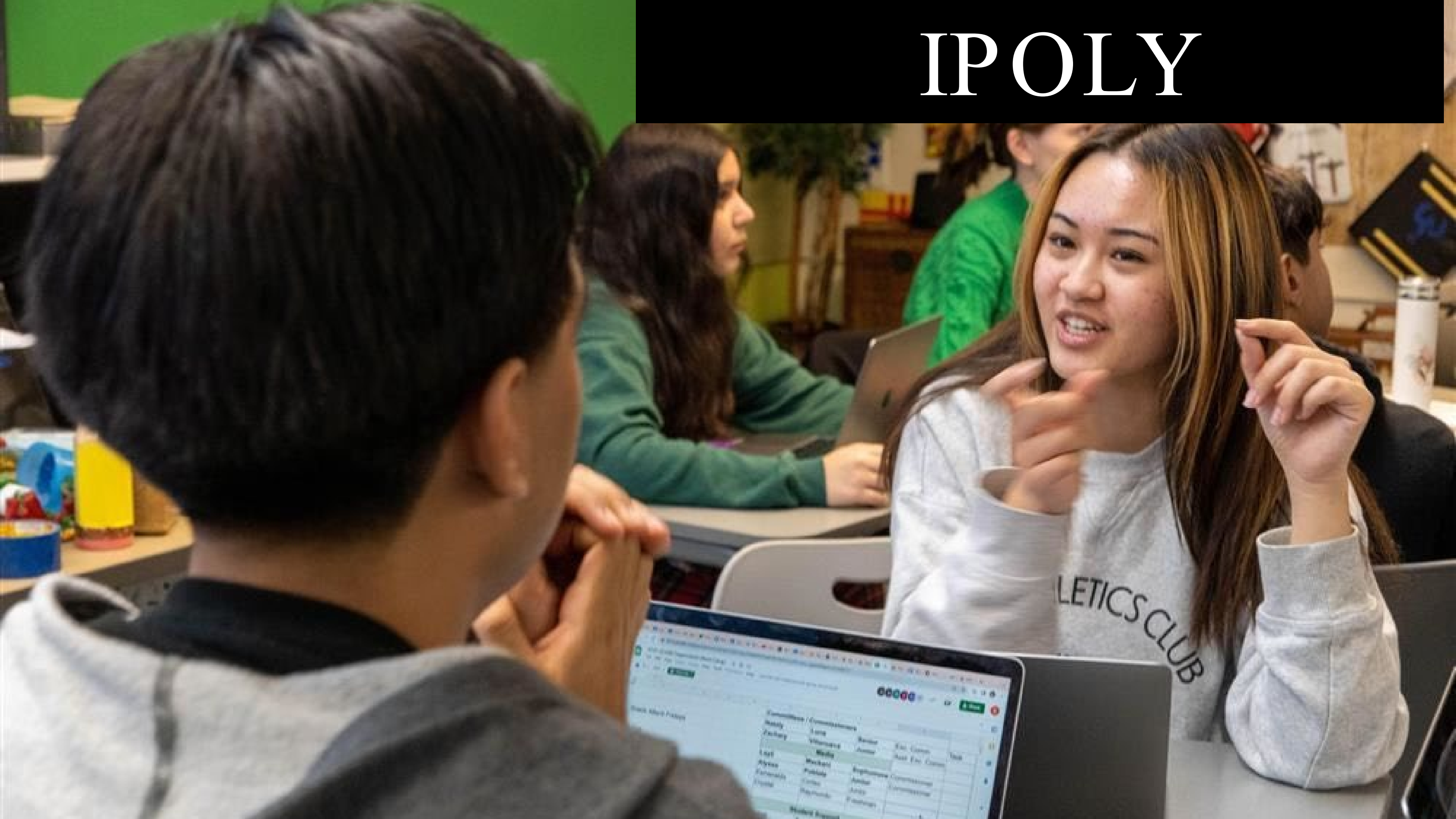
2022 – 2023

LACHSA Higher Education 2022-23

Percent of Students Attending 2 year, 4 year, and Other International Universities



IPOLY



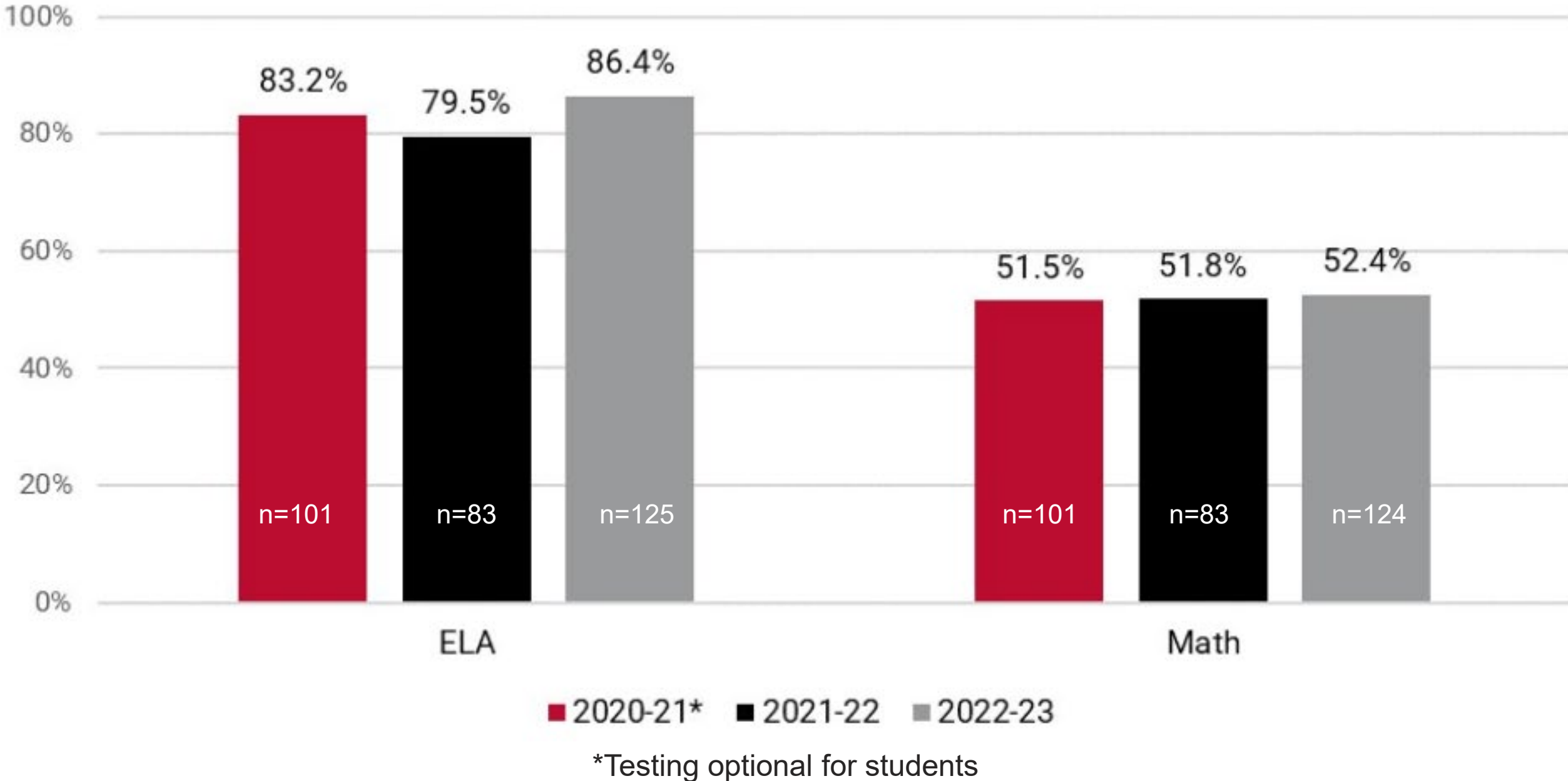
IPLY Demographics 2022-23

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	459	462	483
Hispanic or Latino	60%	60.2%	62.3%
White	7%	7.4%	7.5%
Asian	11%	10.6%	9.5%
Filipino	13%	13.4%	12.2%
Black or African American	3%	2.8%	2.7%
Other (two or more races, not reported)	6%	5.0%	5.2%
English Learners	1%	0.9%	0.8%
Socially Economically Disadvantaged	26%	26.6%	27.3%
Students with Disabilities	6%	6.1%	4.3%



I POLY CAASPP Test Scores

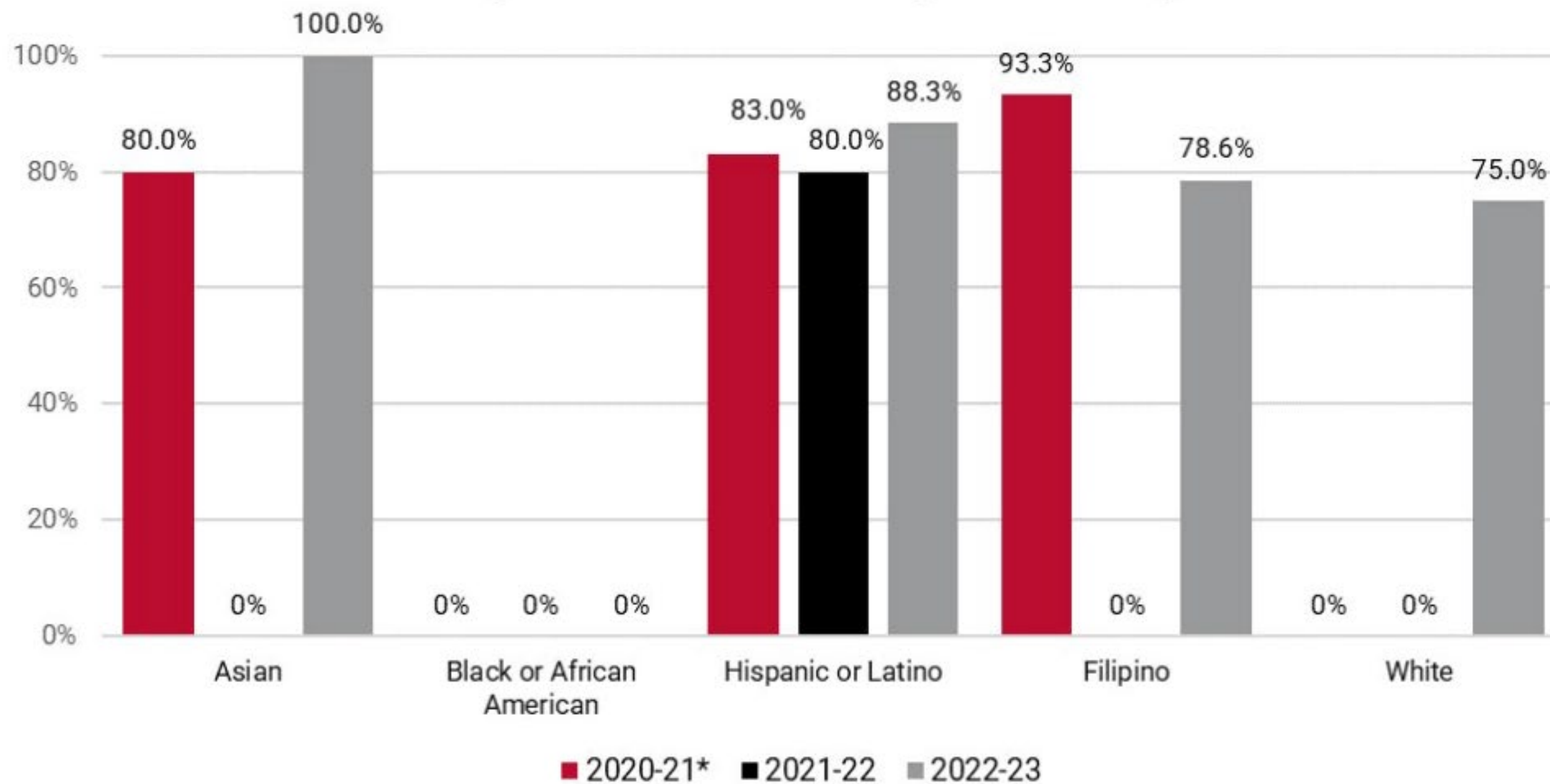
3-Year Trend for Percent of Students Meeting or Exceeding



47% ELA
35% Math
for
California

I POLY CAASPP Test Scores

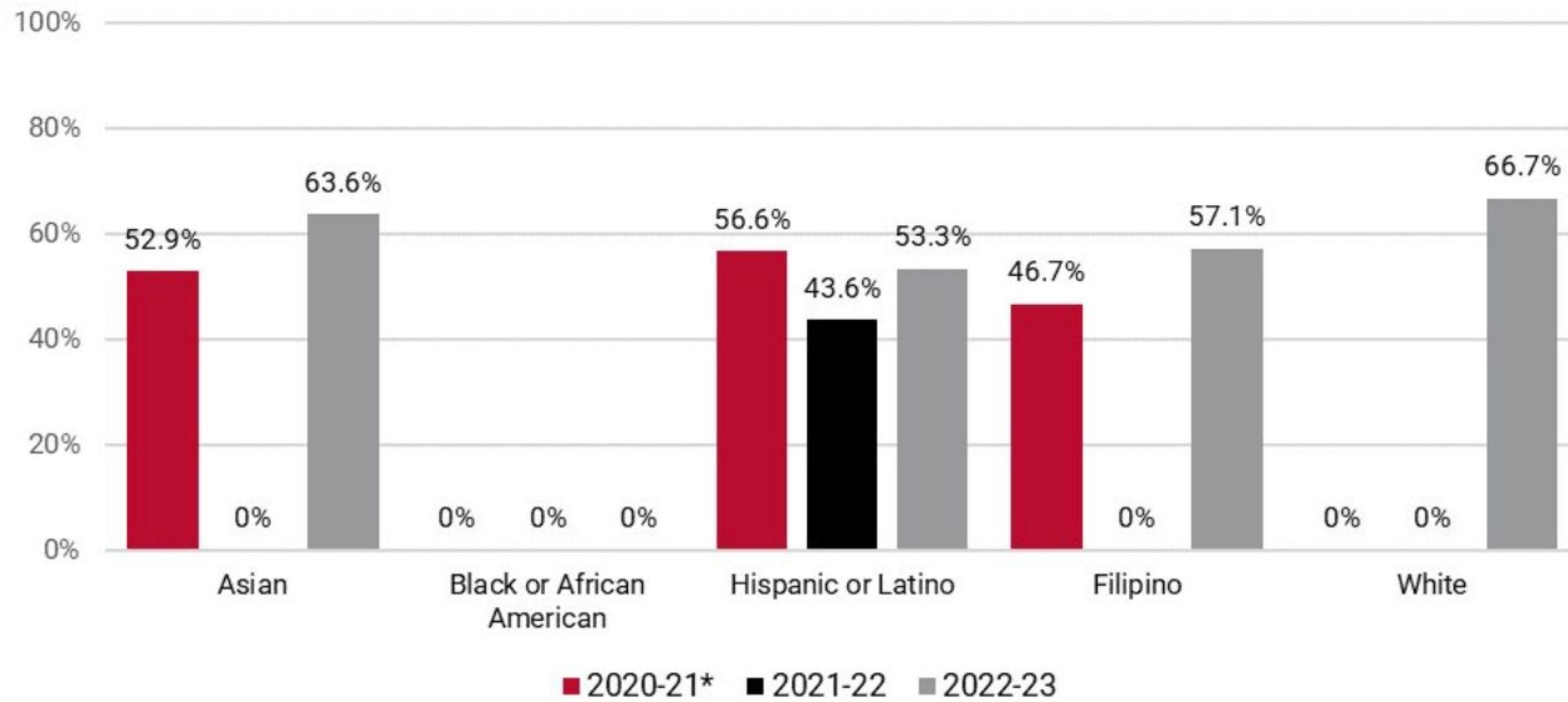
Percent of Students Meeting or Exceeding English Language Arts



**Testing optional for students

I POLY CAASPP Test Scores

Percent of Students Meeting or Exceeding **Mathematics** Standards



**Testing optional for students

IPOLY Suspension Rate

Percent of students suspended at least one time

0%

2020 – 2021

0.2%

2021 – 2022

0%

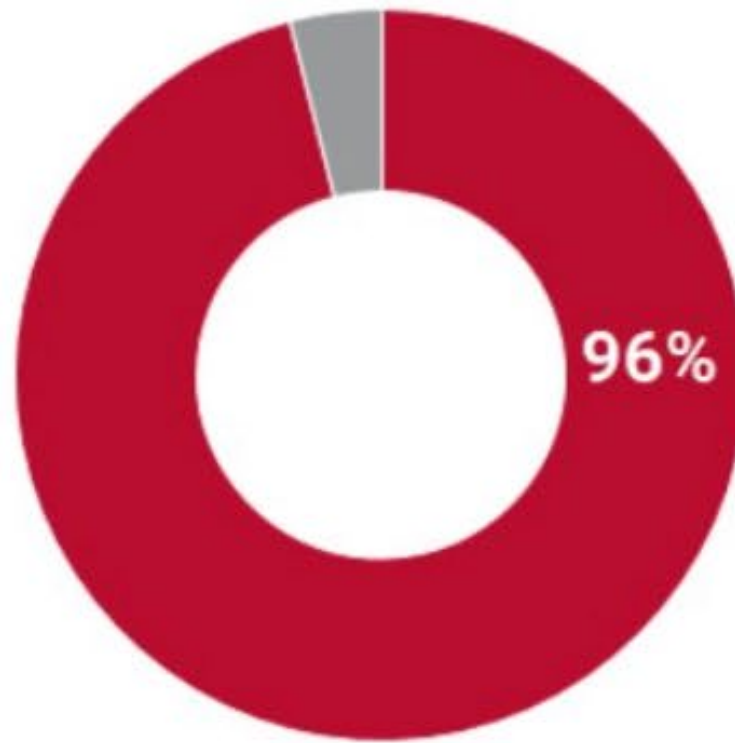
2022 – 2023

IPLY Graduation Rate

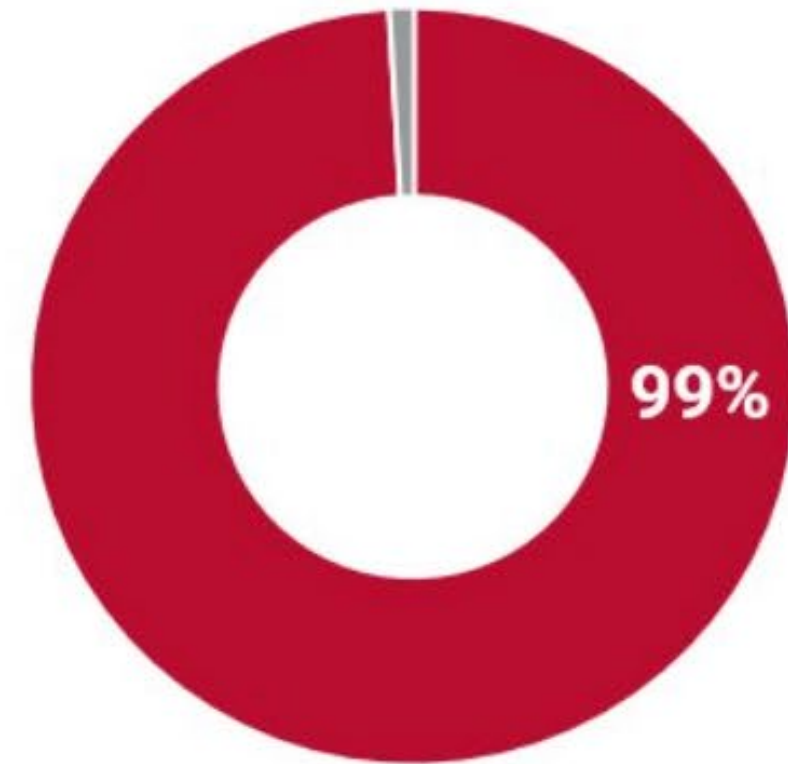
Percent of Students that Received a High School Diploma



2020 – 2021



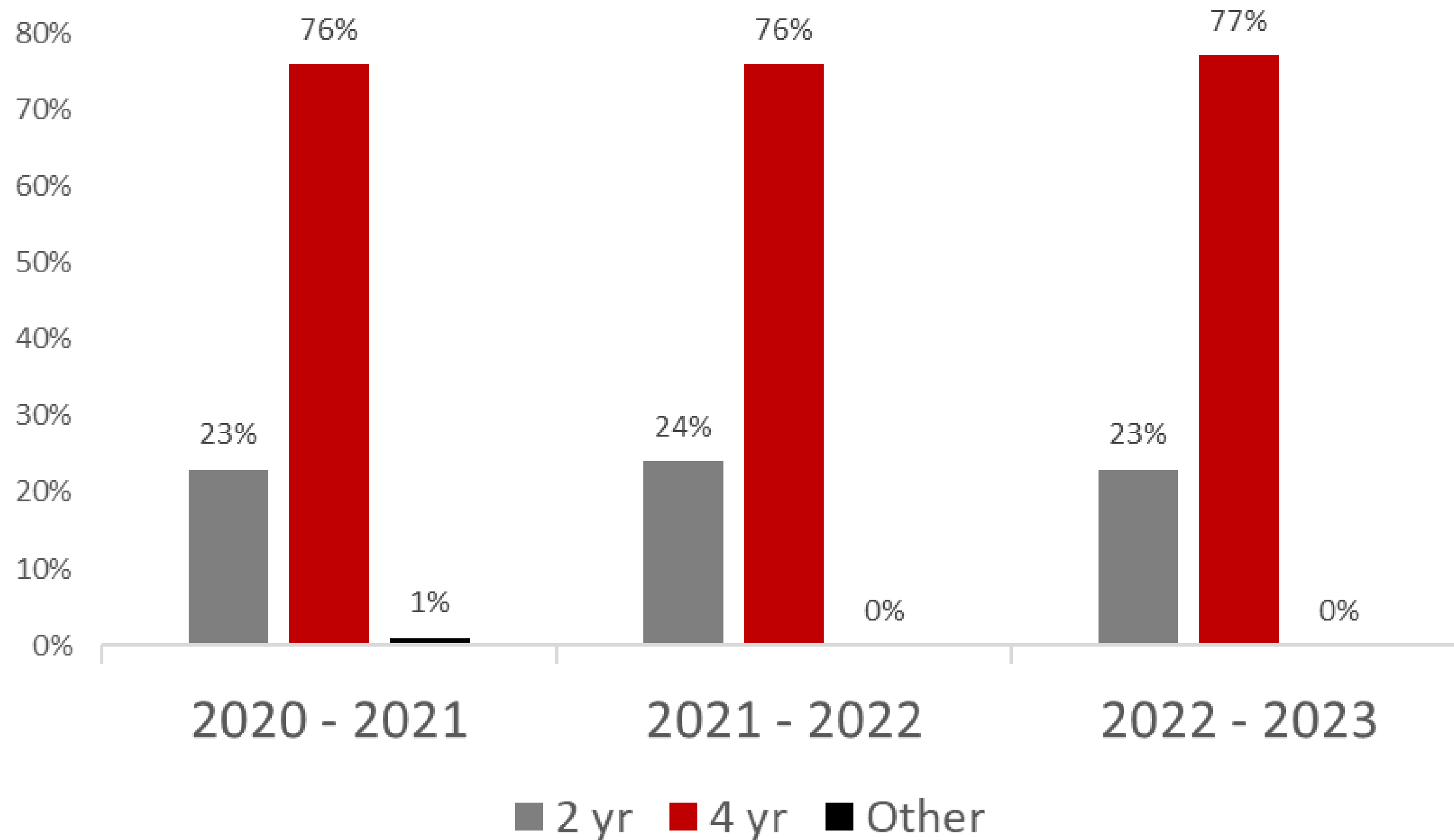
2021 – 2022



2022 – 2023

IPOLY Higher Education

Percent of Students Attending 2 Year, 4 Year, and Other International Universities



LACHSA & IPOLY Higher Education

4 Year Colleges	# of Students
Art Center College of Design	4
Berklee College of Music	2
Boston College	1
California Baptist University	1
California Institute of the Arts	1
California State Polytechnic University-Pomona	12
California State University-Fullerton	6
University of California-San Diego	1
California State University-Long Beach	2
California State University-Los Angeles	4
California State University-Northridge	3
California State University-San Bernardino	1
Chapman University	1
University of California-Irvine	3
Elon University	1
George Mason University	1
Grand Canyon University-Traditional Campus	1
Indiana University-Bloomington	1
Johns Hopkins University	1
Kansas City Art Institute	1
Loyola Marymount University	2
University of Southern California	6
Manhattan School of Music	4
New York University	4

4 Year Colleges	# of Students
Washington State University	1
Otis College of Art and Design	1
Pace University	1
Rhode Island School of Design	1
San Diego State University	1
Columbia University in the City of New York	1
Pepperdine University	3
Pratt Institute-Main	2
Saint Louis University	1
Sarah Lawrence College	1
School of Visual Arts	1
The New England Conservatory of Music	1
Cooper Union for the Advancement of Science and Art	2
Tufts University	1
University of California-Berkeley	1
University of California-Davis	1
Emerson College	2
University of California-Los Angeles	8
Columbia College Chicago	1
University of California-Santa Barbara	2
University of California-Santa Cruz	2
University of Colorado Denver/Anschutz Medical Campus	1
California State Polytechnic University-Humboldt	1
SUNY at Purchase College	3

4 Year Colleges	# of Students
University of Connecticut	1
The Juilliard School	1
University of Michigan-Ann Arbor	1
Vassar College	1
Washington University in St Louis	1
Yale University	1
Boston University	1
Total	109

2 Year Colleges	# of Students
Citrus College	2
College of the Canyons	2
College of the Sequoias	1
Glendale Community College	1
Los Angeles City College	1
Mt San Antonio College	9
Pasadena City College	9
Rio Hondo College	1
San Antonio College	1
Santa Monica College	7
Total	34



CCS & IS (Renaissance PAU)



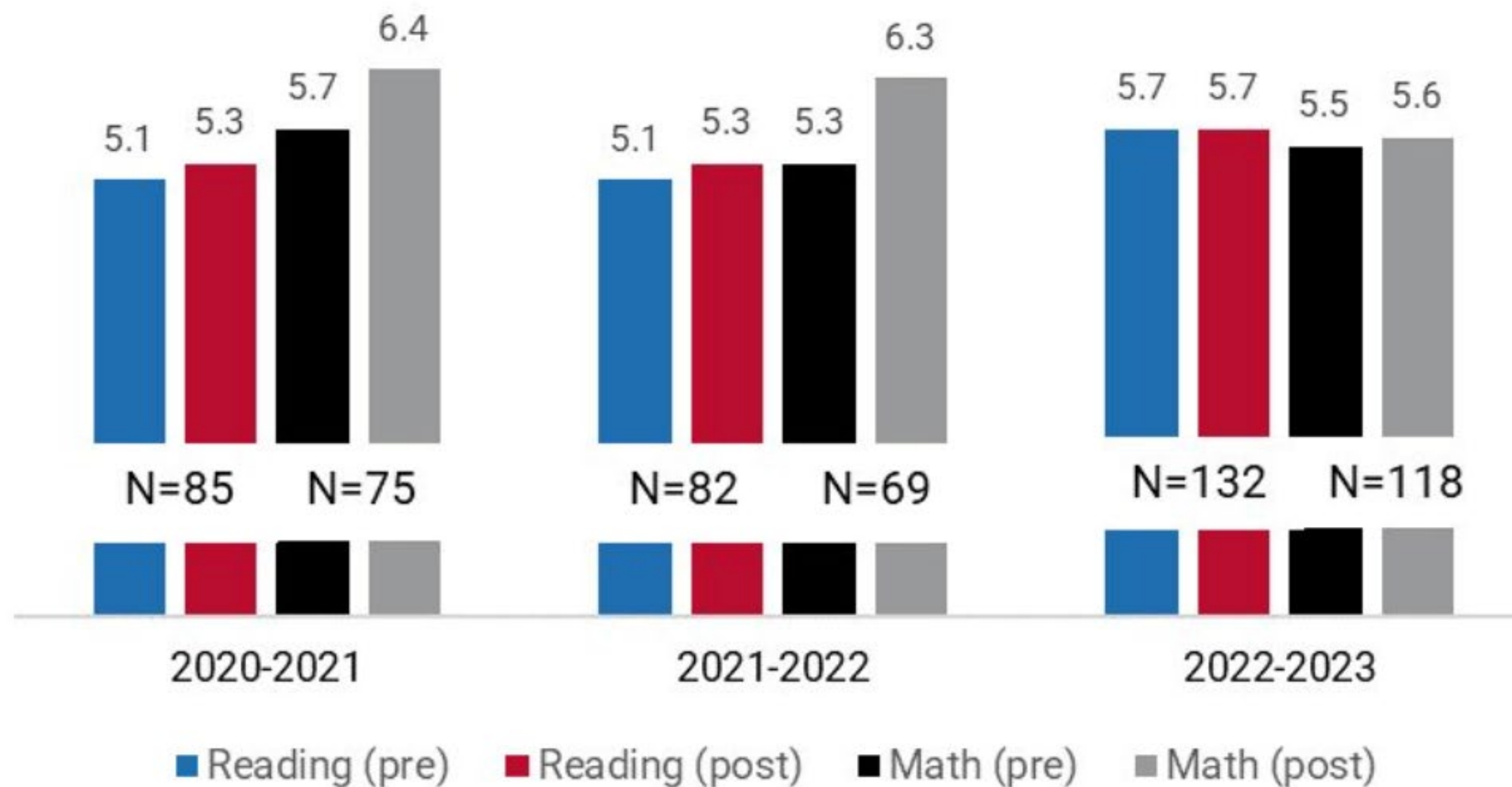
CCS and IS (Renaissance PAU) Demographics

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	403	369	373
CBEDS One Day Snapshot	232	135	130
Hispanic or Latino	74%	70.4%	76.2%
White	3%	1.5%	3.8%
Asian	1.3%	1.5%	1.5%
Filipino	0.0%	0.7%	0.8%
Black or African American	20%	21.5%	16.2%
Other (two or more races, not reported)	1.7%	3.0%	1.5%
English Learners	22%	16.3%	17.7%
Socially Economically Disadvantaged	81%	81.5%	76.9%
Students with Disabilities	6%	8.9%	10.0%



Renaissance PAU STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests



Renaissance PAU Suspension Rate

Percent of students suspended at least one time

0%

2020 – 2021

8%

2021 – 2022

6%

2022 – 2023



Juvenile Halls

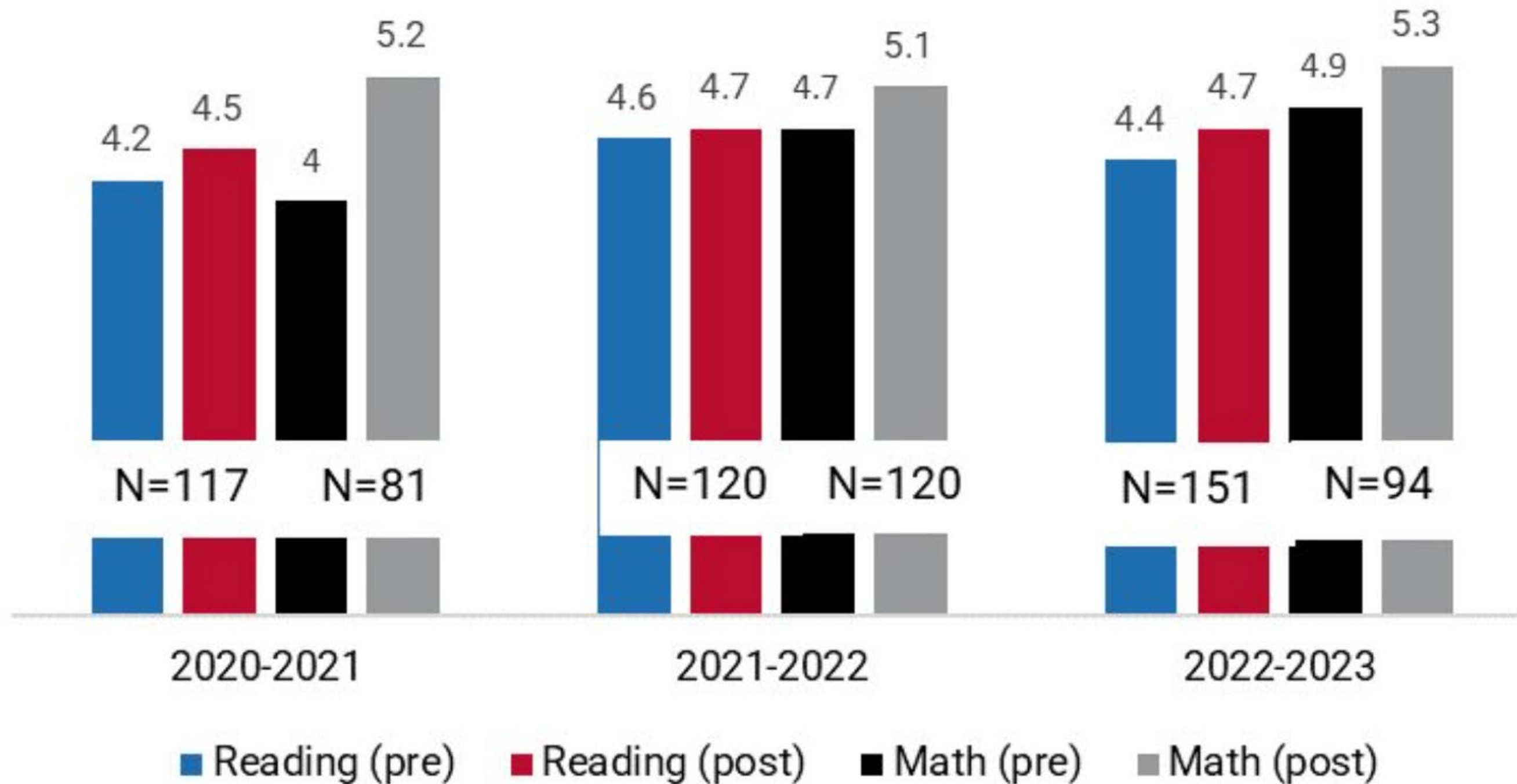
Juvenile Hall Demographics

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	2004	1506	1681
CBEDS One Day Snapshot	276	211	312
Hispanic or Latino	64%	61.1%	63.8%
White	4%	3.3%	3.8%
Asian	0.7%	0.0%	0.6%
Filipino	0.0%	0.0%	0.3%
Black or African American	31%	33.6%	29.5%
Other (two or more races, not reported)	0.3%	1.9%	1.3%
English Learners	23%	16.1%	18.3%
Socially Economically Disadvantaged	100%	100%	100%
Students with Disabilities	46%	52.6%	43.9%



Juvenile Halls STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests





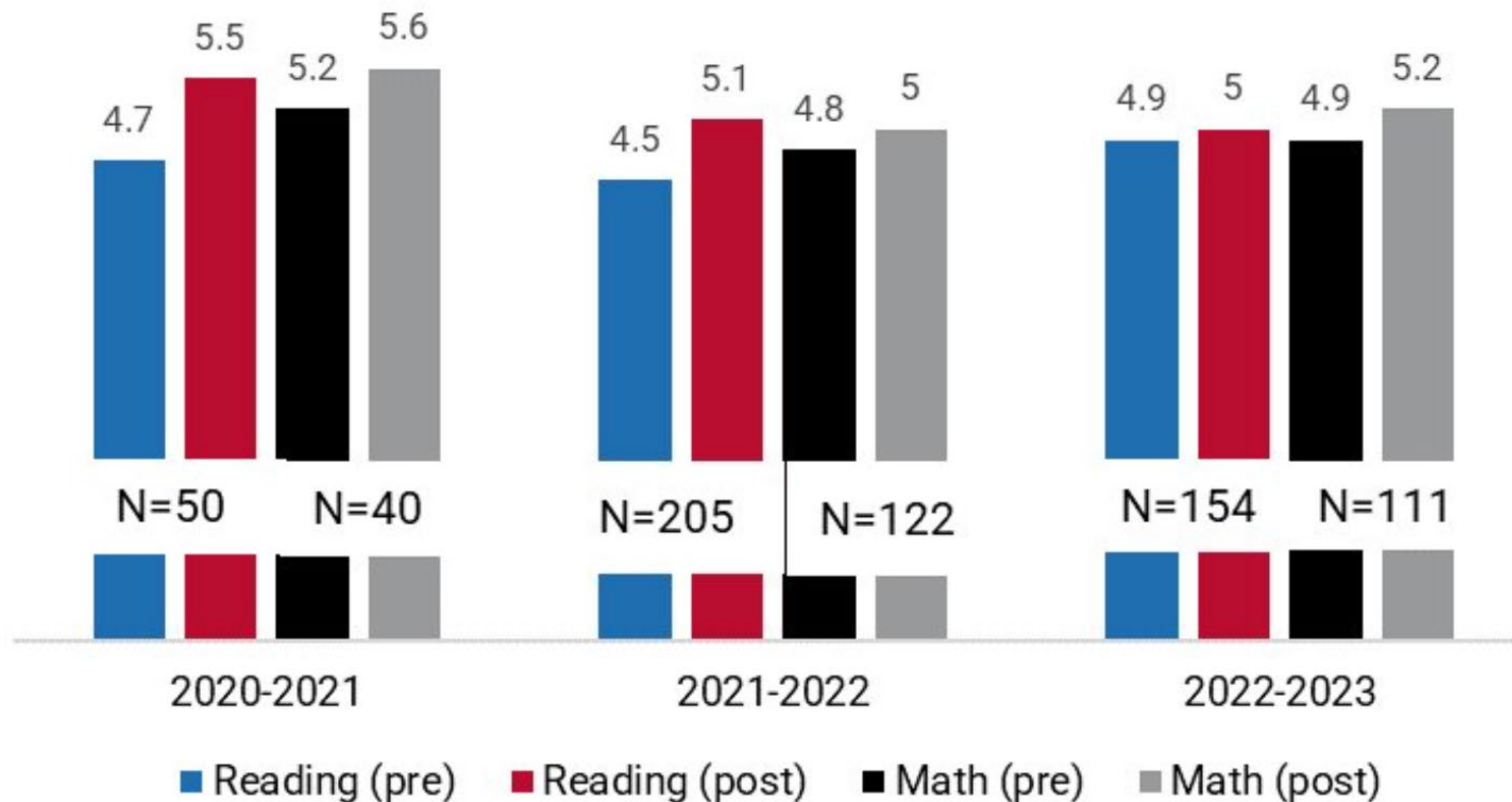
Camps

Camp Demographics

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	509	350	347
CBEDS One Day Snapshot	190	122	91
Hispanic or Latino	65%	63.1%	54.9%
White	5%	5.7%	1.1%
Asian	1.1%	0.0%	2.2%
Filipino	0.0%	0.0%	0.0%
Black or African American	28%	31.1%	39.6%
Other (two or more races, not reported)	0.7%	0.9%	1.1%
English Learners	21%	20.5%	18.7%
Socially Economically Disadvantaged	100%	100%	100%
Students with Disabilities	46%	52.6%	56%

Juvenile Camps STAR Test Scores

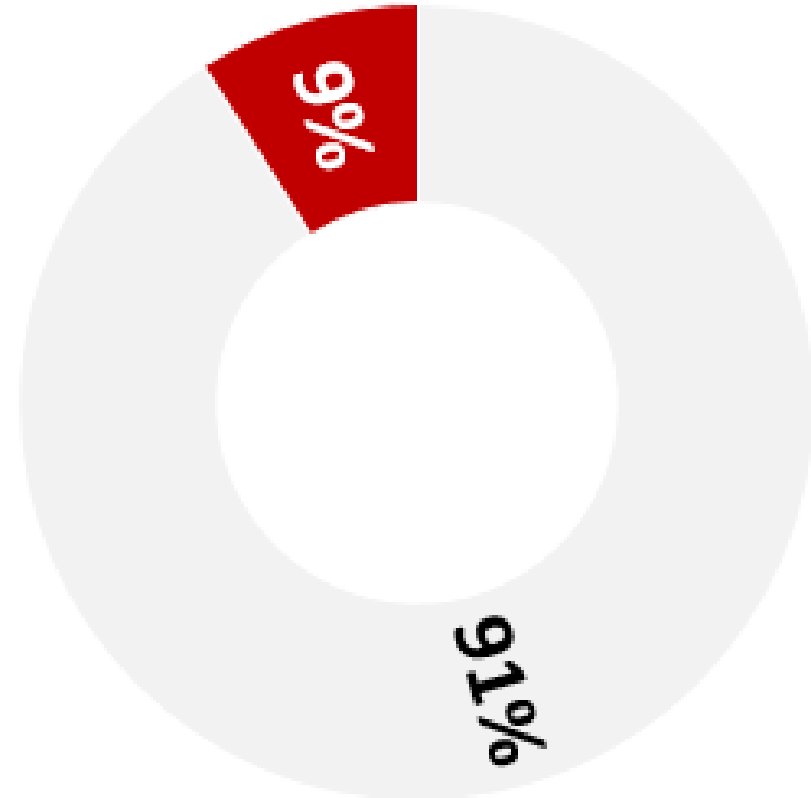
Average Grade Level Equivalency of Students for Star Tests



JCS Suspension Rates-Halls and Camps

Students suspended at least one time

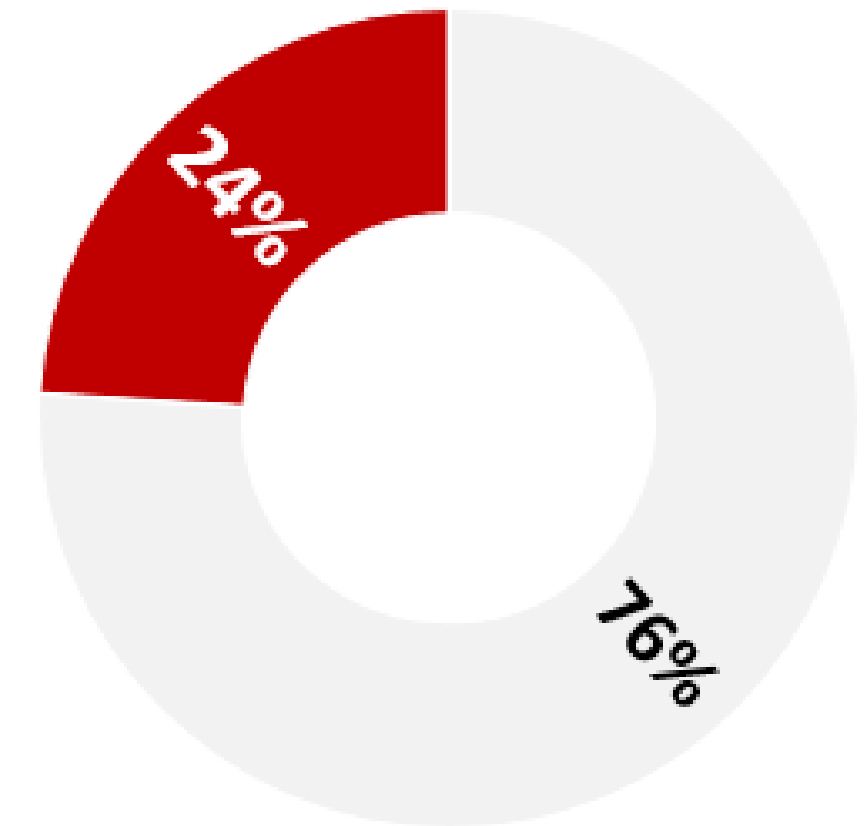
■ Suspended ■ Not suspended



158 Students
2020 - 2021



401 Students
2021 - 2022

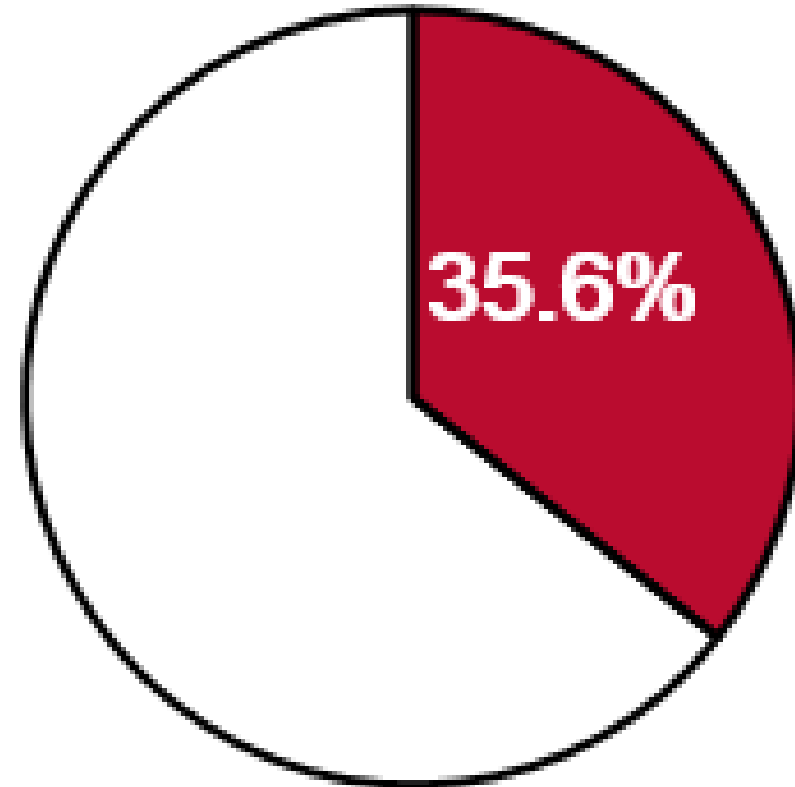


482 Students
2022 - 2023

JCS/CCS & IS Number of Graduates

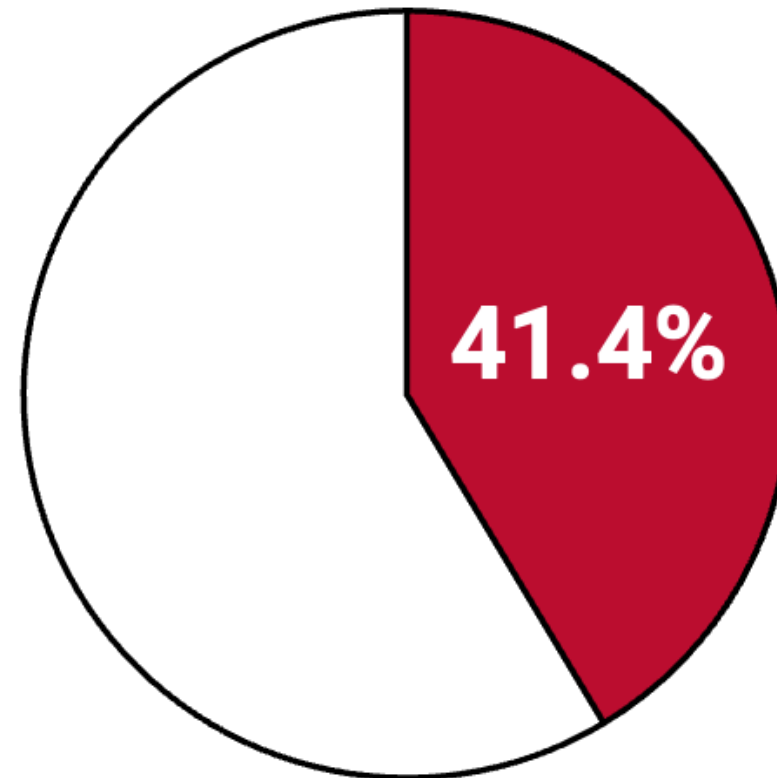
Students that Received a High School Diploma

2020 - 2021



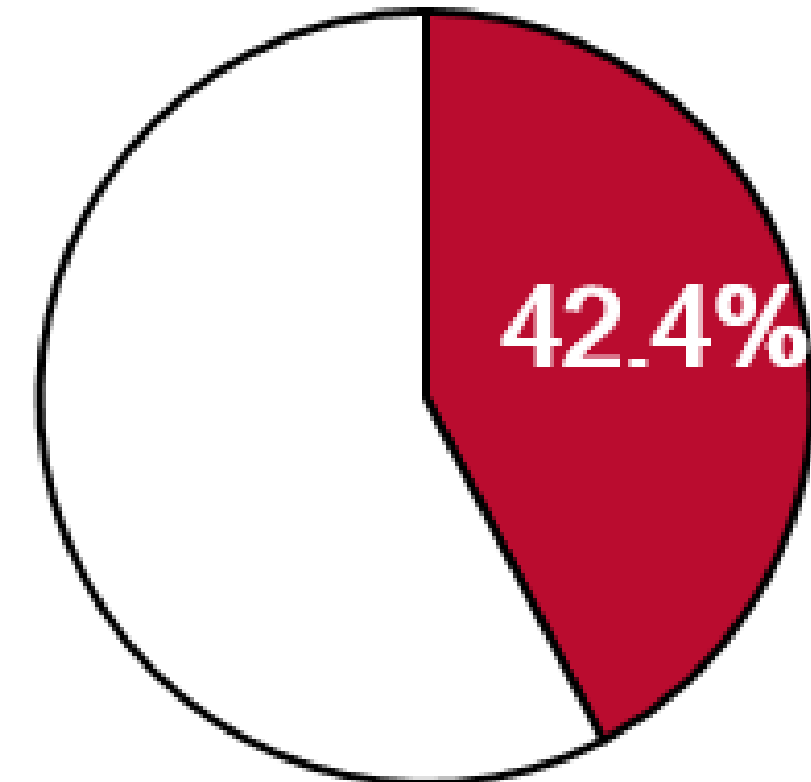
156
Students

2021 - 2022



109
Students

2022 - 2023



126
Students

LACHSA Student Presentation



Los Angeles County
Office of Education



Head Start and Early Learning Division



Los Angeles County
Office of Education

Head Start and Early Learning

Comprehensive services and support are provided to children and their families.

1 Early Head Start

2 Head Start

3 California State Preschool (CSPP)

4 General Child Care and Development Program (CCTR)

5 Quality Start Los Angeles (QSLA)

6 Inclusive Early Education Expansion Program (IEEEP)

7 California Preschool Instructional Network (CPIN)

8 Universal PreKindergarten Career Development Initiative (UPK-CDI)

Head Start and Early Learning

Assessment Tools

Measuring Developmental Progress

Desired Results Developmental Profile (DRDP)

- Observation tool used by teachers and home visitors.
- Assesses children's development in the following 5 domains:
 - Approaches to Learning – Self-Regulation
 - Social and Emotional Development
 - Language and Literacy Development
 - Cognition: Math and Science
 - Physical Development and Health
- Scores represent individual development and progress.
- Ratings reflect a developmental continuum from early infancy to Kindergarten entry.

Measuring Teacher-Child Interactions

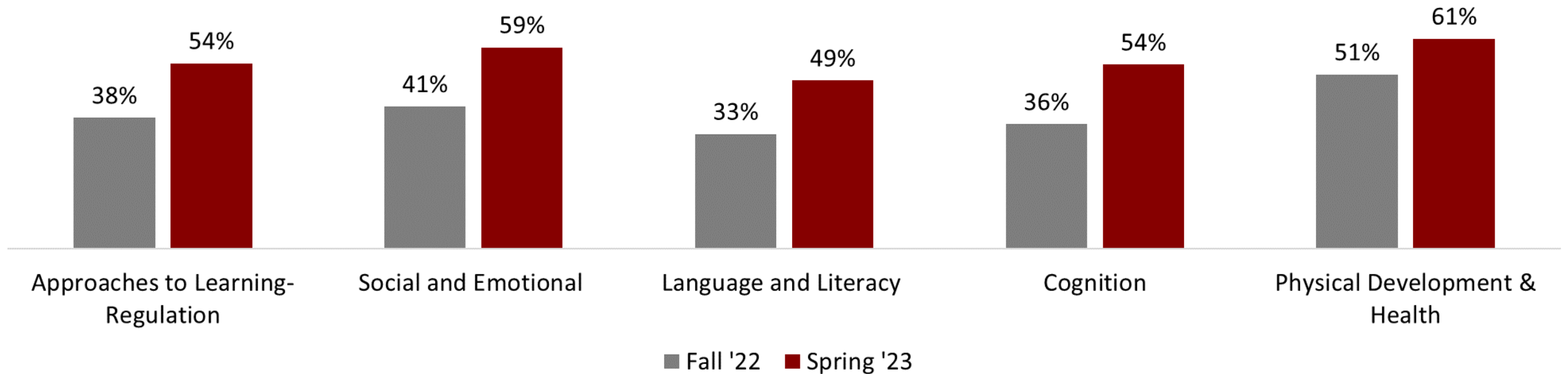
Classroom Assessment Scoring System (CLASS)

- Measures the quality of interactions between teachers and children in preschool classrooms across 3 domains:
 - Emotional Support
 - Classroom Organization
 - Instructional Support
- Results are used to:
 - Assess school readiness outcomes
 - Develop professional learning plans for teaching teams
 - Plan training and professional learning opportunities.

Head Start and Early Learning

Infants and Toddlers

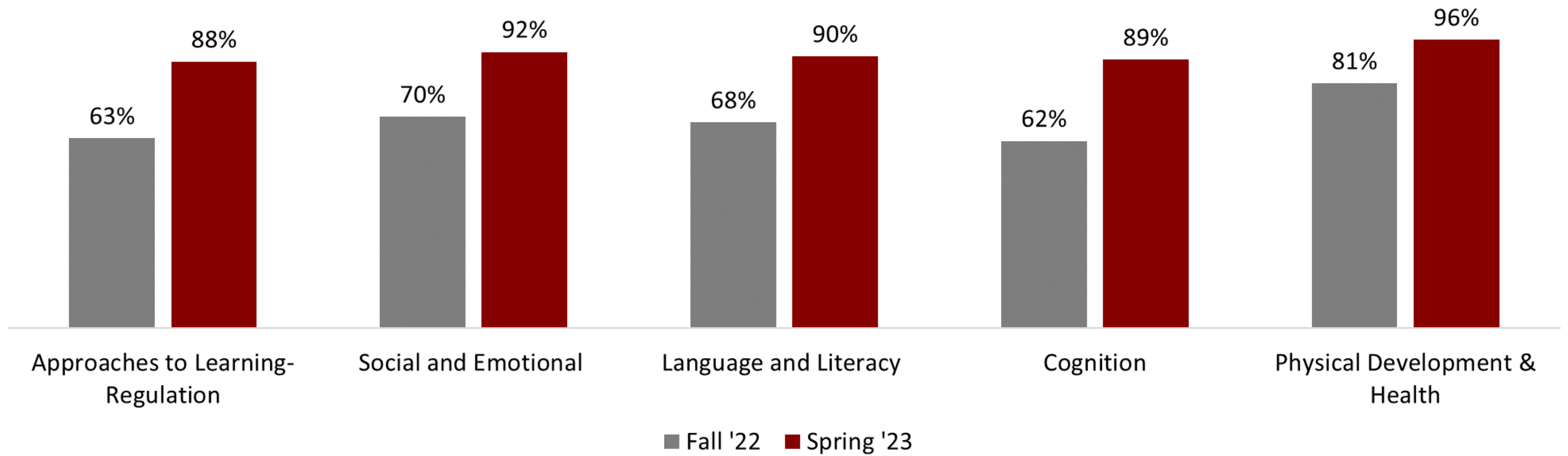
Developmental Progress
Infants and Toddlers
Children at Exploring Later and Building Earlier Levels



Head Start and Early Learning

Preschool Children

Developmental Progress
Preschool
Children at Building and Integrating Levels



Head Start and Early Learning

Teacher-Child Interactions

CLASS Domain	LACOE Average (n=24)	OHS Competitive Threshold	OHS Quality Threshold
Emotional Support	5.98	5.00	6.00
Classroom Organization	5.35	5.00	6.00
Instructional Support	2.36	2.30	3.00

Note: in 2022-23, CLASS observations were completed only on new teachers (N=24). A new teacher refers to any lead teacher hired after 7/1/2022.



Charter Schools

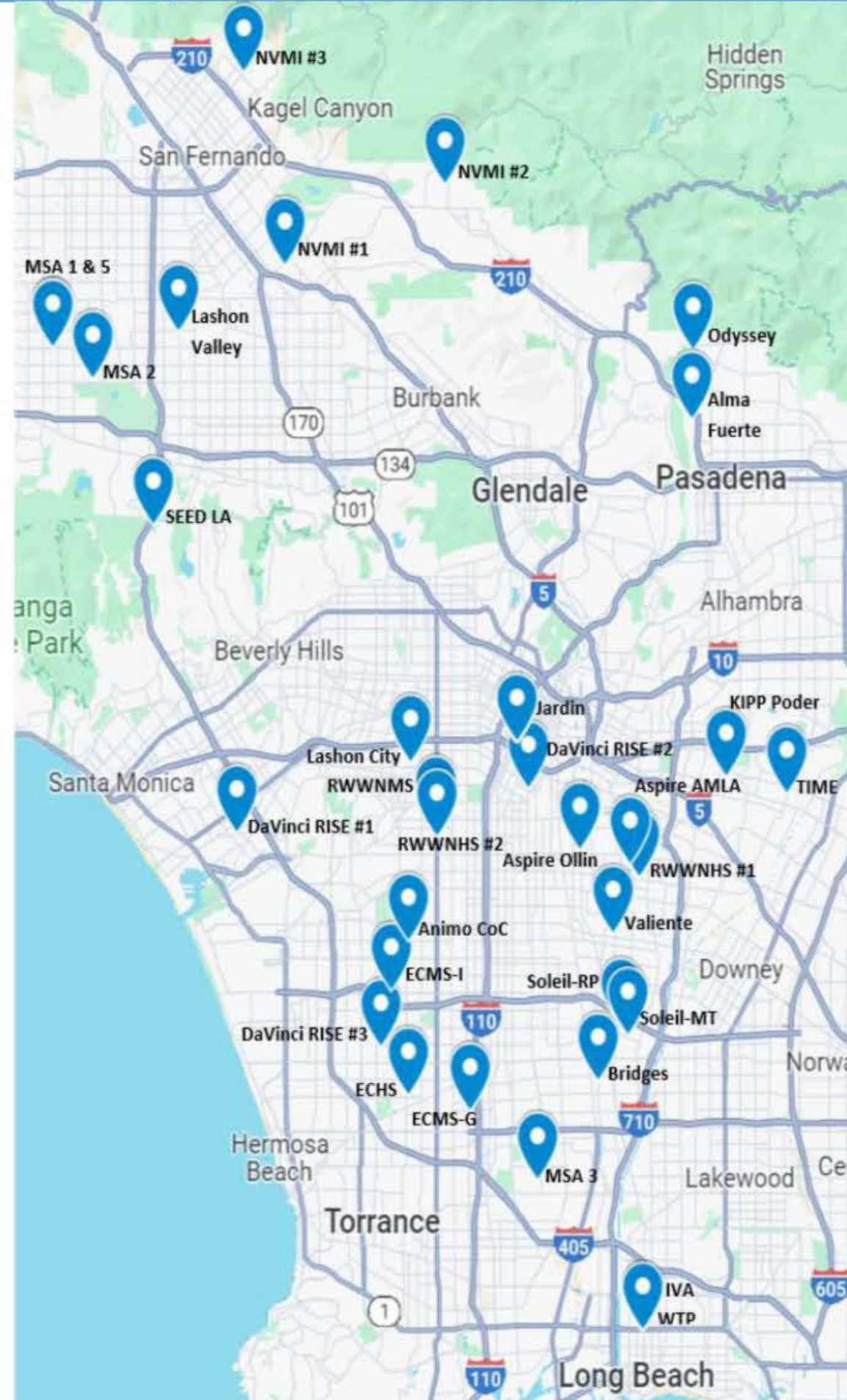
Charter School Office (CSO)

- **Review Charter Petitions**
 - On appeal from a school district
 - Renewals of authorized charters
 - Countywide or Direct to County
 - Material Revisions
- **Monitor and Support Authorized Charters**
- **Provide Support and Training to Authorizers**
- **Related Support Countywide to 371 Charters**
 - Connection to LACOE Services
 - Technical support with legal updates
 - Coordination with County Department of Health



Charter Schools Monitored by the Los Angeles County Board of Education

1. Alma Fuerte Public School (TK-8)
2. Ánimo City of Champions (9-12)
3. Aspire Antonio Maria Lugo Academy⁺ (K-5)
4. Aspire Ollin University Prep⁺ (6-12)
5. Bridges Prep⁺ (6-8)
- 6.1 Da Vinci RISE HS⁺ - Site #1 (9-12)
- 6.2 Da Vinci RISE HS⁺ - Site #2 (9-12)
- 6.3 Da Vinci RISE HS⁺ - Site #3 (9-12)
- 7 Environmental CHS - Gardena⁺ (9-12)
- 8 Environmental CMS - Gardena⁺ (6-8)
- 9 Environmental CMS - Inglewood⁺ (6-8)
- 10 Intellectual Virtues Academy ⁺(9-12)
- 11 Jardin de la Infancia⁺ (TK-1)
- 12 KIPP Poder (TK-8)
- 13 Lashon Academy - Valley (TK-8)
- 14 Lashon Academy - City (TK-6)
- 15 Magnolia Science Academy⁺ (6-12)
- 16 Magnolia Science Academy 2 (6-12)
- 17 Magnolia Science Academy 3 (6-12)
- 18 Magnolia Science Academy 5⁺ (6-12)
- 19.1 NVMI- Site #1⁺ (6-12)
- 19.2 NVMI- Site #2⁺ (6-12)
- 19.3 NVMI- Site #3⁺ (6-12)
- 20 Odyssey Charter School (K-8)
- 21.1 Russell Westbrook Why Not? HS⁺ - Site #1 (9-11)
- 21.2 Russell Westbrook Why Not? HS⁺ - Site #2 (12)
- 22 Russell Westbrook Why Not? MS (6-8)
- 23.1 Soleil Academy Site #1 (TK-K)
- 23.2 Soleil Academy Site #2 (1-5)
- 24 T.I.M.E. Community⁺ (9-12)
- 25 The SEED School of LA County⁺ (9-12)
- 26 Valiente College Prep - Site #1 (5-8)
- 27 We The People HS⁺ (9-12)



⁺ School located in Private Facilities

* School authorized by SBE but oversight provided by LACOE



Table 1: County Board of Education Actions on Charter Schools 2022-23 School Year

Charter School (Grades)	Received on Appeal (District)	Received Directly (Type)	Type of Charter Action Considered	Board Action Taken	Board Date	Notes
Alma Fuerte (K-8)	-	County-Authorized Charter	Material Revision	Approved	8-9-22	Change location and update language
North Valley Military Institute (6-12)	-	County-Authorized Charter	Material Revision	Approved	8-16-22	Add 3 locations and update language
TIME Community School (9-12)	-	SBE-Authorized Charter	Material Revision	Approved	8-16-22	Change location, calendar, and update language
Da Vinci RISE (9-12)	-	Countywide	Material Revision	Approved	12-6-22	Change model, location, enrollment, grad profile
Vista Legacy Global Academy (9-12)	LAUSD	-	Establish	Deny	3-14-23	Appealed to SBE but were denied

Table 2: Charter School Enrollment 2018-19 through 2022-23

School (Grades served in 21-22)	2018-19	2019-20	2020-21	2021-22	2022-23	% Change from Prior Year
Alma Fuerte Public School (TK-6)	77	94	105	123	145	17.9%*
Ánimo City of Champions (9-12)	258	258	353	343	315	-8.2%
Aspire Antonio Maria Lugo (K-5)	399	431	415	410	421	2.7%
Aspire Ollin (6-12)	599	558	564	559	557	-0.4%
Bridges Preparatory Academy (6-8)	~~	~~	~~	78	118	51.3%
Da Vinci RISE High School (9-12)	132	154	219	209	187	-10.5%
Environmental HS #2- Gardena (9-10)	~~	~~	~~	114	221	93.9%*
Environmental MS- Gardena (6-8)	346	349	346	350	349	-0.3%
Environmental MS- Inglewood (6-8)	359	359	358	350	358	2.3%
Intellectual Virtues Academy (9-12)	105	121	96	95	95	0%
Jardín de la Infancia (K-1)	35	30	23	15	14	-6.7%
KIPP Poder (K-1)	~~	~~	~~	112	158	41.1%*
Lashon Academy (TK-8)	444	546	581	542	526	-3.0%
Lashon Academy – City (TK-5)	~~	27	22	37	72	94.6%*
Magnolia Science Academy-1 (6-12)	590	650	717	742	694	-6.5%
Magnolia Science Academy-2 (6-12)	437	435	464	504	511	1.4%
Magnolia Science Academy-3 (6-12)	510	497	417	417	379	-9.1%
Magnolia Science Academy-5 (6-12)	248	281	290	247	238	-3.6%
North Valley Military Institute (6-12)	638	695	732	717	784	9.3%
Odyssey (K-8)	484	478	471	463	461	-0.4%
RWWNHS (LAPCHS) (9-12)	97	153	203	227	224	-1.3%
RWWNMS (LAPCMS) (6-8)	246	220	168	168	133	-20.8%
Soleil Academy (TK-5)	91	147	195	225	268	19.1%*
TIME Community (9-11)	~~	~~	~~	40	62	55.0%*
SEED LA (9)	~~	~~	~~	~~	67	N/A
Valiente College Preparatory (5-8)	172	185	157	127	116	-8.7%
We The People (9-11)	~~	~~	22	51	38	-25.5%*

“~~” = School not in operation

* School added a grade level

N/A = Not Applicable

Source: CDE DataQuest



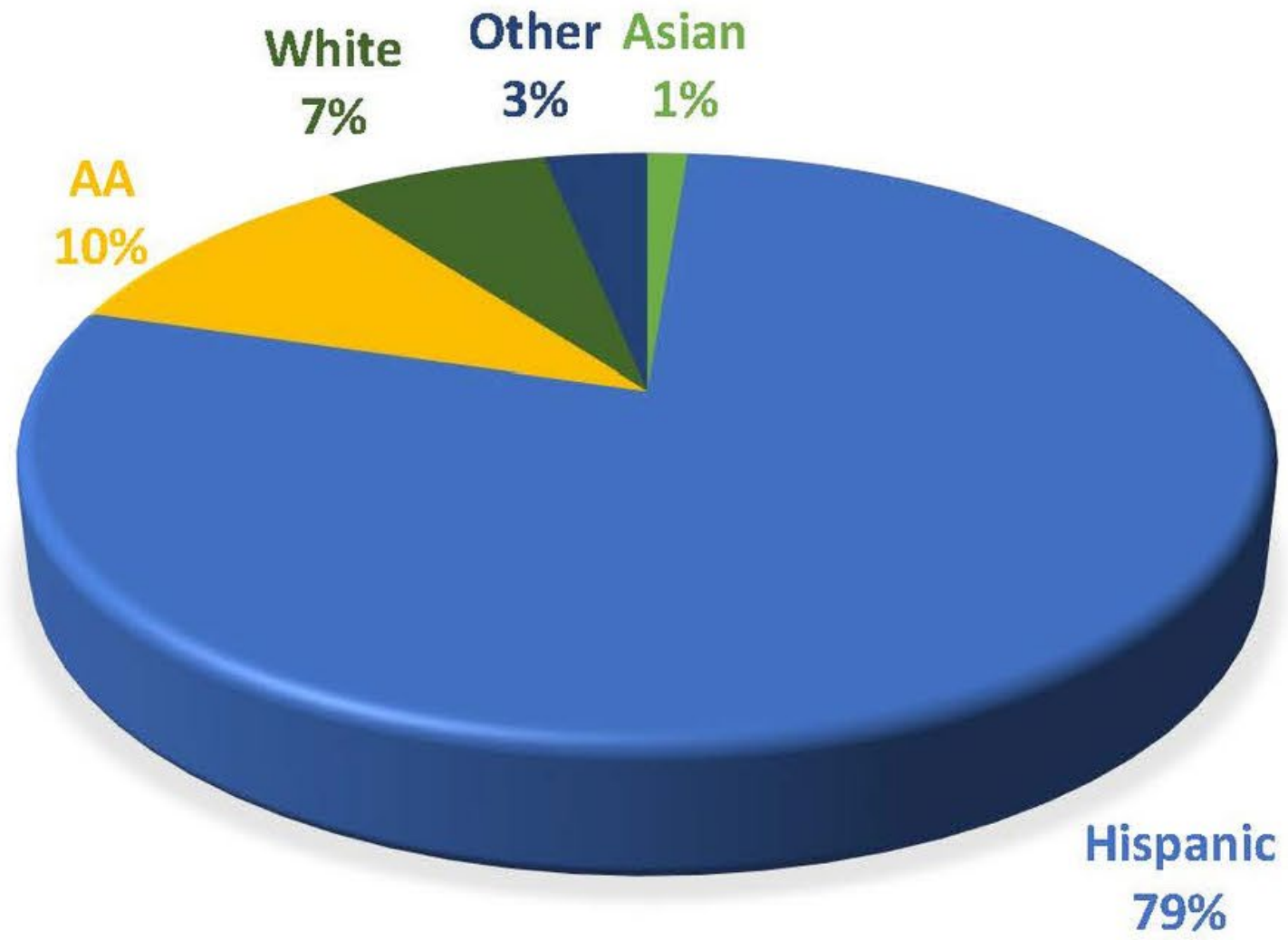
Table 3: CAASPP Schoolwide (% meeting or exceeding standards): 2018 through 2023

School (Grades)	ELA					Math				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Alma Fuerte Public School (TK-8)	—	*	14	18.6	19.3	—	*	11	13.6	16.9
Ánimo City of Champions (6-12)	—	—	*	37.5	47.4	—	—	*	4.6	1.3
Aspire Antonio Maria Lugo (K-6)	47	50	*	26.3	29.7	50	58	*	29.5	28.2
Aspire Ollin (6-12)	55	46	63	45.7	38.3	43	33	39	21.2	19.9
Bridges Preparatory (6-8)	—	—	—	29.1	25.4	—	—	—	12.3	19.8
Da Vinci RISE (9-12)	—	29	*	15.4	8.7	—	3	*	0.0	9.5
Environmental - Gardena (6-8)	37	43	*	32.3	32.5	25	24	*	15.9	16.5
Environmental - Inglewood (6-8)	54	47	*	49.4	45.0	34	32	*	31.6	36.8
Intellectual Virtues Acad (9-12)	—	50	*	34.8	43.8	—	11	*	4.4	6.3
Lashon Academy (TK-8)	59	66	47	54.1	44.8	60	55	22	42.9	36.8
Lashon City (TK-6)	—	—	—	46.7	27.3	—	—	—	53.3	59.1
Magnolia Science Academy 1 (6-12)	48	45	46	36.0	33.0	35	30	26	14.1	23.5
Magnolia Science Academy 2 (6-12)	34	41	46	35.9	42.7	26	28	24	21.8	25.7
Magnolia Science Academy 3 (6-12)	42	36	70	33.2	32.7	21	17	34	18.4	8.5
Magnolia Science Acad 5 (6-12)	46	46	31	45.3	45.6	34	39	8	22.4	34.2
North Valley Military Inst (6-12)	21	11	10	15.8	16.1	9	4	4	3.2	6.3
Odyssey (K-8)	79	76	*	72.4	79.6	68	64	*	57.4	66.1
Russell Westbrook Why Not? HS (9-12)	—	—	38	32.7	37.2	—	—	3	1.8	7.0
Russell Westbrook Why Not? MS (6-8)	16	15	13	13.5	14.3	9	8	6	2.9	10.0
Sdeil Academy (TK-5)	—	—	27	34.3	33.0	—	—	23	17.9	11.6
Valiente College Preparatory (5-8)	35	22	23	28.1	26.3	23	13	7	12.3	9.3
We The People HS (9-12)	—	—	—	—	**	—	—	—	—	**
Los Angeles County (K-12)	49	50	48	47.2	47.2	38	39	31	32.9	34.8
State (K-12)	50	51	49	47.1	46.7	39	40	34	33.4	34.6

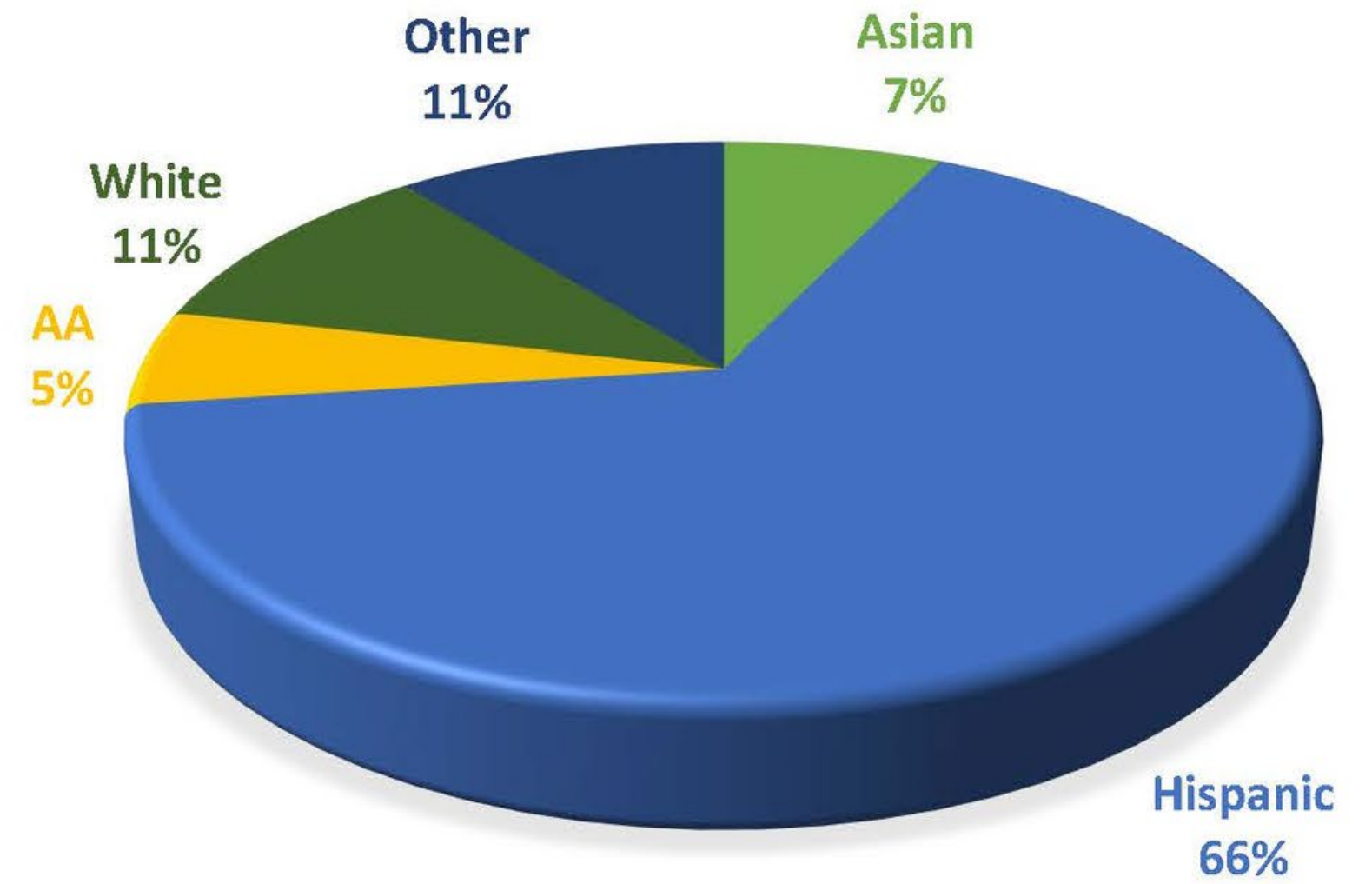
Highlighted columns do not have mandated participation rates as required in previous years and may not be representative of schoolwide performance

“—” = No eligible grades “*” = Did not test (Allowed if not feasible that year) “**” = Fewer than 11 students tested

LACOE-MONITORED CHARTER SCHOOLS



ALL STUDENTS ENROLLED IN LA COUNTY



Fast Facts

2022-23

- The CSO monitored 27 schools in operation for the 2022-23 school year
- Enrollment increased in 11 schools; decreased in 14 schools
- One school was in its first year of operation
- Greatest decrease was -25.5%; Greatest increase was +94.6%
- Five schools indicated school wide CAASPP data above the state average in one or more areas

Looking Ahead

2023-24

- Two schools have instituted self closure procedures with an additional school slated
- Five County Authorized Charters have been identified for Differentiated Assistance

2024-25

- Five Authorized Renewals with 69 additional renewals countywide

Thank You





Performance Data for
LACOE - Operated Educational Programs

ANNUAL REPORT

2022-2023



Los Angeles County
Office of Education

DRAFT

2022-23 ANNUAL REPORT

Executive Summary

The 2022-23 Annual Report from the Los Angeles County Office of Education (LACOE) contains three-year data from various LACOE educational programs that support students throughout Los Angeles County. Data from the Annual Report includes demographic data from all LACOE schools, California Assessment of Student Performance and Progress (CAASPP) scores for the specialized high schools, graduation rates, suspension, and local assessment scores. Triangulating the data from this report reveals the continued impact of the COVID-19 Pandemic on LACOE schools. As an organization, LACOE is developing a culture of excellence in all we do, while improving the lives of students and our educational communities through service, leadership, and advocacy. LACOE values integrity, respect, collaboration, open communication, responsiveness, and equity to all stakeholders countywide.

2022-23

DRAFT

EDUCATIONAL PROGRAMS

LACOE Educational Programs meets students' unique needs by offering specialized instruction countywide. A significant number of these students come from a variety of communities throughout the county. Our programs serve the following populations:

- At-promise youth in county probation facilities: Juvenile Court Schools (JCS)
- Students expelled from regular schools or at high risk of dropping out: County Community Schools (CCS) and Independent Study (IS) programs
- Highly talented pupils in visual and performing arts and technology: Specialized High Schools

The mission of LACOE Educational Programs is to ensure student success by providing quality academic programs that prepare students with the skills they need to succeed in school and in life. All schools are fully accredited by the Western Association of Schools and Colleges (WASC).

HEAD START

LACOE, through its Head Start and Early Learning Division (HSEL), provides comprehensive prenatal-to-five early learning programs for eligible children and families throughout Los Angeles County. LACOE works with 16 delegates to provide direct services, including school districts and nonprofit agencies, and is the largest Head Start provider in Los Angeles County and the state of California.

LACOE provides early learning programs that promote the health and well-being of children and their families by offering comprehensive services that include health, nutrition, child development and education, family engagement, mental health, and support for children with special needs. The children served are predominantly from families with incomes below the federal poverty level. LACOE prioritizes enrollment for children experiencing homelessness, in foster care, receiving public assistance, or with disabilities. In the 2022-23 program year, LACOE HSEL provided services to more than 9,000 children birth to five, pregnant women, and their families.

In addition to administering the largest Head Start program in the county and state, LACOE also administers California State Preschool and General Child Care and Development programs, Los Angeles County's Quality Rating and Improvement System, the Inclusive Early Education Expansion Program, California Preschool Instructional Network, Preschool Development Grant – Renewal, and the Universal Pre-Kindergarten Career Development Initiative.

CHARTER SCHOOLS

LACOE's Charter Schools Office (CSO) accepts charter petitions and revocation appeals on behalf of the Los Angeles County Board of Education and is responsible for facilitating the petition review and appeal process. The CSO also coordinates the monitoring and oversight of charters authorized by the County Board and provides general information and technical assistance to authorizers throughout the state, as well as to state, county, and district authorized charter schools. During the 2022-23 school year, the CSO held bi-weekly meetings with all LACOE authorized charter schools and provided timely updates and targeted training. The CSO also worked closely with the California Charter Authorizing Professionals (CCAP) and National Charter Schools Institute (NCSI) A-Game and Indicators of Distress, creating alternative metrics and promoting community based authorizing.



DRAFT

A close-up photograph of a hand holding a dark-colored graduation cap with a black tassel. The background is a soft, out-of-focus bokeh of warm, golden-yellow lights. The text 'Educational Programs' is overlaid in a bold, red font.

Educational Programs

DRAFT

Mental Health & Wellness

During the 2022-2023 school year, the School Mental Health (SMH) Program was tasked to continue supporting LACOE Schools during the program's third year in the following ways:

1. Lead staff trainings and provide mental health consultation to school sites;
2. Coordinate mental health support services for students; and
3. Provide direct support services to sites that do not have Los Angeles County Department of Mental Health (DMH) services on site.

The School Mental Health (SMH) Program consisted of a Coordinator-Psychiatric Social Worker, a Research and Evaluation Coordinator, two Senior Program Specialists, three School Social Workers and ten graduate level university mental health interns. The Project Coordinators were tasked to provide programmatic support to all the school sites. The two Program Specialists supported specific school sites and provided supervision for the interns at those sites. The three Social Workers and the Interns were assigned to Renaissance Principal Administrative Unit (PAU) school sites and the two specialized high schools, Los Angeles County High School for the Arts (LACHSA) and International Polytechnic High School (IPOLY) to be able to support both direct and indirect services to follow the program strategies.

The California Healthy Kids Survey (CHKS) was completed by 84% of the total LACOE student population in December of 2022. This survey assists in measuring mental health needs. LACOE's students continued to experience similar negative mental health-related trends across the state due to the pandemic.

There were higher rates of negative mental health indicators reported from students within the specialized high school sites.

Mental health strategies were based on the multi-tiered system of support. The following were strategies implemented throughout the year and their outcomes.

Tier 1 – UNIVERSAL STRATEGIES

Classroom Presentations

Considering the state of the student's mental health as measured by the CHKS, the SMH Program offered classroom presentations to reach more students. Classroom presentations focused on the following:

- Mental health services available;
- The evidence-based curriculum, Erika's Lighthouse that focuses on mental health, depression, and suicide as a priority; and
- The evidence-informed curriculum, Families Overcoming Under Stress (FOCUS), focuses on helping students identify, manage, and discuss emotions and feel closer and more supported.

All the classroom presentations had an emphasis on promoting inclusive school cultures around mental health.

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Mental Health & Wellness

Mental Health Awareness Activities

Mental Health Awareness Activities were conducted at specialized high schools and Renaissance PAU with the objective of not only reducing mental health stigma but also with the effort of promoting a positive school climate.

IPLY - There were nine main events throughout the year connected to a monthly theme. These events included Unity T-Shirt Days, Generate Positivity Event, Connectedness Event: Bully Prevention, Inspire Goodness Event, Spread Joy Event, Support Piece “We matter because...” Event, Build Relationships Event, Trust and Partnership Event, and Cultivate Collaboration Event.

LACHSA - Throughout the year, there were six mental health awareness activities. These events included Mental Health Awareness Kick off Party, Suicide Awareness Day, Tea with Wellness, Wellness Day, National Coming Out Day, and Paws for Wellness.

Renaissance PAU – There were three events throughout the year. These events included Mental Health Awareness Month in May, the Mind Out Loud Event, and the Wellness Fair.

Staff Training

During the year, staff from all sites were provided mental health training. The training courses were designed to supplement training from the previous year and respond to educational partner feedback. In addition, the opportunity for all staff to be trained in recognizing youth who may need additional mental health support was a focus for the year. Youth Mental Health First Aid (YMHFA), an eight-hour training course, was offered on select Saturdays to meet this focus and available to all staff with a stipend for those who can receive one. Overall, all staff participated in at least two mental health training courses and of the participants who completed a post workshop survey, on average, 99% reported intent to use the skills they learned within the workshop they attended. Details are provided in the table below.

Site/Staff Trained	Training Topic	Training Objectives	Training Outcomes
All Sites and Staff	Annual AB2246 Suicide Prevention Training (via TargetSolutions)	This training highlighted suicide risk factors, warning signs, and protective factors. Provided tools on how to talk to a student about suicide and how to respond.	All staff completed the training and passed an exam to demonstrate competency of information.
Central Office, JCS, CCS and IPLY staff	Empathy in Schools	This training provided an overview of practicing empathy skills at the individual, classroom, and school-wide level to promote pro-social behaviors and address bullying behaviors.	182 respondents: 99%, or 180, agreed that they would implement what they had learned in the workshop

Mental Health & Wellness

CCS and Specialized High Schools	LACOE Suicide Prevention Policy and Updates	This training reviewed newly adopted changes to LACOE Suicide Prevention Policy and Protocols for schools.	Staff were provided resources around the updated policy and procedures
All sites and staff were offered the training – 30% of staff participated during non-school hours	Youth Mental Health First Aid Training (YMHFA)	This training introduced common mental health challenges for youth, reviewed typical adolescent development, and taught a 5-step action plan for how to help young people in both crisis and non-crisis situations. This training also provided educators with an action plan to support students experiencing mental health and substance use challenges.	All staff passed the exit exam for the course and received three-year certification as a YMHFA responder.
School Site Crisis Teams	Violence Threat Risk Assessment Training (VTRA)	This training introduced a threat assessment framework that aims to identify and intervene within potential pathways to violence and threats.	95% of participants responded that they were very likely to use the tools shared to help guide their efforts with behavioral threat assessments.

Parent/Caregiver Workshops

Families Overcoming Under Stress (FOCUS) for Parents presentations were provided to parents at various JCS site parent meetings. The presentation focused on practical skills to help families overcome common relationship challenges. It helps build on current strengths and build on new strategies to enhance communication and problem solving, goal setting, and creating a shared family story.

Collaborations

SMH Program collaborations throughout the year included:

1. Parenting Team
2. Equity and Access
3. Health Services
4. Support Staff
5. Community Schools

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Mental Health & Wellness

Tier 2 – TARGETED STRATEGIES

Referral Process

Each year, the School Mental Health (SMH) Program looks at ways it can improve coordination of services at school sites. During its third year of operation and with the addition of several other school support programs, new effort was placed at updating and improving the school site referral process and coordination of services. LACHSA, IPOLY, and Renaissance PAU each sought to create and/or strengthen a weekly Coordination of Services Team (COST) in collaboration with administrators and fellow support colleagues to review student referrals for mental health and related support services. Of particular importance was the reinforcement of a closed-loop system, where follow-up updates were provided to the referring party. In addition, each site introduced updated referral forms inclusive of QR code submissions to encourage convenient and user-friendly platforms as well as track referrals accordingly. Overall, there were 245 total referrals from all sites.

General Counseling

General counseling is an interaction with a student in which student wellness is discussed and the provider assesses the student's current level of need for and types of services. The SMH Program conducted a total of 300 general counseling sessions throughout the year.

Active Parenting of Teens Curriculum

Active Parenting of Teens (APT) evidence-based curriculum consists of six sessions. The SMH Program offered APT curriculum at IPOLY and Renaissance to 19 parents who participated in at least two sessions, whereas, 13 completed at least 4 sessions in the course. Parents who provided feedback in session one hoped to increase skills in redirecting misbehavior and disciplining their teens the most. Results from the final survey showed improvement in these as well as other skills.

Group Counseling Sessions

Despite the challenges that all sites faced with forming and finding students interested in group sessions, all sites were able to lead at least one group that met a couple of times. Examples of group topics included Teen Resilience, Grief and Loss, Substance Use, and College Empowerment. Thirty-one students participated in group sessions. At the end of the groups, all participants were able to report an increase in their:

1. Knowledge on a skill or technique that could help them;
2. Confidence; and
3. Personal support system.

Tier 3 – INTENSIVE INTERVENTION STRATEGIES

Teacher/Staff Mental Health Consultations

The SMH Program provided teacher and staff mental health consultations for specific students during the school year. Mental health consultations were designed to:

1. Re-enforce the collaboration between teachers, parents, and service providers on ensuring student's success.

DRAFT

Mental Health & Wellness

2. Help others understand the development of teenagers and how it affects their learning and behaviors.
3. Help facilitate services and provide resources to school personnel with relevant teenage mental health concerns.

Individual and Family Sessions

SMH Program staff were trained in Motivational Interviewing, Cognitive Behavioral Therapy, and Solution Focused Therapy to utilize in clinical sessions. In addition, interns participated in meetings and were guided in supervision with the Psychiatric Social Worker or Program Specialists to ensure their clients' success. Mental health services included 529 individual student sessions, 119 family sessions, and 9 parent education sessions. In addition to providing services, the SMH Program linked students to community resources and was part of inter-agency collaborations to help facilitate student and family success.

Home Visits

There were 3 home visits for Renaissance students. A home visit was conducted when a student or family member has been inaccessible by any other means and contact is essential to ensure that the student's emotional, physical, and educational well-being is cared for appropriately.

Mental Health Advocacy

The goal of advocacy is to provide a voice for students with mental health disorders, such as anxiety or depression, that need assistance. Examples of this assistance include navigating through school systems and policies that are creating challenges for students with depression, anxiety, or another mental health disorder. Mental Health Advocacy was conducted 44 times for students throughout the year.

Crisis Interventions and Suicide Assessments

The SMH Program responded to several crises at our schools during the year. In addition, the high rates of suicide ideation on the California Healthy Kids Survey were also corroborated in at least 32 suicide assessments conducted to gauge suicide ideation and other imminent risk factors with students throughout the year. Students identified with medium or high-risk were assessed, and a reentry plan was created for them to ensure successful outcomes. Other crisis support provided was in relation to threat assessments, grief and loss issues, personal adjustments to COVID-19, and the continual effects from incidents of civil unrest.

Graduate Level Social Work Mental Health Intern Experience

Ten interns were provided with the opportunities necessary and met their university requirements. For the eight interns that were interested in meeting the requirements for the Pupil Personal Services Credential, the program coordinators were able to continue creating opportunities with the Head Start Program for the interns to gain experience with two different school-aged populations. Interns were able to participate in a minimum of an hour of supervision every week as well as team meetings.

DRAFT

Mental Health & Wellness

Interns were trained as leaders in the following evidence-based and promising practices and curriculum:

1. Youth Mental Health First Aid (YMHFA);
2. Families Overcoming Under Stress (FOCUS);
3. Erika's Lighthouse;
2. Psychological First Aid; and
3. Active Parenting of Teens.

All the interns completed an end of the year survey. The following were averages among a five-point scale, five being fully satisfied:

1. 4.9 average rating for the training opportunities that were provided;
2. 4.9 average rating for the mentorship received by LACOE staff; and
3. 4.8 average rating for the skills that were developed from the internship.

Lastly, the interns rated their competence in 13 skills related to social work. All the interns rated improvement in confidence for all skills at the end of the internship.

In addition to the ten interns, the SMH Program led four graduate students from the University of California, Los Angeles, with their Capstone Project using the California Healthy Kids Survey data. The project, "The Impact of a SMH Program on Students' Help-Seeking Behaviors and Mental Well-Being", was created to examine how the SMH Program and school site culture affect student perception of services. Findings from the study are being utilized to inform and strengthen services for year four of the SMH program.

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EDUCATIONAL PROGRAMS GOALS 2022-23

The goal of Educational Programs is to support students in meeting the high school graduation requirements and to help successfully transition to college, careers, and return to their communities. To achieve this, LACOE Educational Programs develops and implements several plans, such as the Local Control and Accountability Plan (LCAP), to allocate resources to improve the academic and social-emotional well-being of all students.

LCAP GOAL 1:

All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

- Increase graduation rates by 2%
- Increase student attendance by 1%
- Decrease County Community Schools chronic absenteeism by 2%
- Decrease Juvenile Court School suspension rate by 2%

LCAP GOAL 2:

Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

- Increase attendance rate by 1%
- Suspension rates shall not be more than 20% at the JCS, 5% at the CCS, and 1% at IPOLY and LACHSA.
- Parent Participation at least 20% of the student population

LCAP GOAL 3:

All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments, as well as improve overall English proficiency.

- Increase CAASPP ELA and math scores at least 2% at all sites
- Increase reclassification rates at least 2%
- Increase number of students scoring a level 4 on the ELPAC at least 1%
- Increase STAR Math and ELA data by 0.3 points

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PARENT EDUCATION PROGRAM

Prior to the implementation of the Parent & Family Education and Consultation Program (PFCEP), LACOE relied on external entities, including vendors, to conduct family engagement activities. Under that model, in 2015-16, 70 sessions were conducted with a total attendance of 471 individuals for the year. PFCEP initiated in the 2016-17 school year, shifting from the external agency model, to creating LACOE's asset-based multi-capacity building infrastructures and utilizing teachers, counselors, and other site-based staff as Parent Liaisons to increase engagement. PFCEP optimizes the vendors' services to provide specific support and information addressing the expressed needs of parents and families. PFCEP's asset-building curriculum and evidence-based practices and protocols have increased participation in workshops, classes, and other events for families.

PFCEP's mission is to develop positive and authentic relationships between families and schools. To that end, some of the characteristics of PFCEP include weekly personalized contacts with families that foster meaningful interactions, establishing strategic and intentional partnerships, the ability to meet the needs and interests of all families, and bridging schools and communities in a friendly and welcoming environment. Families have multiple opportunities to engage in their child's education at times that are convenient to them and in English and Spanish.

In 2022-23, PFCEP offered 167 learning and consultation opportunities for families of LACOE students. Parents, caregivers and family members were invited to participate in offerings, such as workshops, consultation meetings, and parenting classes. All learning opportunities are hosted virtually, in English and in Spanish, and at times convenient for families. During the 2022-23 school year, 24 town hall meetings were conducted with a total of 317 participants. Town hall meetings are hosted to provide information, to respond to questions and concerns related to student achievement and progress, and as a forum for updates from other interagency partners, such as the Los Angeles County Department of Mental Health and Probation.

In school year 2022-23, the 167 learning opportunities included workshops, classes and consultation meetings to provide information related to school activities, budgets and programs as well as presentations on a variety of topics to share resources, and to support mental health, self-care, motivation, social-emotional learning, and college and career options for students. In 2022-23, a total of 2,264 participants attended PFCEP family engagement opportunities.

LACHSA UPDATE SCHOOL YEAR 22-23

LACHSA's Office of Community Engagement (OCE), which consists of the admissions coordinator, the outreach associate, and the equity coordinator, continues to strengthen and expand their outreach efforts in Los Angeles County through our relationships with arts serving organizations, schools, community events, and our online presence. Our school continues to attract students from all over the county, neighboring counties, and even other states.

For the admissions application cycle of 2023-24, we updated and clarified a key requirement to apply, in that applicants must be residents and students in LA County by the time they audition. We also ensured that prior to auditions, all adjudicators attended an Implicit Bias session with a focus on the audition process with tips and resources to reduce biases in the process. This was created and facilitated by the LACHSA equity coordinator.

The 2023-24 admissions cycle included an opportunity for students to apply in Commercial Music at LACHSA for the first time. A handful of students joined our school with this focus. The Commercial Music Program at LACHSA is designed to support the artistic and career development of young creatives through the lens of the 21st century artist. With the help of leading professionals, students will gain experience and insight into the creative, technical, and business aspects of commercial music. Our goal is to prepare students to enter their professional careers as contemporary singer-songwriters, producers, and composers with skill and confidence. This was also the second year for our Career Technical Education (CTE) Technical Theatre program. In Fall of 2022, LACHSA included the second group of freshmen students in the program. Other current LACHSA students have changed their focus to this program as well.

The LACHSA Technical Theatre Track is designed to provide students with a comprehensive understanding of stagecraft and the requisite skills necessary to successfully pursue a career in technical theatre. The program centers on six areas of concentration: lighting, sound, scenery, costumes, props, and stage management. Curricular sequencing for the program spans three years with students advancing each year in their knowledge and technical capabilities. Additionally, the technical theatre students receive hands-on experience working on the LACHSA productions.

Over the next several years, we should be moving into an all student production team for our shows. From August to September 2022, we wrapped up another summer partnership with Theatrical Education Group who runs the Summer Arts Conservatory at LACHSA and provided us with managing 20+ full-ride scholarships for local students to attend. Follow-up presentations and opportunities to stay engaged throughout the process is key, as we have found that we have several students that apply because of this first experience. The following summer 2023 they were able to provide us with 30 full-ride scholarships for local

LACHSA UPDATE SCHOOL YEAR 22-23

youth. Our team reached out and were able to support the application process and scholarships to include students from El Sereno Middle School, Mexico Moderno Dance Studio, LAUSD Arts Gifted program, Multnomah Elementary, Casa 0101, and KIPP schools, which are within the local community. The team also tabled at several local community arts events, such as the Getty25 at Plaza de la Raza and the LAUSD-LDC Central Arts Festival, and organized and presented to families in the LA County Library online in partnership with The Art Hour. They also presented to youth at The Fernando-Pullman Community Arts Center, Self-Help Graphics, and to educators at the Little Kids Rock training held at LACHSA.

We also provided “LACHSA First Look” sessions to provide an initial look into LACHSA’s application and audition process, as well as how to stay connected. This continued in the fall with attendance at multiple high school fairs, which included three of the local schools (El Sereno Middle, Animo Ellen Ochoa, and Arts in Action) all within 5 miles of the campus. Although access to schools from other districts continues to be limited, we are finding success working directly with teachers of current students and with charter schools across the county.

LACHSA’s student outreach class also gave online presentations to middle school students during the fall application season, as well as provided additional support to outreach events. Through our partnership with Inner-City Arts, we once again offered music and dance classes in the Fall of 2022 to students and have been tabling and/or speaking at their community events throughout the year. Unfortunately, these after-school classes did not yield the amount of students expected, as we learned that local schools had in-house competition as COVID funds for learning loss have allowed local schools to offer more programming after-school. We determined that pausing the program in the Spring 2023 and reevaluating our efforts for the future was best. From October 2022 to January 2023, LACHSA’s admissions coordinator provided over twenty-five presentations in-person and online. Inquiring students and their guardians engaged in tours, application/audition seminars, student panels, info nights, and a “Meet the Art Chairs” event on-campus with a focus on providing information for the audition/portfolio process.

The school also collaborated again with The Art Hour, a non-profit run by LACHSA alumni and current students to host “Tuesday Tips” weekly; a series of social media video posts with audition-prep tips for each art department. Student tips from the past two years continue to live on the LACHSA’s official Instagram page as a resource for interested applicants. Several of our individual art departments added to our outreach efforts by creating opportunities of engagement on their own.

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LACHSA UPDATE SCHOOL YEAR 22-23

In the Spring of 2023, the music department also hosted middle school visits to their music classes and performances, as well as worked with their art leadership class to send students to other schools to present. The art chair also met with Education Through Music and established an agreement of support where our students will volunteer at their major events and in turn they will promote our school as a high school option for their students. The visual arts department brought students and staff to the Robert Vargas Day (LACHSA alum) event in Boyle Heights by hosting an outreach table at the event.

The visual arts department also recruited a group of majority BIPOC student leaders and other staff members that were meeting specifically to support outreach efforts, which included the creation of guiding prompts for interested applicants to practice their art, they created fliers, and one student developed a day-in-the-life informational pamphlet in the Spanish language. With the support of the OCE team, the visual arts department staff also arranged for the first in-person drawing workshop at the Spring Visual Arts Exhibit at Plaza de la Raza. Members of the Lincoln Heights community gathered together with our LACHSA students to engage in an activity together while exposing themselves to the surface level of our program.

In the spring of 2023, the dance department and OCE team organized an outreach night for the Spring Dance performance at the Luckman Center of Cal State LA. This event yielded over 200 attendees. The team outreached and invited students from dance studios, organizations, and schools to a LACHSA Dance performance and presentation to learn more about our program and school. With the support of the Dance interim co-chairs, we also worked on strengthening our relationships with dance studios that provide classes in under-resourced communities and/or communities of color, such as Lula Washington Dance, Dance and Dialogue, Debbie Allen Dance Academy, and Mexico Moderno Dance Academy, and A Place Called Home. Later in June, the dance department also hosted a workshop with the dance company students of Gabriella Charter in LA. This was a connection made at the Very Special Arts Festival held at the Music Center, where 25 of our students volunteered at the various art booths for youth with all abilities. We intend on returning and hosting our own LACHSA art booths, as well as encouraging young artists present to consider LACHSA in their future.

As part of the targeted Latine and Spanish speaking community efforts, we ensured that information on the website, physical fliers, and social media posts were all created and updated in Spanish, as well as offered two Spanish presentations about the application process. Building on the success of the personal phone calls to Title I, Latine, Black, and American Indian applicants prior to reaching the applicant deadline, we once again made calls to encourage completion and answer any remaining questions about the process.

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LACHSA UPDATE SCHOOL YEAR 22-23

We learned that several Spanish speaking parents appreciated the call and opportunity to speak in-language individually and provided immediate feedback, which we plan to incorporate into the next cycle. There has been a 10% increase in new followers in addition to last year's 28%, and we have had an increase in engagement with social media content (likes, re-shares, comments, etc.). They have stream-lined content and rebranded our physical materials and communications online. We learned from the initial social media toolkit on what items were most helpful to use and provided a leaner and more efficient toolkit for our team, staff, students, alumni, parents, and other partners to utilize. The Office of Community Engagement has leveraged all stakeholders for our outreach efforts and have been successful in reaching more potential applicants in the harder to reach LA County communities, plus provided them with targeted support through the process.

LACHSA UPDATE JANUARY 2024

LACHSA 2023-24 Data

There has been an increase in the percentage of Hispanic or Latino students from 29% to 31% over the four-year period. There is visible diversity in the student population with significant representation from Hispanic or Latino, Black or African American, and students that identify as being of mixed race. Approximately 21% of students are identified as Socially Economically Disadvantaged, highlighting the presence of socioeconomic diversity with the school. See table below for additional details on the various subgroups at the school.

	2020-21	2021-22	2022-23	2023-24
Total Enrollment	551	527	549	551
Hispanic or Latino	29%	29%	32%	31%
White	32%	34.5%	32%	36.1%
Asian	10%	10%	11%	9.4%
Filipino	2%	2%	2%	1.6%
Black or African American	7%	6%	7%	7.8%
Other (Mixed, Native Hawaiian, etc.)	20%	17.5%	16%	14%
English Learners	0.4%	1%	1%	0.7%
Socially Economically Disadvantaged	21%	18%	21%	21.4%
Students with Disabilities	5%	7%	7%	7.4

LACHSA UPDATE JANUARY 2024

LACHSA 2022-23 Comparative Demographic Data

LACHSA and L.A County Student Enrollment

Student Subgroup	LACHSA	LA County
Hispanic or Latino	32%	65.8%
White	32%	10.8%
Asian	11%	7.2%
Filipino	2%	1.7%
Black or African American	7%	5.4%
Another (not stated; multiple, Native Hawaiian/Other Pacific Islander)	16%	8.9%
English Learners	1%	18.5%
Socially Economically Disadvantaged	21%	68.9%
Students with Disabilities	7%	13.5%

The graph above shows comparative data between LACHSA and LA County demographics. In 2022-23, areas that have a gap in demographics are Hispanic/Latino 34.8%, English Learners 17.8%, Socially Economically Disadvantaged 47.5%, and Students with Disabilities 6.1%. Outreach to close the enrollment gap will continue to be implemented.

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LACHSA OVERVIEW

LACHSA is a college-preparatory program combined with conservatory-style training in the visual and performing arts. LACHSA operates in partnership with California State University, Los Angeles and is located on the CSULA campus. Students at LACHSA, through powerful learning experiences, embrace and excel in the arts and academics while working toward their visions of the future. Throughout the 2022-2023 school year, LACHSA students received significant national recognition in both arts and academics, being recognized as the #1 Arts High School in the Country by Niche.com and including over 23 National Young Arts awards, including 3 winners, 24 Music Center Spotlight Awards with 3 grand prize winners, 4 Downbeat Student Music Awards, and more.

LACHSA Demographics

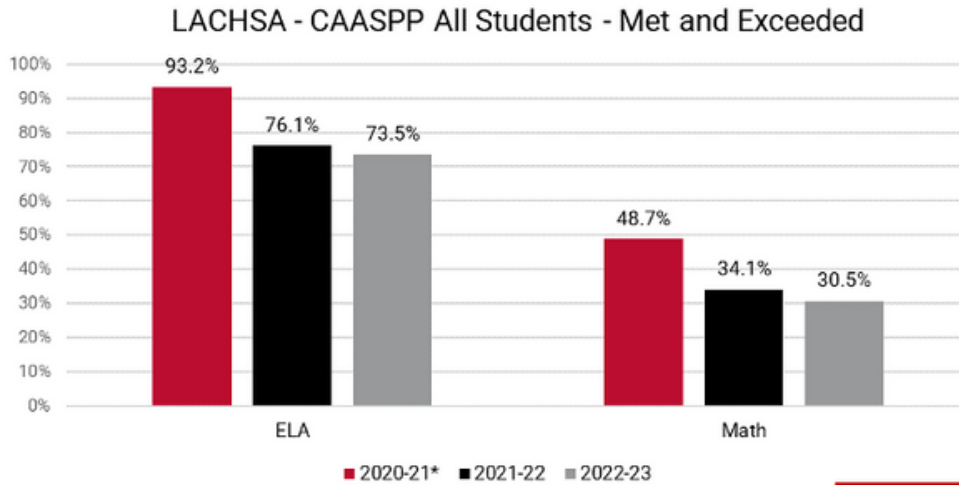
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	526	527	549
Hispanic or Latino	29%	29.4%	32.1%
White	34%	34.5%	32.1%
Asian	10%	10.2%	10.6%
Filipino	2%	2.1%	2.0%
Black or African American	6%	6.3%	7.3%
Other (two or more races, not reported)	19%	17.5%	15.7%
English Learners	1%	1.3%	0.9%
Socially Economically Disadvantaged	17%	17.8%	21.3%
Students with Disabilities	6%	6.8%	6.6%

Data retrieved (11-30-23) from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

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LACHSA DATA

LACHSA CAASPP Test Scores



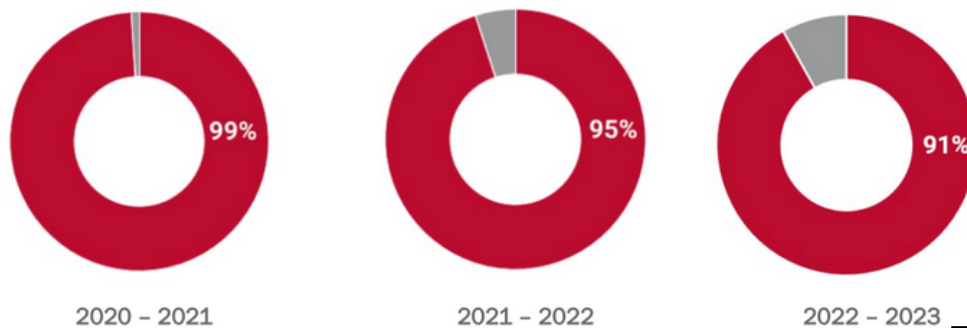
*Testing optional for students

	Number of students tested		
	2020-21 (Optional)	2021-22 (Mandatory)	2022-23 (Mandatory)
ELA	41	114/134 (85% tested)	132/140 (94% tested)
Math	39	97/134 (72% tested)	131/140 (94% tested)

The chart above illustrates the overall LACHSA CAASPP data from 2020 to 2023. In the 2020-21 school year, the CAASPP assessment was optional at all school sites. In the 2022-23 school year, 73.5% of students scored, met, or exceeded in standard English Language Arts, a decrease of 2.6% from the previous year. In mathematics, students scored 30.5% of met or exceeded, a decrease of 3.6% from the previous year. The state average for the 2022-23 school year was 46.7% in ELA and 34.6% in math.

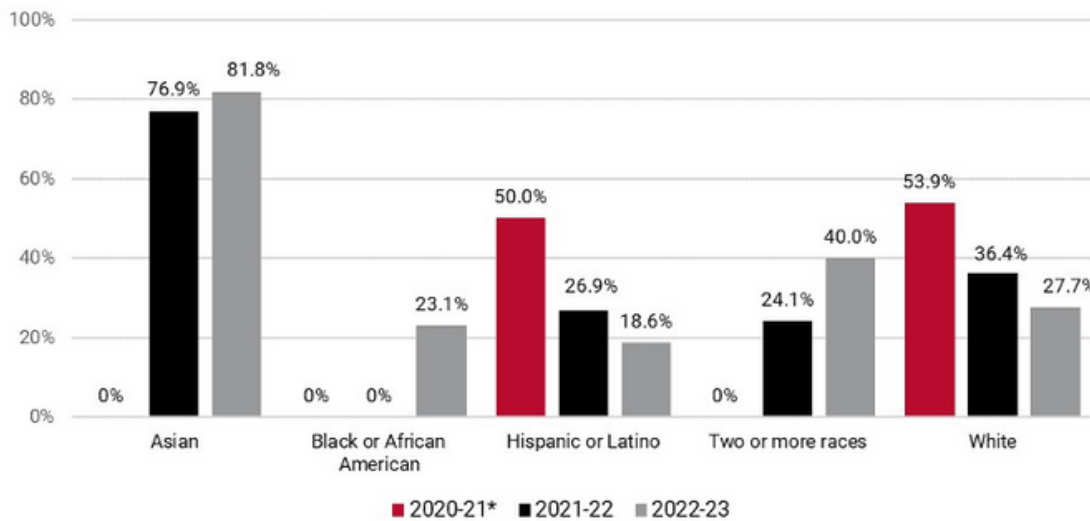
LACHSA Graduation Rates 2020-21/2022-23

Percent of Students that received a high school diploma

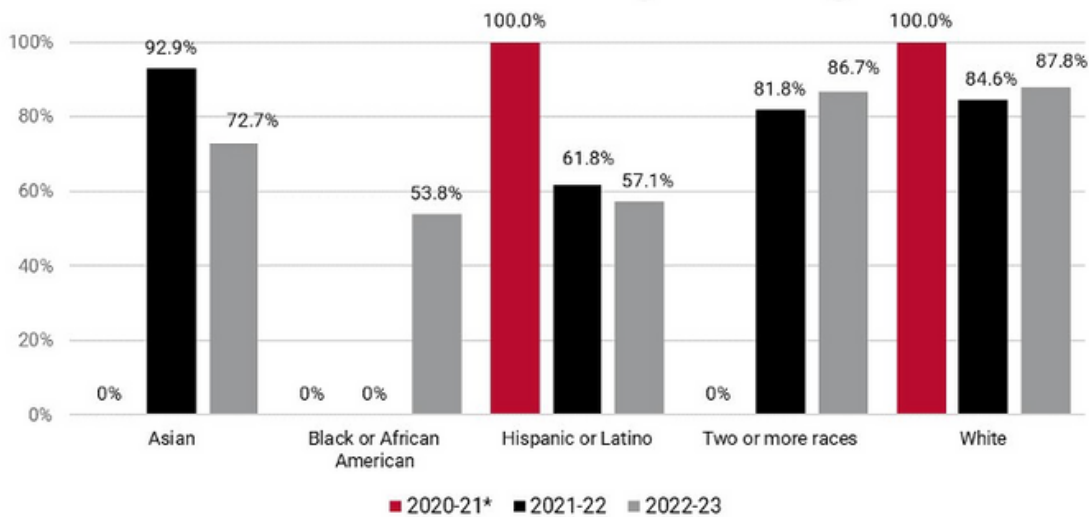


LACHSA DATA

LACHSA CAASPP ELA Meeting or Exceeding



LACHSA CAASPP Math - Meeting or Exceeding



The charts illustrate the student groups from LACHSA and their performance on the CAASPP Assessment in English Language Arts and mathematics in the 2020-21 through the 2022-23 school years. In English Language Arts for the 2022-23 school year, there were decreases by Hispanic/Latino and white student subgroup populations from the previous year. The Asian population increased by 4.9 percentage points. In mathematics, for the 2022-23 school year there were decreases by the Hispanic/Latino and Asian student populations from the previous school year. The white student population increased by 3.2 percentage points. During the 2021-22 and 2022-23 school years, the CAASPP assessment was mandatory.

IPLY

OVERVIEW

IPLY delivers a program of dynamic project-based learning, interdisciplinary and thematic instruction, international and global awareness, community service, and civic understanding. Located on the California State Polytechnic University Pomona campus and in partnership with Cal Poly Pomona, as well as other community partners like Mount San Antonio College, IPLY has established programs to support student success. The school offers a rigorous college preparatory instructional program with all academic courses UC approved, as well as three different concurrent college enrollment opportunities. With the culture of academic rigor, the class of 2023 boasts 97% of seniors matriculating to higher education with a 99% graduation rate. In addition, 87% of seniors completed at least one college course with the average number of courses completed being three. As an institution, IPLY has been awarded the California Distinguished School award in 2009, 2013, (Golden Bell 2015), and 2019. We strive to provide all the resources needed to support student success. Our campus is a one to one technology model and provides computer lab access before and after school, as well as tutoring support after school. Our Equity and Access Coordinator, as well as full time social worker, in conjunction with mental health interns, continue to foster an awareness of school culture, develop a sustainable and equitable program for all students to have a voice on campus, and provide support for students and families in need.

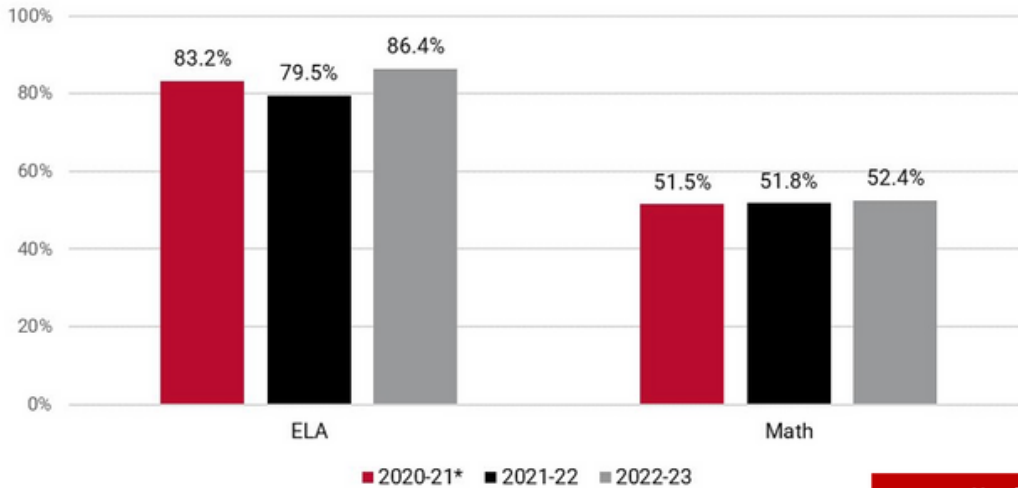
IPLY Demographics

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	459	462	483
Hispanic or Latino	60%	60.2%	62.3%
White	7%	7.4%	7.5%
Asian	11%	10.6%	9.5%
Filipino	13%	13.4%	12.2%
Black or African American	3%	2.8%	2.7%
Other (two or more races, not reported)	6%	5.0%	5.2%
English Learners	1%	0.9%	0.8%
Socially Economically Disadvantaged	26%	26.6%	27.3%
Students with Disabilities	6%	6.1%	4.3%

Data retrieved (11-30-23) from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

IPOLY DATA

IPOLY CAASPP All Students - Met or Exceeded



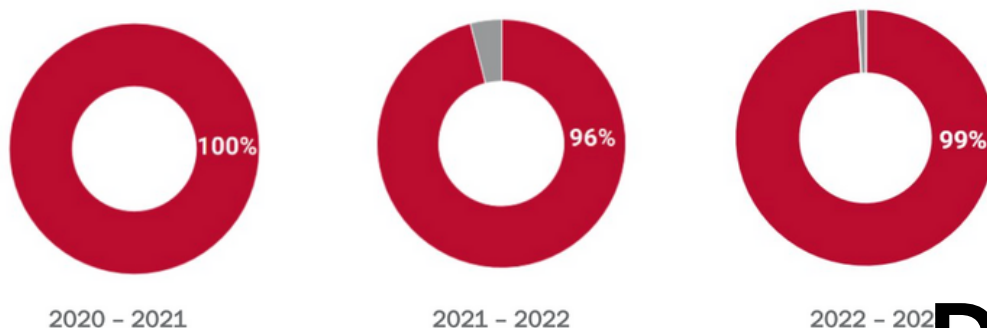
*Testing optional for students

	Number of students tested		
	2020-21 (Optional)	2021-22 (Mandatory)	2022-23 (Mandatory)
ELA	101	83/91 (91% tested)	125/131 (95% tested)
Math	101	83/91 (91% tested)	124/131 (95% tested)

The chart above illustrates the overall IPOLY CAASPP data from 2020 to 2023. In the 2020-21 school year, the CAASPP assessment was optional at all school sites. In the 2022-23 school year, overall 86.4% of students scored at met or exceeded standard English Language Arts. This was a 6.9 percentage point increase. State average for English Language Arts was 47.06%. In Mathematics, 52.4% of students scored at met or exceeded standard. This was a 0.6 percentage point increase from the previous school year. The state average for the 2022-23 school year was 46.7% in ELA and 34.6% in math.

IPOLY Graduation Rate

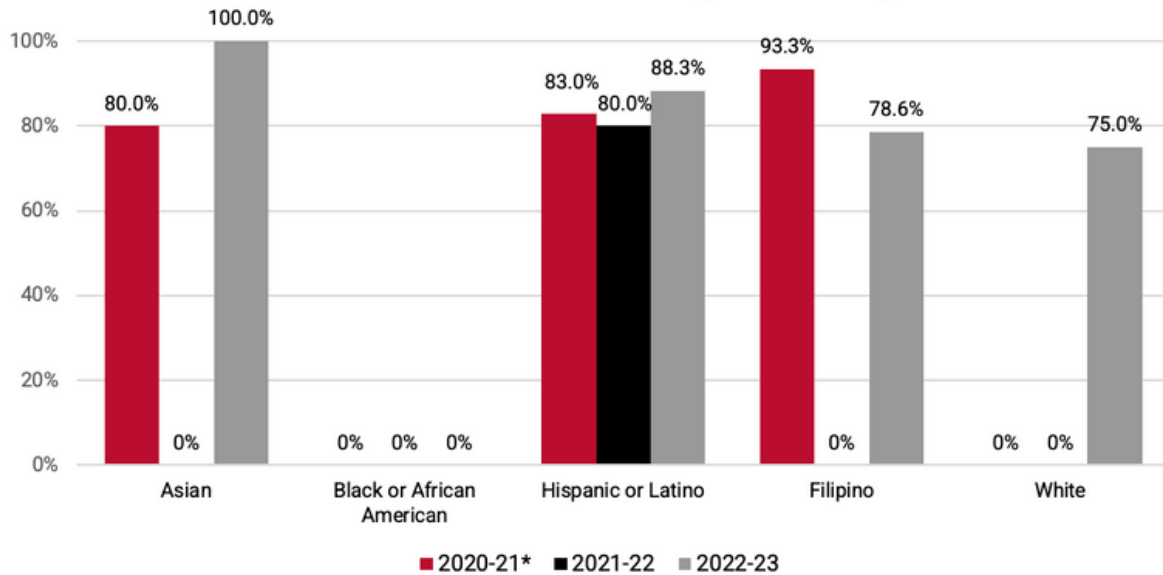
Percent of Students that received a high school diploma



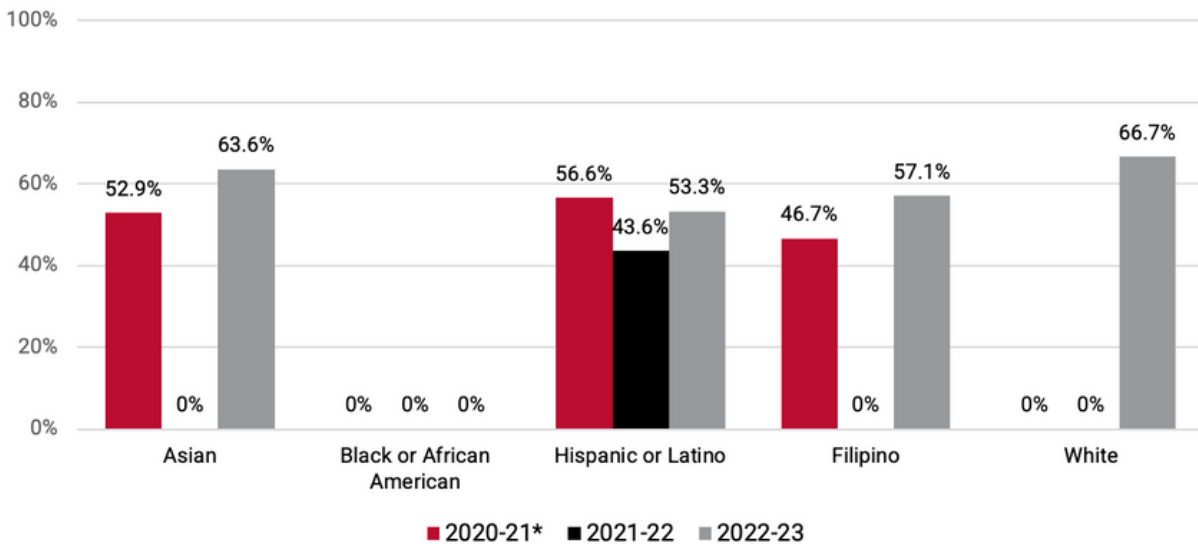
IPOLY

DATA

IPOLY - CAASPP ELA Meeting or Exceeding



IPOLY - CAASPP Math Meeting or Exceeding



The charts illustrate the student groups from IPOLY High School and their performance on the CAASPP Assessment in English Language Arts and mathematics in the 2020-21 through the 2022-23 school years. In English Language Arts for the 2022-23 school year, there were increases by 8.3% for Hispanic/Latino and 100% for Asian student subgroup populations from the previous years. No data indicates there was not a significant number of students tested to produce a percentage. In mathematics for the 2022-23 school year, there were increases by 9.7% for Hispanic/Latino and 63.6% for the Asian student populations from the previous school years. During the 2021-22 and 2022-23 school years, the CAASPP assessment was mandatory.

COUNTY COMMUNITY SCHOOLS

OVERVIEW

During the 2022-2023 school year, Renaissance County Community Schools Principal Administrative Unit (PAU) served students throughout Los Angeles County. Renaissance County Community Schools consist of three County Community Schools and four Independent Studies programs. All students who attend County Community Schools (CCS) and Independent Study (IS) programs are referred by local districts (school attendance review boards and/or expulsion boards). Additionally, the Department of Probation refers students to our programs where they are provided with a smaller school setting with a student/teacher ratio of two adults per 20-25 students. Using the Road to Success Academies (RTSA) framework, CCS students attend school daily and participate in interdisciplinary, project-based learning focused on themes that address students' academic and mental health needs. Independent Studies programs are geared towards students who cannot attend school daily. Students meet at least one hour per week in-person or virtually with a teacher for tutoring, counseling and instruction to earn credits toward graduation. Renaissance County Community Schools enhances our students' education by providing field trips, college tours, high school/college dual enrollment, tutoring, and college and career support. Our students benefit from partnerships with community-based organizations, such as Theater of Hearts, ArtworxLA and Future Stars Tutoring Services. These organizations support students in academic tutoring and arts education, such as script writing, poetry, and painting, as well as character education and personal development. All students are provided academic programs that support student achievement and meet the high school graduation requirements. Our academic programs are designed to assist students with credit recovery, and once caught up, they may successfully mainstream to their home school district or they may also choose to remain at our schools, earn a high school diploma, and participate in our graduation ceremony.

CCS Demographics

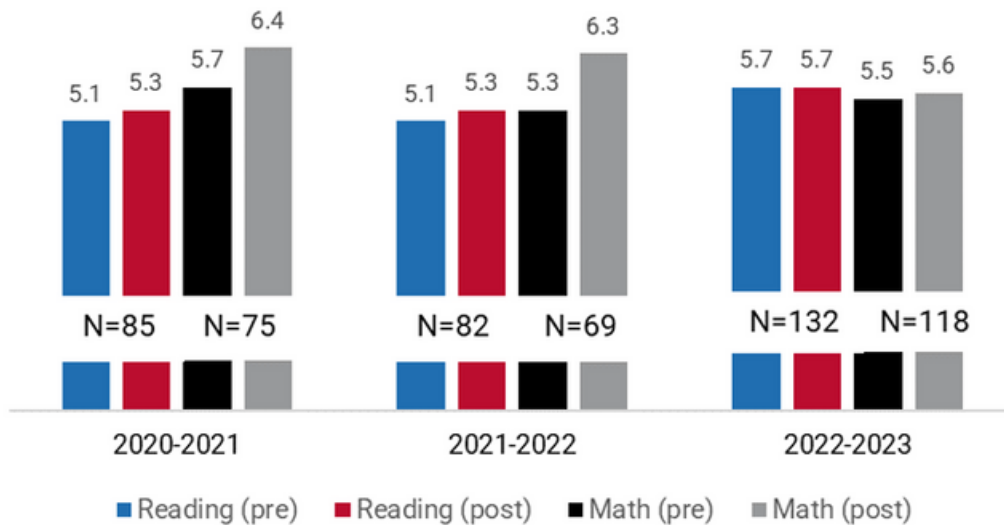
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	403	369	373
CBEDS One Day Snapshot	232	135	130
Hispanic or Latino	74%	70.4%	76.2%
White	3%	1.5%	3.8%
Asian	1.3%	1.5%	1.5%
Filipino	0.0%	0.7%	0.8%
Black or African American	20%	21.5%	16.2%
Other (two or more races, not reported)	1.7%	3.0%	1.5%
English Learners	22%	16.3%	17.7%
Socially Economically Disadvantaged	81%	81.5%	76.9%
Students with Disabilities	6%	8.9%	10.0%

COUNTY
COMMUNITY
SCHOOLS

DATA

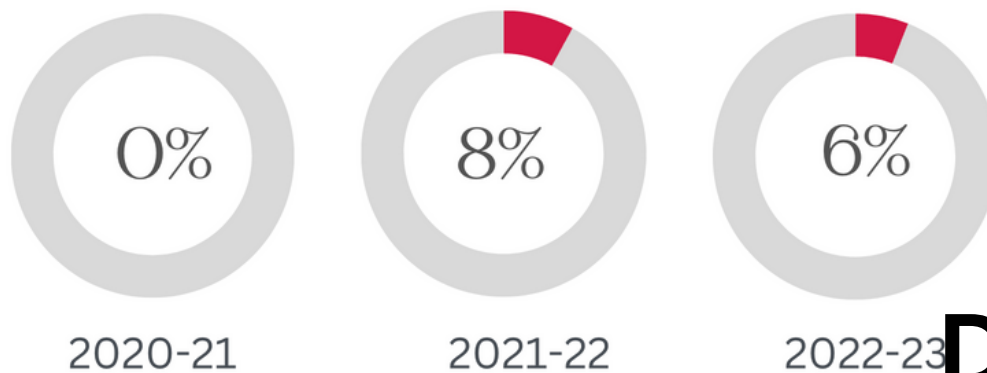
CCS/IS STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests



The chart above illustrates the Local Measure of Academic Progress scores (STAR Assessment) from 2020-2021 school year to the 2022-2023 school year for county community schools, Renaissance PAU. In the 2022-2023 school year, STAR reading scores remained steady at a 5.7 grade level equivalency. In Mathematics, STAR scores increased from 5.5 to 5.6. This is an increase of 0.1 grade level increase. The STAR Assessment is administered at the beginning of the student's enrollment. A pre-test and a post-test are administered within 60 days (about 2 months) of each assessment. The results are reflective for students with a pretest and a post test score. Many students entering the program are credit deficient and often perform below grade level at the time of enrollment. We will continue to target literacy and math instruction through core and supplemental programs.

County Community School Suspension Rate



DRAFT

HALL SCHOOLS OVERVIEW

The number of students at short-term facilities, Hall Schools, increased in 2022-23. Throughout the year, 1,681 students enrolled and exited. Some students enrolled, left the Hall Schools, and returned to the same school during the year. Students at our short-term facilities stay on average 15 days. Students are typically temporarily housed and are waiting to be adjudicated. All students are enrolled in the appropriate courses and participate in LACOE’s award-winning model of instruction, Road To Success Academies (RTSA). This data speaks to the volume and transiency that the Hall Schools experience throughout the school year. In the 2022-23 school year, Central Juvenile Hall was closed and Barry J. Nidorf Juvenile Hall was dedicated to SYT Youth. In turn, Los Padrinos Juvenile Hall was opened in the summer of 2023 and students from Central Juvenile Hall and Barry J. Nidorf Juvenile Hall were placed at Los Padrinos beginning in the 2023-24 school year.

HALL SCHOOL Demographics

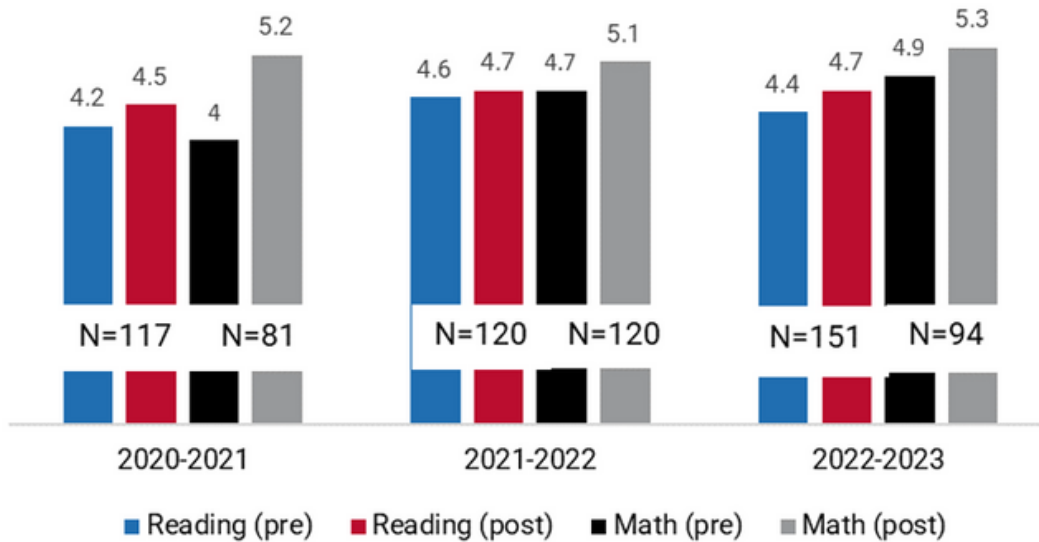
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	2004	1506	1681
CBEDS One Day Snapshot	276	211	312
Hispanic or Latino	64%	61.1%	63.8%
White	4%	3.3%	3.8%
Asian	0.7%	0.0%	0.6%
Filipino	0.0%	0.0%	0.3%
Black or African American	31%	33.6%	29.5%
Other (two or more races, not reported)	0.3%	1.9%	1.3%
English Learners	23%	16.1%	18.3%
Socially Economically Disadvantaged	100%	100%	100%
Students with Disabilities	46%	52.6%	43.9%

Data retrieved (11-30-23) from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

HALL SCHOOLS DATA

Juvenile Halls STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests



The chart above illustrates the Local Measure of Academic Progress scores (STAR Assessment) from the 2020-2021 school year to the 2022-2023 school year for juvenile hall schools. In the 2022-2023 school year, STAR Reading scores increased from 4.4 to 4.7 grade level equivalency. This is an increase of 0.3. In mathematics, STAR scores increased from 4.9 to 5.3. This is an increase of 0.4. The STAR Assessment is administered at the beginning of the student's enrollment. A pre-test and a post-test are administered within 60 days (about 2 months) of each assessment. The results are reflective for students with a pretest and a post test score. Many students entering the program are credit deficient and often perform below grade level at the time of enrollment. We will continue to target literacy and math instruction through core and supplemental programs.

CAMP SCHOOLS

OVERVIEW

In 2022-23, the number of students at long-term facilities, Camp Schools, decreased from the previous years. Throughout the year, 347 students enrolled and exited. Students at our long-term facilities stay an average of five months. All students are enrolled in the appropriate grade level courses and participate in LACOE's award winning model of instruction, RTSA. RTSA uses a Thematic Interdisciplinary Project-Based (TIP) approach to the curriculum. The curriculum is designed to address the distinct needs of youth in the juvenile justice system. The thematic nature of the curriculum allows for standards-based projects and lessons that incorporate social-emotional skills. RTSA weaves social-emotional themes into the curriculum, so the content feels personally relevant and provides an opportunity for personal growth.

CAMP Demographics

Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	509	350	347
CBEDS One Day Snapshot	190	122	91
Hispanic or Latino	65%	63.1%	54.9%
White	5%	5.7%	1.1%
Asian	1.1%	0.0%	2.2%
Filipino	0.0%	0.0%	0.0%
Black or African American	28%	31.1%	39.6%
Other (two or more races, not reported)	0.7%	0.9%	1.1%
English Learners	21%	20.5%	18.7%
Socially Economically Disadvantaged	100%	100%	100%
Students with Disabilities	46%	52.6%	56%

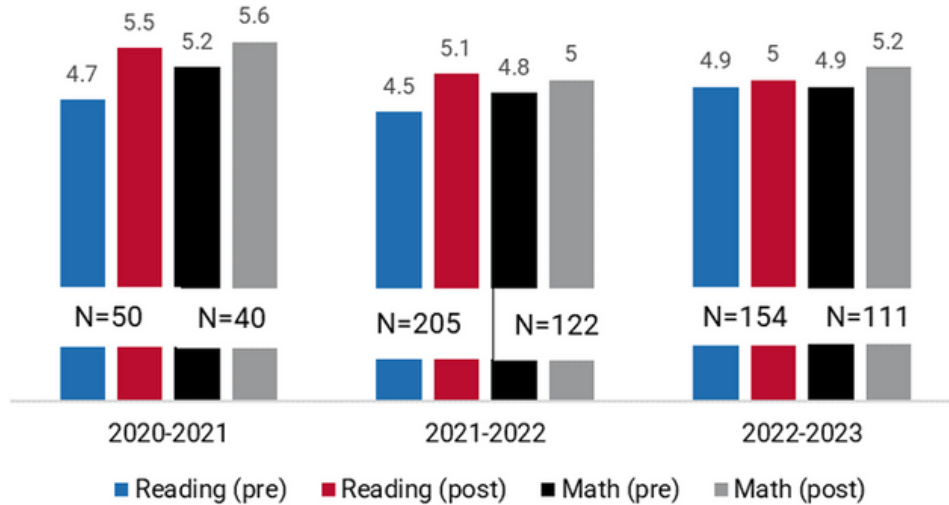
Data retrieved (11-30-23) from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

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CAMP SCHOOLS DATA

Juvenile Camps STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests

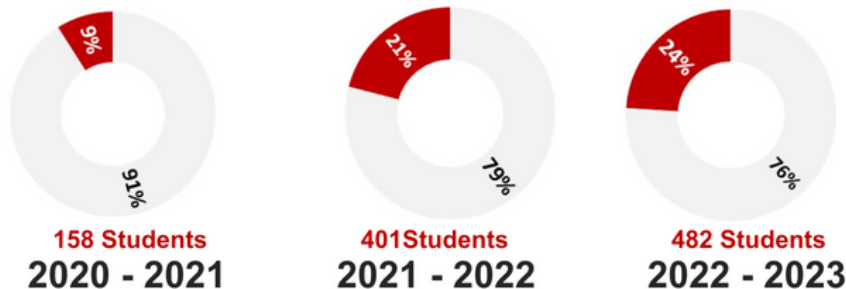


The chart above illustrates the Local Measure of Academic Progress scores (STAR Assessment) from the 2020-2021 school year to the 2022-2023 school year for juvenile camp schools. In the 2022-2023 school year, STAR Reading scores increased from 4.9 to 5.0 grade level equivalency. This is an increase of 0.1. In mathematics, STAR scores increased from 4.9 to 5.2. This is an increase of 0.3. The STAR Assessment is administered at the beginning of the student's enrollment. A pre-test and a post-test are administered within 60 days (about 2 months) of each assessment. The results are reflective for students with a pretest and a post test score. Many students entering the program are credit deficient and often perform below grade level at the time of enrollment. We will continue to target literacy and math instruction through core and supplemental programs.

JCS Suspension Rates-Halls and Camps

Students suspended at least one time

■ Suspended ■ Not suspended



During the 2022-23 school year, lack of staffing continued to impact consistency and created challenges in behavior. LACOE will continue to strengthen PBIS and provide school-wide supports to reduce suspensions.

JCS Career Technical Education

LACOE Career Technical Education (CTE) pathways provide students with the opportunity to explore potential careers while developing modern and in-demand technical and soft skills needed to be successful in post-secondary college and/or career. LACOE’s JCS currently offers CTE pathway programs in Culinary Arts, Building Construction, and Graphic Communications at various camp schools. In partnership with LACCD and other local community colleges, some sites offer dual enrollment depending on the pathways.

LACOE’s career technical education pathway courses reflect the following industry pathways:

Arts, Media & Entertainment Industry

- Production Arts (Video Production)
- Course sequence: Video Production I, II & III
- Production Arts (Stagecraft Technology)
- Course sequence: Stagecraft I, II, & III

Graphic Design

- Course sequence: Graphic Communication I, II, & III
- Building & Construction Trades
- Residential & Commercial Construction
- Course sequence: Residential & Commercial I, II, & III
- Hospitality, Tourism & Recreation

Food Service

- Course sequence: Culinary Arts I, II, & III

LACOE’s Career and Technical Education (CTE) courses are aligned with California Department of Education Career Technical Education Model Curriculum Standards and are integrated into the student’s academic plan as elective courses.

The tables below show the total number of students enrolled in a CTE pathway program along with the percentage of industry-recognized certifications obtained during a three-year span. The total number of certifications awarded was 23 in 2020-21, 47 in 2021-22, and 27 in 2022-23. LACHSA recently implemented their pathways with 2022-23 as their starter year.

CTE Pathway enrollments for Juvenile Court Schools:

	2020-2021	2021-2022	2022-2023
CTE Pathway Enrollments	39	63	122
Industry Certifications Earned	59%	75%	20%

JCS Career Technical Education

CTE Pathway enrollments for LACHSA:

	2022-2023
CTE Pathway Enrolled	62
Industry Certifications Earned	0

LACOE’s goal is to continue to push for an increase of overall enrollment for all CTE pathways. Additionally, LACHSA added 62 enrollments to pathways that will not see industry certification until the 3rd or 4th pathway year.

OSHA Certification

Finally, LACOE is continuing efforts to provide career training opportunities for students in the halls with the opportunity to earn OSHA certification. There are 12 industry areas with two offered in Spanish. The following certifications are currently offered:

- | | |
|--|---|
| <ul style="list-style-type: none"> Automotive Culinary Health Sciences Manufacturing Veterinary Public Safety Building and Construction (Spanish) | <ul style="list-style-type: none"> Cosmetology Agriculture General Industry (Spanish) Public Safety-EMS Law Enforcement, Corrections, Security |
|--|---|

The table below shows the total number of students enrolled to complete an OSHA certification, along with the percentage of completion for the past three years. The total number of certifications completed was 33 (or 28%) in 2020-21, 77 (or 32%) in 2021-22, and 64 (or 5.3%) in 2022-23. The push for enrollment increases in 2022-23 was a success; however, due to the transiency of the student population, completions were a challenge. The completion percentage in relation to the enrollment increase seems significant; however, the overall number of 64 is not a significant decrease compared to last year. The goal for the upcoming year will be to work on strategies to increase certification completion across the sites.

	2020-2021	2021-2022	2022-2023
Enrolled	116	238	1178
Certifications Issued	28%	32%	5.3%

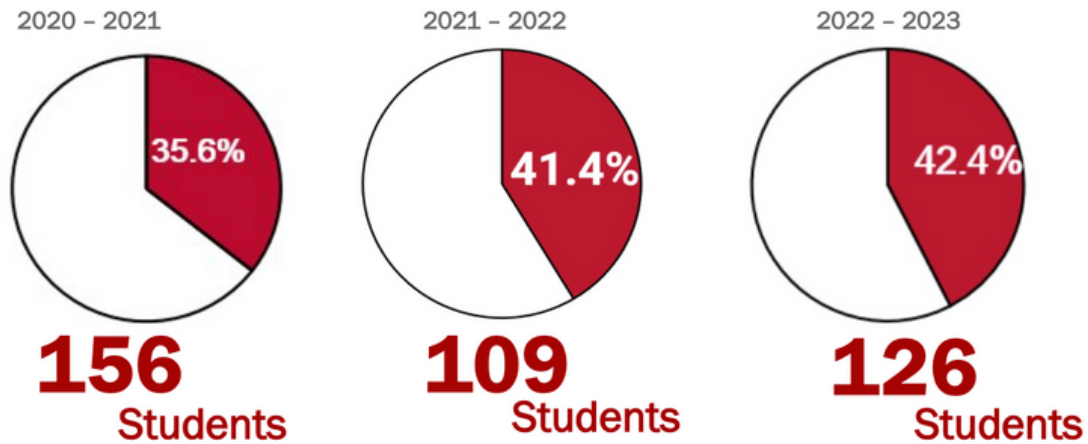
JCS High School Graduates

HIGH SCHOOL GRADUATES

The total number of high school graduates for the 2022-23 school year was 108. The decline from 164 to 108 in total graduates is correlative to decline in enrollment. Due to the transient nature of students within our JCS and CCS sites, the graduation rates presented are the percent of students enrolled for 90 days or more, who have received a high school diploma during the respective school years. The numbers below the percentages represent the number of graduating students. These percentages show an increase in the graduation rates over the past three school years.

JCS/CCS & IS Number of Graduates

Students that received a high school diploma



2022-23 Data retrieved from LACOE PowerBI

Transition & Aftercare

Each year, many youths in the LACOE Juvenile Court Schools (JCS) and County Community Schools (CCS) face multiple complex challenges and are expected to return to their families, schools, and communities with an Individualized Education Plan. LACOE Aftercare continues to develop supportive comprehensive strategies toward fostering relationships with youth and their families. Educational Programs uses a multi-disciplinary team approach designed to assist the Halls, Camps, and County Community School students with a seamless transition and reintegration from their current JCS placement to their respective home and school environments. LACOE Aftercare is a partnership among the 80 local educational agencies in Los Angeles County, Los Angeles County Department of Probation, Department of Health Services, Department of Mental Health, Department of Public Social Services, and Department of Children and Family Services. Collaboratively, agency partners focus on initiating and monitoring reintegration plans with youth and their families.

From July 2022 to June 2023, 215 students exited from Educational Programs Camp Schools. Among those 215 students, 78 (36.2%) returned to a school or enrolled into community college or vocational program upon release, 4 (1.86%) graduated after release, 0 (0%) detained in the adult system, 23 (10.69%) were released to Suitable Placement or DCFS care, and 110 (51.1%) were unknown due to termination of probation jurisdiction and/or transiency.

From July 2022 to June 2023, 1,495 students exited from Educational Programs Hall Schools. Among those 1,495 students, 219 (14.6%) returned to a school or enrolled into community college or vocational program upon release, 5 (.33%) graduated or passed the HiSet after release, 91 (6.08%) graduated from LACOE schools prior to release, 5 (.33) were detained in the adult system, 111 (7.4%) were released to Suitable Placement or DCFS care, and 1,027 (74.6%) were unknown due to termination of probation jurisdiction and/or transiency.

From July 2022 to June 2023, 229 students exited from Educational Programs County Community Schools. Among those 229 students, 59 (25.7%) returned to their school/ district of residence, 19 (8.29%) transferred to County Community Schools, 39 (2.6%) graduated during this time, 26 (1.7%) of the graduates enrolled into community college or vocational program, 0 (0%) detained in the adult system, 0(0%) relocated to Suitable Placement or DCFS care, and 112 (48.9.5%) were unknown due to termination of probation jurisdiction and/or transiency.



DRAFT



Head Start and Early Learning

HEAD START AND EARLY LEARNING

OVERVIEW

Comprehensive, coordinated programs serving children birth to five, pregnant women, and families.

LACOE promotes the health and wellbeing of children and their families by providing quality early learning programs throughout Los Angeles County that are focused on school readiness for children from birth to five years of age and pregnant mothers. LACOE focuses on supporting the needs of the whole child and family, including:

- prenatal development
- early learning and literacy skills
- nutrition
- health
- mental health
- family engagement and well-being

LACOE works with 16 delegates, including school districts and nonprofit agencies, to provide direct services to children from birth to age five and pregnant women. Families with incomes below the poverty guidelines are eligible for Head Start and Early Head Start services, as are families experiencing homelessness, children in foster care, and families receiving public assistance, including CalFresh (SNAP), CalWORKs (TANF), and Supplemental Security Income (SSI).



LACOE Head Start and Early Learning Division (HSEL) programs include:

- Early Head Start (EHS): Provides family-centered services tailored to the unique needs of pregnant women, infants, and toddlers (birth to three years old) in center-based, home-based, or family child care settings. These programs are designed to promote the whole child through developmentally enriching caregiving experiences that nurture their physical, cognitive, social, and emotional growth and future school readiness and success. Moreover, EHS provides expectant families prenatal supports and interventions that promote healthy pregnancies and positive parent-child relationships.
- Head Start (HS): Provides preschool-aged children with comprehensive program support in education, health, nutrition, mental health, disabilities, and family and community services in a center-based, home-based, or family child care setting. Head Start focuses primarily on helping children acquire the necessary school-readiness skills to succeed.
- California State Preschool Program (CSPP): Serves three-to-five-year-old children in a center-based, part-day early education program. CSPP supports parent education, provides social services referrals, addresses health and nutrition needs of children, and offers staff development opportunities.
- General Child Care and Development Program (CCTR): Provides full-year services to children from birth to three years old in a center-based setting. CCTR offers child development services to families who have an identified need for services, such as families needing services because they are working, going to school, in job training, experiencing homelessness and seeking housing, and/or seeking employment.

HEAD START AND EARLY LEARNING

OVERVIEW

Comprehensive, coordinated programs serving children birth to five, pregnant women, and families.

- Los Angeles County Quality Rating and Improvement System (QRIS): Quality Start Los Angeles (QSLA) is a countywide initiative designed to improve the quality in early care and education centers and family child care homes that serve children birth to five through the implementation of Los Angeles County's QRIS. QSLA helps enhance program quality through coaching, technical assistance, professional development, and financial incentives.
- Inclusive Early Education Expansion Program (IEEEP): IEEEP aims to increase enrollment of children with a broad range of disabilities into early childhood education settings. LACOE HSEL implements a six-pronged approach that builds infrastructure and capacity through regionalized and comprehensive institutes, practice-based team coaching, practice-based individualized coaching, digital resources, inclusive infrastructure, and mobile services.
- Preschool Development Grant – Renewal (PDG-R): A program that supported Los Angeles County's efforts to increase support and capacity for family, friend, and neighbor (FFN), family child care (FCC), and home-visiting providers in delivering quality care for underserved populations, particularly infants, toddlers, and children from low-income families experiencing trauma stemming from homelessness, disasters, or other traumatic experiences. This grant was a partnership between LACOE and Child Care Alliance of Los Angeles (CCALA), which concluded on December 31, 2023.
- California Preschool Instructional Network (CPIN): A professional learning system that promotes promising practices in early learning, family engagement, and equity and emphasizes a whole-child approach. CPIN provides research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for *all* children. Instruction incorporates adult learning theories and is intentional, reflective, and interactive with hands-on learning and time for planning.
- Universal Pre-Kindergarten Career Development Initiative (UPK-CDI): An initiative designed to recruit and retain early childhood educators through an innovative, fast-track career development pathway approach. This initiative is funded by state, county, and philanthropic organizations. The first pathway to launch was the Assistant Teacher Pathway, which enrolls parents of children currently and formerly enrolled in LACOE Head Start programs to earn their Associate Teacher Permit and early childhood education (ECE) units, so that they may begin a career as an assistant teacher. Along with the Assistant Teacher Pathway, additional career pathways underway include the Teacher Pathway, the Transitional Kindergarten Teacher Pathway, and the Family Services Track.



HEAD START AND EARLY LEARNING

DEVELOPMENTAL ASSESSMENT

Measuring developmental progress and using data to support learning.

This report provides children’s developmental progress based on assessment results from the Desired Results Developmental Profile (DRDP) and results on preschool classroom quality based on the Classroom Assessment Scoring System (CLASS). Collectively, the trends and patterns identified in the review and analysis of school readiness data were used to shape individualized training and technical assistance of delegate agencies and LACOE HSEL’s Division Work Plan for the 2023-24 program year.

Desired Results Developmental Profile

The Desired Results Developmental Profile (DRDP) is a research-based instrument developed by the California Department of Education that assesses children’s behavior through observations in the classroom or home. The DRDP results provide teachers and home visitors with information about each child’s level of development and are used to guide curriculum planning and professional learning opportunities.

LACOE HSEL uses the DRDP to assess the developmental progress of children from birth to five years old across the following five developmental domains: (1) Approaches to Learning – Self-Regulation, (2) Social and Emotional Development, (3) Language and Literacy Development, (4) Cognition – Math and Science, and (5) Physical Development – Health.

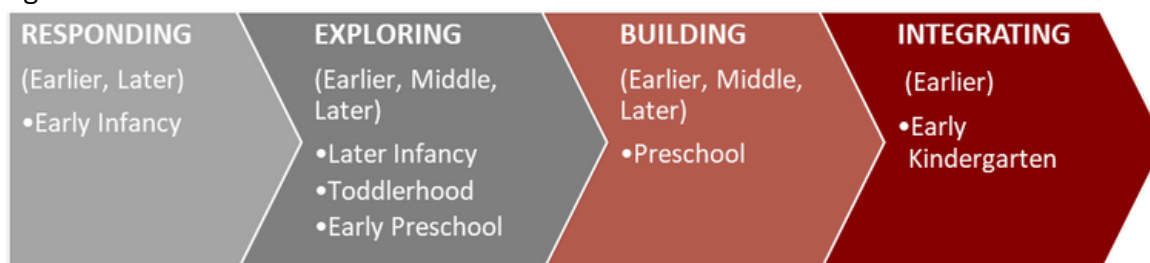
The DRDP consists of two views, an Infant/Toddler View and a Preschool View. The Infant/Toddler View is used to assess infants and toddlers in Early Head Start (EHS) and General Child Care and Development (CCTR) programs. The Preschool View is used to assess preschool-aged children in Head Start (HS) and the California State Preschool Program (CSPP) programs.

The Preschool View also measures developmental progress across a sixth domain, English Language Development. This measure is only applicable to children residing in homes where a language other than English is spoken. It is important to note that the DRDP is not a checklist or performance measure used to compare one child’s growth with that of another child. The DRDP is used specifically to determine individual development and progress.

Developmental Progress and Kindergarten Readiness

DRDP ratings are organized under four categories that reflect a developmental continuum from early infancy up to Kindergarten entry: Responding, Exploring, Building, and Integrating. Children are not expected to be rated at the highest developmental level at the end of their preschool years. However, DRDP research shows that most preschoolers will reach the Building level by the end of preschool.

Figure 1.



HEAD START AND EARLY LEARNING

RESULTS: INFANTS AND TODDLERS

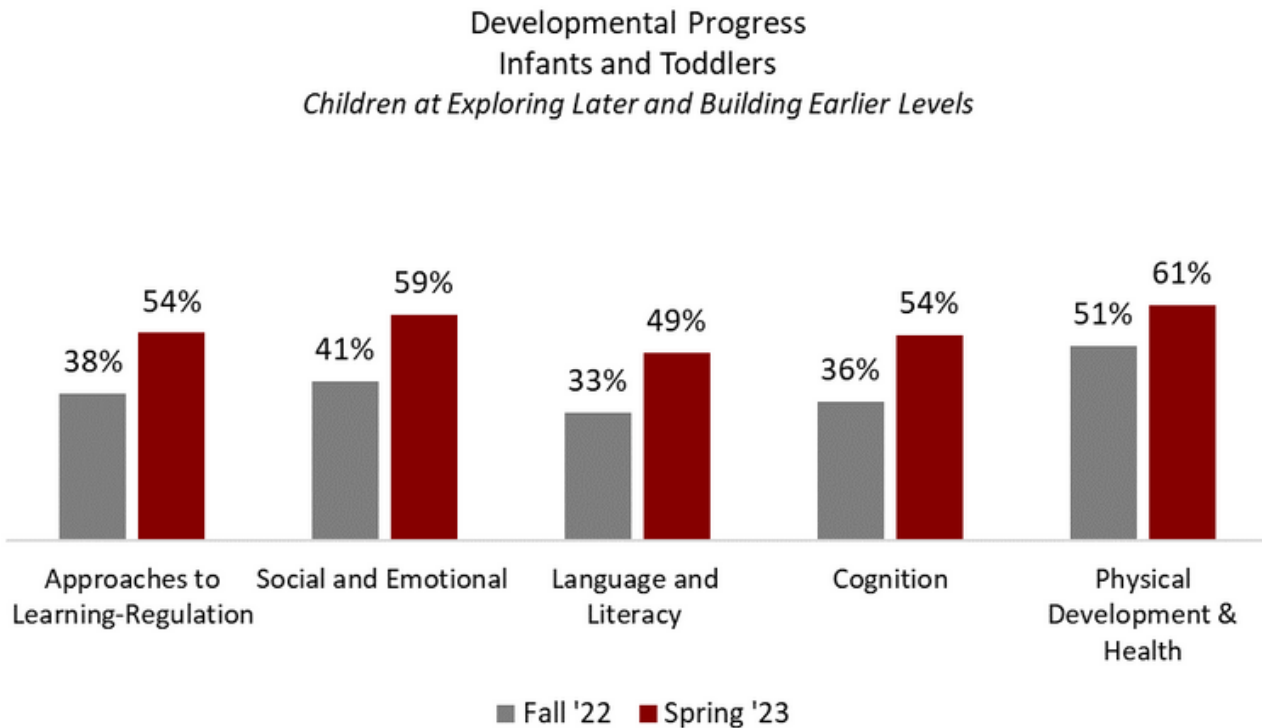
Progress of infants and toddlers across developmental domains.

DRDP Results for Infants and Toddlers

Of the 3,110 children enrolled in EHS in 2022-23, 19% were less than 1 year of age, 35% were 1 year of age, and 45% were 2-3 years of age. Review of fall 2022 (beginning of the year) to spring 2023 (end of year) developmental progress of infants and toddlers showed age-appropriate growth in the percentage of children at the Exploring Later and Building Earlier developmental levels across all five domains of development assessed.

In spring 2023, the greatest number of children at Exploring Later and Building Earlier levels was observed in the following domains: (1) Physical Development and Health and (2) Social and Emotional Development. Children rated at these developmental levels display knowledge, skills, or behaviors generally observed in later infancy, toddlerhood, and early preschool. DRDP results for infants and toddlers were consistent with developmental progress observed in previous years.

Figure 2.



HEAD START AND EARLY LEARNING

RESULTS: PRESCHOOL CHILDREN

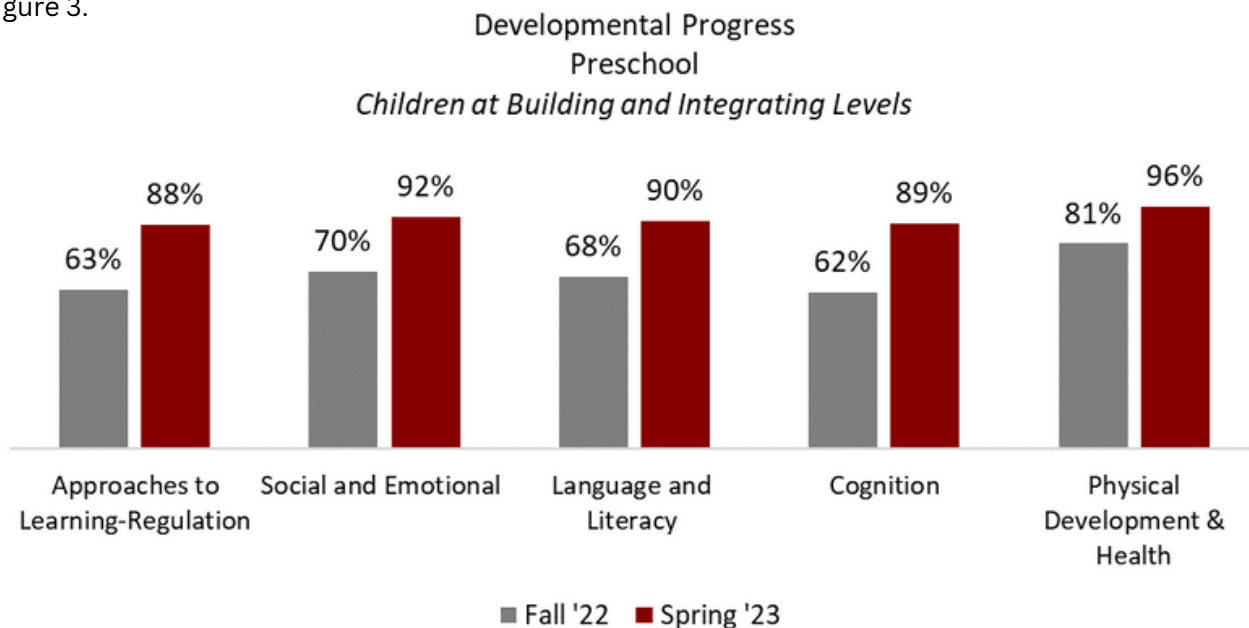
Progress of preschool children across developmental domains.

DRDP Results for Preschool Children

Of the 6,204 children enrolled in HS in 2022-23, 58% were three years of age and 42% were four years of age. Review of fall 2022 (beginning of year) to spring 2023 (end of year) developmental progress of preschool children showed age-appropriate growth in the percentage of children at the Building and Integrating developmental levels across all domains of development assessed.

Results showed that most of the preschool children achieved the Building and Integrating levels by the end of the year (spring) across each of the five developmental domains assessed. In spring 2023, the greatest number of children at Building and Integrating levels was observed in the following domains: (1) Physical Development and Health and (2) Social and Emotional Development. Children rated at these developmental levels display knowledge, skills, or behaviors generally observed in preschool and Kindergarten. DRDP results for preschoolers were consistent with developmental progress observed in previous years.

Figure 3.



Dual Language Development

The English Language Development (ELD) domain for dual language learner preschoolers consists of four measures: (1) Comprehension of English, (2) Self-Expression in English, (3) Understanding and Response to English Literacy Activities, and (4) Symbol, Letter, and Print Knowledge in English. These four ELD measures have six developmental levels. The first two levels—Discovering Language and Discovering English—acknowledge behaviors and skills in the child’s home language. The other four developmental levels describe behaviors and skills in English: Exploring English, Developing English, Building English, and Integrating English. Results showed the percentage of dual language learner preschoolers rated at the Building English to Integrating English levels in the ELD domain grew from 42% to 72% from fall 2022 to spring 2023. Ratings on the ELD measures were consistent with ratings observed in previous years.

HEAD START AND EARLY LEARNING

CLASSROOM QUALITY

Progress in improving the quality of teacher-child interactions in preschool classrooms.

Classroom Assessment Scoring System

LACOE HSEL uses the Classroom Assessment Scoring System (CLASS) to assess the quality of teacher-child interactions in center-based Head Start preschool classrooms. CLASS measures the quality of interactions between teachers and children in preschool classrooms across three domains: (1) Emotional Support, (2) Classroom Organization, and (3) Instructional Support. CLASS results are used to assess school readiness outcomes, develop professional learning plans for teaching teams, and to plan training and professional learning opportunities throughout the program year. The Office of Head Start (OHS) uses the CLASS tool as a part of its review of grantees to determine the degree to which grantees are meeting the quality indicators described in Head Start Program Performance Standards § 1304.10–16.

OHS conducts a CLASS review once in a five-year grant period on a selected number of classrooms per grantee. The CLASS review by OHS is used to determine whether a grantee must re compete for its grant (OHS Recompensation Trigger). Grantees that have CLASS average scores that fall below the established Competitive Threshold in any of the three CLASS domains will be required to re compete for their Head Start grant. Grantees with scores above the Competitive Threshold but below the Quality Threshold in any domain will receive support from OHS to implement quality improvement efforts. The OHS thresholds are included below in Table 1.



Preschool Classroom Quality (CLASS) Results

In 2022-23, 24 CLASS observations were completed on new teachers* across Head Start center-based preschool classes to provide baseline data on the quality of teacher-child interactions. LACOE focused on new teachers for assessment to support the development of individual teaching staff professional development plans. For existing staff, who were previously observed, LACOE pivoted to focus on needed supports, such as training, in-person instruction, technical assistance, and coaching. CLASS domain average scores for 2022-23 are displayed in the table below. To gauge the relative level of interactions between new teachers and children in preschool classrooms, results were compared to the OHS Designation Renewal System (DRS) Competitive and Quality Thresholds.

Table 1.

CLASS Domain	LACOE Average (n=24)	OHS Competitive Threshold	OHS Quality Threshold
Emotional Support	5.98	5.00	6.00
Classroom Organization	5.35	5.00	6.00
Instructional Support	2.36	2.30	3.00

Key findings based on the analysis of CLASS domain scores showed that LACOE’s new teachers:

- Surpassed the OHS Competitive Threshold in all three domains
- Fell below the OHS Quality Threshold in all three domains

*A new teacher refers to any lead teacher hired after 7/1/2022.

HEAD START AND EARLY LEARNING

NEXT STEPS

Adaptations and innovations to ensure the provision of quality services.

2023-24 Program Year Strategies

LACOE continues to provide strategies, processes, and guidance to support the delegate agencies in the delivery of quality learning environments that nurture children's school readiness. The following list provides examples of activities LACOE is implementing to support school readiness:

- Coaching Supports – facilitating a coaching pilot with five delegate agencies to address current coaching needs, including how to promote staff retention through teacher coaching.
- Inclusive Early Education – providing regionalized and comprehensive training on various inclusion topics, ranging from trauma-informed care to universal design for learning, as well as delivering assistive technology and adaptive equipment to early educators.
- Safe environments – assessing facility needs to promote health and safety and environments conducive to learning.
- ECEvolution: Shaping the Future of Early Education Conference – convening the early learning community to discuss innovative approaches and evidence-based best practices for expectant families, infants, toddlers, preschoolers, and those working in transitional kindergarten.
- Curriculum – assessing delegate implementation of Conscious Discipline* curriculum, including identifying training needs and programmatic challenges. The Conscious Discipline framework empowers staff to form profound and meaningful connections with families, recognizing and responding to the unique social and emotional needs of each child.



*Conscious Discipline is an evidence-based, trauma-informed social emotional curriculum.

HEAD START AND EARLY LEARNING

NEXT STEPS

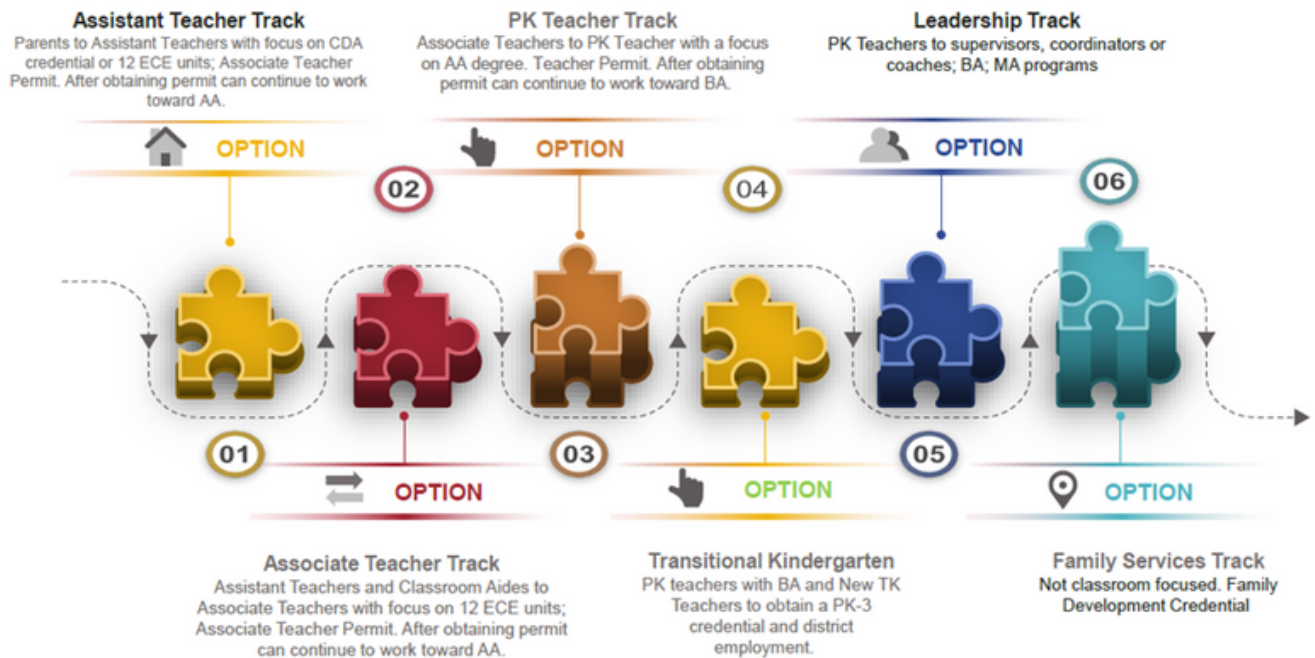
Adaptations and innovations to ensure the provision of quality services.

Additionally, LACOE initiated the Universal Pre-Kindergarten Career Development Initiative (UPK-CDI) to address educator shortages by improving both recruitment and retention of educators through an innovative, fast-track career development pathway approach. UPK-CDI was designed to facilitate access and advancement for current and prospective preschool teachers, parents, and staff members through career development programs, mentorships, and tuition support. This initiative is funded by state, county, and philanthropic organizations.

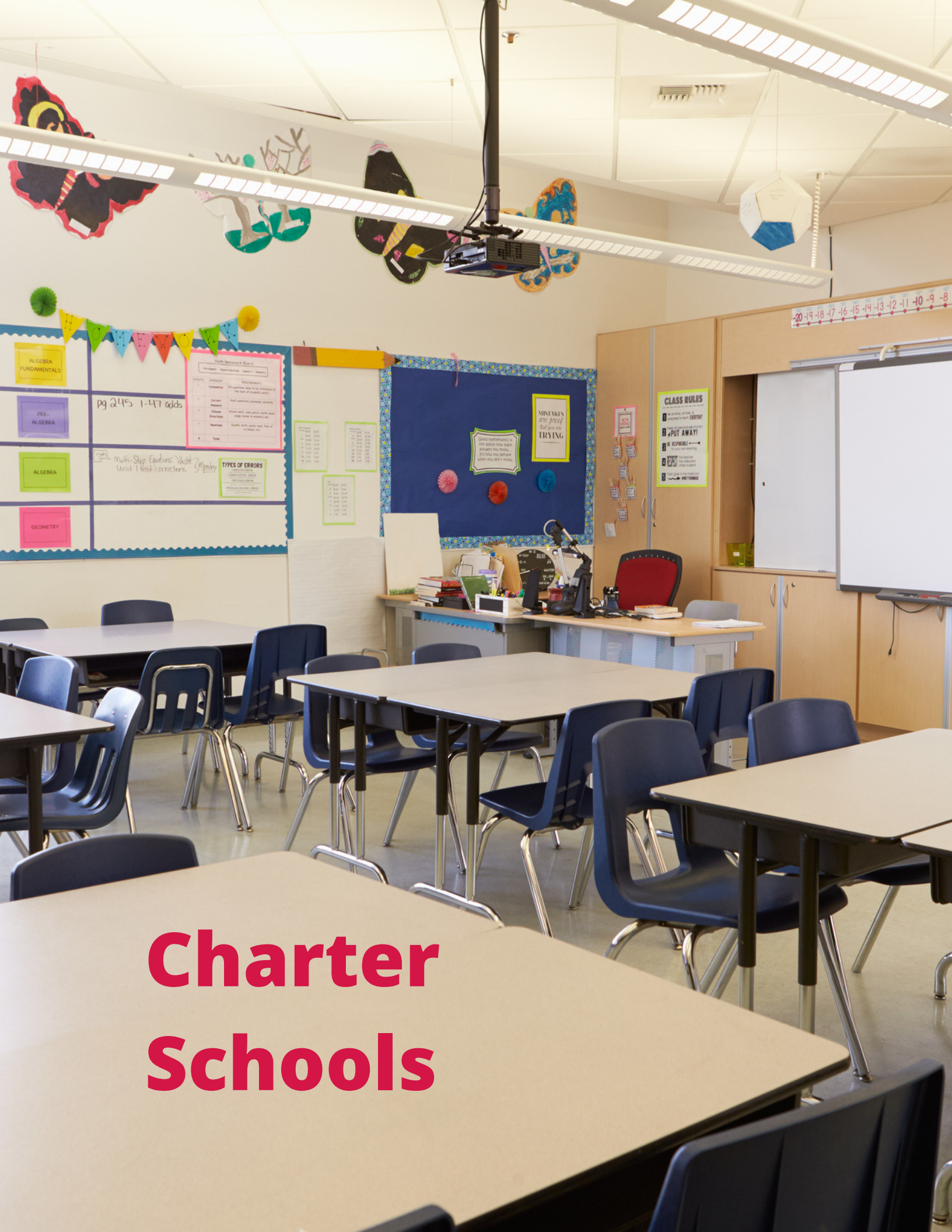
Through the Early Education Teacher Development grant from the California Department of Education (CDE), LACOE will help improve career pathways to pre-kindergarten employment and opportunities for development and advancement within the early learning field by continuing to:

- Leverage teacher preparedness funding opportunities
- Elevate the importance of adequately compensating the ECE profession to legislators and stakeholders
- Build collaborative partnerships with higher learning institutions to build strong ECE pipelines

Figure 4.



In 2022-23, 73 HS and EHS parents participated in the Assistant Teacher Pathway, which focuses on preparing parents to become assistant teachers at LACOE HSEL delegate agencies. Of these, 43 parents completed the pathway and 23 (53%) have been hired to date.



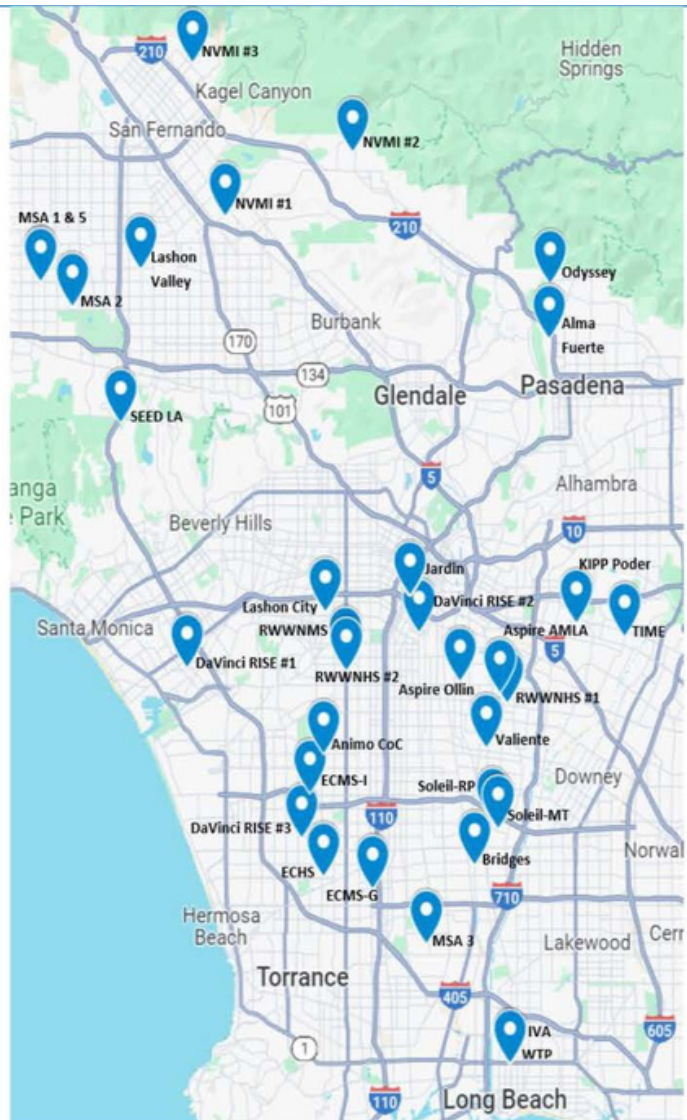
Charter Schools

In the 2022-23 school year, 26 County Board of Education-authorized charter schools operated across the greater Los Angeles County, representing each supervisorial Board District. One school, TIME Community School, was authorized on appeal at the State Board of Education and LACOE was assigned monitoring and oversight duties. TIME Community School was in the revocation process when they self-closed during the 2022-23 school year.

Of the 27 schools, there were four elementary schools, four TK-8 schools, five middle schools, six were configured as 6-12 span schools, and eight were high schools.

Two of the charter schools were Dashboard Alternative School Status (DASS) schools (schools accountable for modified measurements of performance) and one served students through a hybrid (in-person and online) non-classroom based program.

1. Alma Fuerte Public School (TK-8)
2. Ánimo City of Champions (9-12)
3. Aspire Antonio Maria Lugo Academy* (K-5)
4. Aspire Ollin University Prep* (6-12)
5. Bridges Prep* (6-8)
- 6.1 Da Vinci RISE HS+ - Site #1 (9-12)
- 6.2 Da Vinci RISE HS+ - Site #2 (9-12)
- 6.3 Da Vinci RISE HS+ - Site #3 (9-12)
- 7 Environmental CHS - Gardena* (9-12)
- 8 Environmental CMS - Gardena* (6-8)
- 9 Environmental CMS - Inglewood* (6-8)
- 10 Intellectual Virtues Academy *(9-12)
- 11 Jardin de la Infancia* (TK-1)
- 12 KIPP Poder (TK-8)
- 13 Lashon Academy - Valley (TK-8)
- 14 Lashon Academy - City (TK-6)
- 15 Magnolia Science Academy* (6-12)
- 16 Magnolia Science Academy 2 (6-12)
- 17 Magnolia Science Academy 3 (6-12)
- 18 Magnolia Science Academy 5* (6-12)
- 19.1 NVMI- Site #1* (6-12)
- 19.2 NVMI- Site #2* (6-12)
- 19.3 NVMI- Site #3* (6-12)
- 20 Odyssey Charter School (K-8)
- 21.1 Russell Westbrook Why Not? HS+ - Site #1 (9-11)
- 21.2 Russell Westbrook Why Not? HS+ - Site #2 (12)
- 22 Russell Westbrook Why Not? MS (6-8)
- 23.1 Soleil Academy Site #1 (TK-K)
- 23.2 Soleil Academy Site #2 (1-5)
- 24 T.I.M.E. Community** (9-12)
- 25 The SEED School of LA County* (9-12)
- 26 Valiente College Prep - Site #1 (5-8)
- 27 We The People HS+ (9-12)



* School located in Private Facilities

* School authorized by SBE but oversight provided by LACOE

Charter School Office

Actions Taken by County Board of Education 2022-23

Education Code section 47600 provides the County Board of Education with the authority to directly grant a charter for the operation of three types of charter schools:

- **Direct County Charter** – A charter school that serves pupils for whom LACOE would otherwise be responsible for providing direct education and related services. Students must have been expelled, currently be on probation, and/or meet one of the other criteria to attend a County Community School under Education Code 1981. (Education Code 47605.5)
- **Countywide Charter** – A charter school that operates at one or more sites within the geographic boundaries of the county and provides instructional services not generally provided by LACOE. There must be reasonable justification for why the charter could not be established by petition to a local school district. (Education Code 47605.6)
- **County Conversion Charter** – A charter school that changes an existing public school operated by LACOE to charter status. (Education Code 47605)

The County Board of Education also has the authority to hear appeals to establish or renew a charter not authorized by a local school district board. If the County Board of Education grants the charter, it becomes the authorizing entity. (Education Code 47605(j)(1) and 47607.5)

Once the County Board of Education becomes the authorizing entity of a charter school, it has the authority to renew or not renew the charter.

The County Board of Education hears appeals on charter revocation taken by local school district boards. If the County Board of Education reverses the district's action, the district remains the authorizing entity unless there is further appeal to the State Board and the decision is reversed. (Education Code 47607(f))

The County Board of Education also has the authority to revoke the charter of a school it has authorized. (Education Code 47607(c))

Summary of County Board of Education Actions: 2022-2023

The County Board of Education issued decisions in 5 charter school matters (initial petitions, renewals and material revisions) during the 2022-23 school year (July 2022 through June 2023).

One matter was an appeal of a school district decision:

- It was a petition to establish a charter school. It was not approved.

Four actions were taken on charters authorized by the County Board of Education:

- Four requests for a material revision were considered and approved.

DRAFT

Charter School Office

Actions Taken by County Board of Education 2022-23

Table 1 below provides additional information related to actions taken in 2022-23.

Table 1: County Board of Education Actions on Charter Schools 2022-23 School Year						
Charter School (Grades)	Received on Appeal (District)	Received Directly (Type)	Type of Charter Action Considered	Board Action Taken	Board Date	Notes
Alma Fuerte (K-8)	-	County-Authorized Charter	Material Revision	Approved	8-9-22	Change location and update language
North Valley Military Institute (6-12)	-	County-Authorized Charter	Material Revision	Approved	8-16-22	Add 3 locations and update language
TIME Community School (9-12)	-	SBE-Authorized Charter	Material Revision	Approved	8-16-22	Change location, calendar, and update language
Da Vinci RISE (9-12)	-	Countywide	Material Revision	Approved	12-6-22	Change model, location, enrollment, grad profile
Vista Legacy Global Academy (9-12)	LAUSD	-	Establish	Deny	3-14-23	Appealed to SBE but were denied

Charter School Office

Enrollment for Charter Schools Authorized by the County Board of Education

LACOE closely monitors the enrollment of each school, as it is directly connected to the fiscal health of the school. Actual student enrollment is compared to the projections included in the school's charter and annual budget. Discrepancies may result in the need for a revised budget.

Of the 27 Los Angeles County Board of Education-monitored charter schools in operation during 2022-23, eleven increased enrollment over the prior year, ten saw enrollment decline and four maintained enrollment numbers (less than 1% change). One school was in the first year of operation. Six of the eleven schools that showed growth added a grade level that year. One school had enrollment decline, despite adding a grade level.

The school that commenced operations in 2022-23 was SEED LA. Bridges Prep Academy reported significant growth for 2022-23 without adding grade levels with a 51.3% increase. We The People not only experienced the largest enrollment decline at -25.5% but did so while adding a grade level. The Charter School Office is monitoring this school's fiscal viability and is encouraging expanded recruitment efforts.

Charter School Office

Enrollment for Charter Schools Authorized by the County Board of Education

Table 2 below presents enrollment data from 2018-19 through 2022-23 for schools authorized or monitored by the County Board of Education.

School (Grades served in 21-22)	2018-19	2019-20	2020-21	2021-22	2022-23	% Change from Prior Year
Alma Fuerte Public School (TK-6)	77	94	105	123	145	17.9%*
Ánimo City of Champions (9-12)	258	258	353	343	315	-8.2%
Aspire Antonio Maria Lugo (K-5)	399	431	415	410	421	2.7%
Aspire Ollin (6-12)	599	558	564	559	557	-0.4%
Bridges Preparatory Academy (6-8)	~~	~~	~~	78	118	51.3%
Da Vinci RISE High School (9-12)	132	154	219	209	187	-10.5%
Environmental HS #2- Gardena (9-10)	~~	~~	~~	114	221	93.9%*
Environmental MS- Gardena (6-8)	346	349	346	350	349	-0.3%
Environmental MS- Inglewood (6-8)	359	359	358	350	358	2.3%
Intellectual Virtues Academy (9-12)	105	121	96	95	95	0%
Jardín de la Infancia (K-1)	35	30	23	15	14	-6.7%
KIPP Poder (K-1)	~~	~~	~~	112	158	41.1%*
Lashon Academy (TK-8)	444	546	581	542	526	-3.0%
Lashon Academy – City (TK-5)	~~	27	22	37	72	94.6%*
Magnolia Science Academy-1 (6-12)	590	650	717	742	694	-6.5%
Magnolia Science Academy-2 (6-12)	437	435	464	504	511	1.4%
Magnolia Science Academy-3 (6-12)	510	497	417	417	379	-9.1%
Magnolia Science Academy-5 (6-12)	248	281	290	247	238	-3.6%
North Valley Military Institute (6-12)	638	695	732	717	784	9.3%
Odyssey (K-8)	484	478	471	463	461	-0.4%
RWWNHS (LAPCHS) (9-12)	97	153	203	227	224	-1.3%
RWWNMS (LAPCMS) (6-8)	246	220	168	168	133	-20.8%*
Soleil Academy (TK-5)	91	147	195	225	268	19.1%*
TIME Community (9-11)	~~	~~	~~	40	62	55.0%*
SEED LA (9)	~~	~~	~~	~~	67	N/A
Valiente College Preparatory (5-8)	172	185	157	127	116	-8.7%
We The People (9-11)	~~	~~	22	51	38	-25.5%*

“~~” = School not in operation * School added a grade level N/A = Not Applicable Source: CDE DataQuest

Charter School Office

Student Demographics for Charter Schools Monitored by the County Board of Education

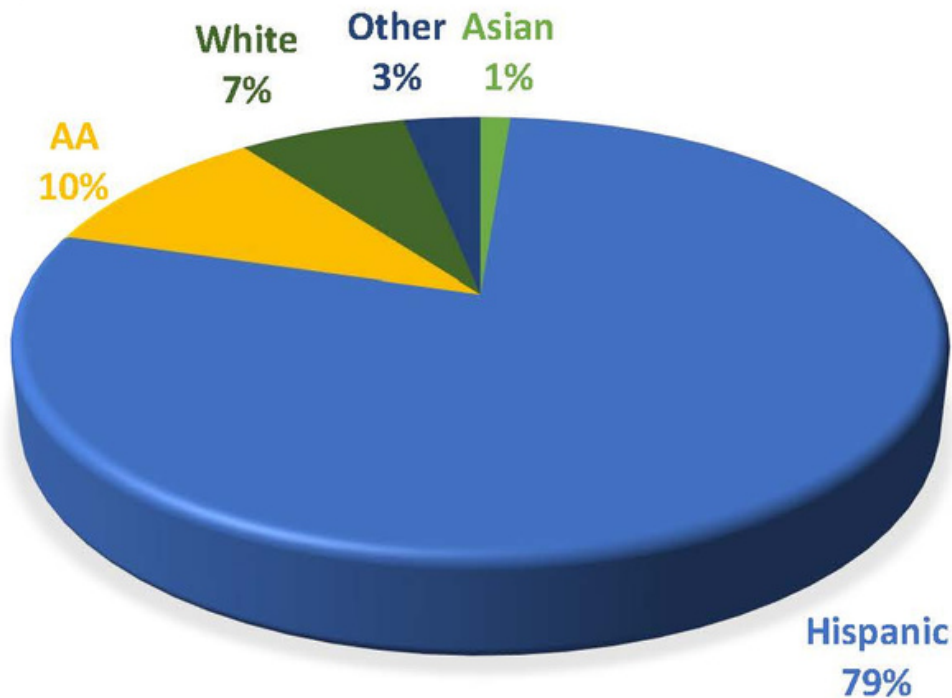
The LA County Office of Education is committed to racial equity and social justice by ensuring equal access and opportunities for all students. Student demographic data is reviewed to determine the extent to which each charter school’s student enrollment demographics are equitable and reflective of the district boundaries of the local school district in which it resides.

Combined 2022-23 student demographic data of all LACOE-monitored charter schools reflected that 79% of students were Hispanic/Latino, 10% African American, 7% White, 1% Asian, and 3% as Other.

Figure 1 below shows student demographic data from 2022-23 for schools monitored by the County Board of Education, and Figure 2 shows the student demographics of the County overall.

Figure 1: County Board of Education-Authorized Charter School Student Demographics

LACOE-MONITORED CHARTER SCHOOLS

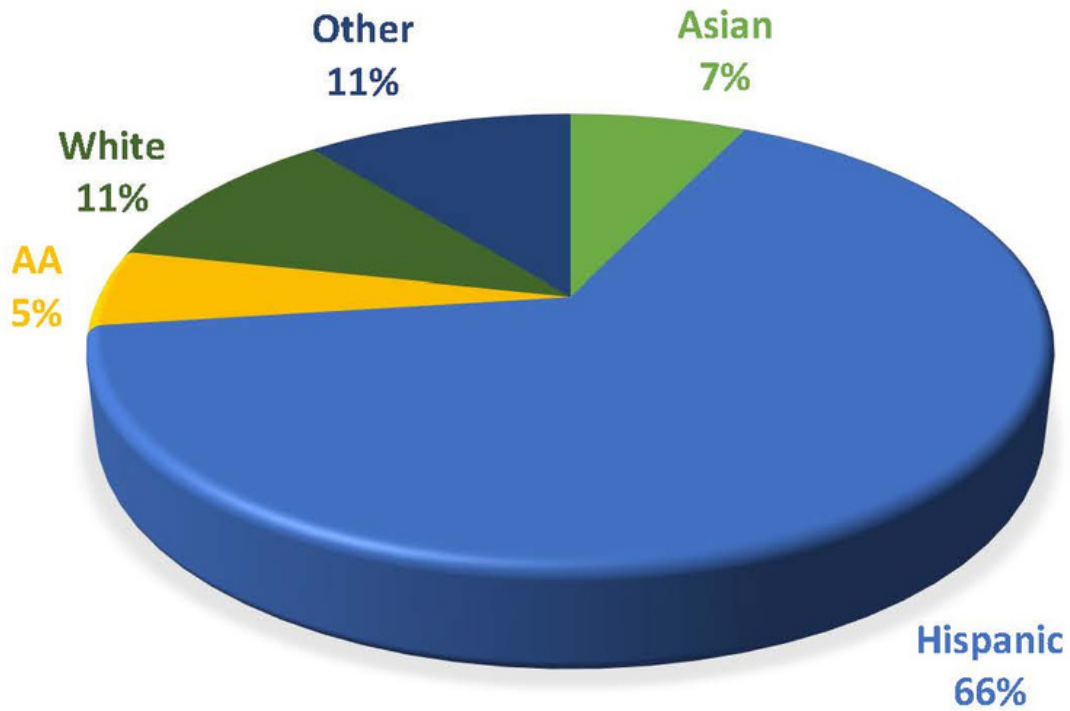


Charter School Office

Student Demographics for
Charter Schools Monitored by
the County Board of Education

Figure 2: Los Angeles County Student Demographics

ALL STUDENTS ENROLLED IN LA COUNTY



Source: CDE Census Day Enrollment by School at <https://www.cde.ca.gov/ds/ad/filesenr.asp>

Charter School Office

California Assessment of Student Performance and Progress (CAASPP 2018-2023)

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014, replacing the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.

The CAASPP System includes the Smarter Balanced Summative Assessments for English-Language Arts (ELA) and mathematics in grades three through eight and grade eleven.

CAASPP testing for the 2019-2020 school year was suspended due to the Covid-19 Pandemic. For the 2020-2021 school year, flexibilities due to Covid-19 were granted to schools, allowing them to use internal assessments if administering CAASPP was not deemed feasible. For this reason, participation in CAASPP for 2021 was less than 25% statewide. Additionally, all accountability measures, such as participation rate and Differentiated Assistance (DA) designation, were removed from the 2021 CAASPP testing results.

Therefore, the pre- and post-pandemic CAASPP performance for charter schools currently authorized by the County Board of Education is reported in the following table without data for the 2020 CAASPP test. Furthermore, the data from the 2021 CAASPP test cannot be considered verifiable nor reflective of schoolwide performance due to the low participation rates. Results represent only those students tested at each school, and are provided as a means for comparison without any high-stakes accountability.

Table 3 (below) provides schoolwide CAASPP performance for ELA and mathematics for the 2018 through 2023 administrations.

The average performance of all schools in Los Angeles County and the State are provided as a basis for comparison. In Table 3, charter school scores in **red** indicate performance **below** that of Los Angeles County. Scores in **green** indicate performance **above** that of Los Angeles County. Scores in **black** are similar to those of the County. These scores represent student academic achievement for a single point in time, and may not be indicative of students' overall growth. The State expects to institute a CAASPP growth metric in the next few years.

Charter School Office

California Assessment of Student Performance and Progress (CAASPP 2018-2023)

Table 3: CAASPP Schoolwide (% meeting or exceeding standards): 2018 through 2023

School (Grades)	ELA					Math				
	2018	2019	2021	2022	2023	2018	2019	2021	2022	2023
Alma Fuerte Public School (TK-8)	—	*	14	18.6	19.3	—	*	11	13.6	16.9
Ánimo City of Champions (6-12)	—	—	*	37.5	47.4	—	—	*	4.6	1.3
Aspire Antonio Maria Lugo (K-6)	47	50	*	26.3	29.7	50	58	*	29.5	28.2
Aspire Ollin (6-12)	55	46	63	45.7	38.3	43	33	39	21.2	19.9
Bridges Preparatory (6-8)	—	—	—	29.1	25.4	—	—	—	12.3	19.8
Da Vinci RISE (9-12)	—	29	*	15.4	8.7	—	3	*	0.0	9.5
Environmental - Gardena (6-8)	37	43	*	32.3	32.5	25	24	*	15.9	16.5
Environmental - Inglewood (6-8)	54	47	*	49.4	45.0	34	32	*	31.6	36.8
Intellectual Virtues Acad (9-12)	—	50	*	34.8	43.8	—	11	*	4.4	6.3
Lashon Academy (TK-8)	59	66	47	54.1	44.8	60	55	22	42.9	36.8
Lashon City (TK-6)	—	—	—	46.7	27.3	—	—	—	53.3	59.1
Magndia Science Academy 1 (6-12)	48	45	46	36.0	33.0	35	30	26	14.1	23.5
Magndia Science Academy 2 (6-12)	34	41	46	35.9	42.7	26	28	24	21.8	25.7
Magndia Science Academy 3 (6-12)	42	36	70	33.2	32.7	21	17	34	18.4	8.5
Magndia Science Acad 5 (6-12)	46	46	31	45.3	45.6	34	39	8	22.4	34.2
North Valley Military Inst (6-12)	21	11	10	15.8	16.1	9	4	4	3.2	6.3
Odyssey (K-8)	79	76	*	72.4	79.6	68	64	*	57.4	66.1
Russell Westbrook Why Not? HS (9-12)	—	—	38	32.7	37.2	—	—	3	1.8	7.0
Russell Westbrook Why Not? MS (6-8)	16	15	13	13.5	14.3	9	8	6	2.9	10.0
Sdeil Academy (TK-5)	—	—	27	34.3	33.0	—	—	23	17.9	11.6
Valiente College Preparatory (5-8)	35	22	23	28.1	26.3	23	13	7	12.3	9.3
We The People HS (9-12)	—	—	—	—	**	—	—	—	—	**
Los Angeles County (K-12)	49	50	48	47.2	47.2	38	39	31	32.9	34.8
State (K-12)	50	51	49	47.1	46.7	39	40	34	33.4	34.6

Highlighted columns do not have mandated participation rates as required in previous years and may not be representative of schoolwide performance
 “—” = No eligible grades “*” = Did not test (Allowed if not feasible that year) “**” = Fewer than 11 students tested

Source: <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

Charter School Office

California Assessment of Student Performance and Progress (CAASPP 2018-2023)

Renewal Criteria and Tiered Performance Levels

Based on California Dashboard data, California Department of Education (CDE) designates the performance of each charter school as Low, High, or Middle performing. A list of these performance levels was published by the CDE. This performance classification is a key factor for renewal criteria and is set forth in statute.

To be designated as High Performing, a school must demonstrate all green and blue indicators for all academic metrics within the California Dashboard for two out of the last three years. To be designated as Low Performing, a school may qualify in two ways. First, it may demonstrate the two lowest performance levels schoolwide on all state indicators for which it receives performance levels for two out of the last three years. Additionally, the school may receive schoolwide performance levels that are the same or lower than the state average, as well as performance levels that are lower than the state average, for a majority of subgroups that are performing below the state average, on all academic metrics within the California Dashboard for two out of the last three years.

Due to the Covid 19 Pandemic and suspension of CAASPP testing, no new performance levels have yet been assigned. According to the most recently available performance level designations, Odyssey was designated as High Performing for the 2019-20 school year. All other LA County Board of Education-authorized and monitored schools were designated as Middle performing. The new list is expected in February or March 2024.

Based on 2022-2023 Dashboard data, five schools were designated for Differentiated Assistance. The identified schools were Aspire Ollin, Da Vinci RISE, Environmental Charter Middle School Gardena, Magnolia Science Academy 1, and Valiente. These schools will receive assistance from Kern County Office of Education during the 2023-24 school year.

Charter School Office

Charter School Portfolio 2022-23 and Updates Impacting Charter Schools

Fiscal Monitoring and Oversight

Business Advisory Services performs ongoing fiscal monitoring through monthly fiscal reviews that may include site visits and/or desk audits, for all County Board of Education-authorized and monitored charter schools. Five County Board of Education-authorized/monitored schools were required to submit Fiscal Stabilization Plans during 2022-2023: TIME Community School, North Valley Military Institute (NVMI), We the People (WTP), KIPP Poder, and Da Vinci RISE. Two of these schools (TIME, NVMI) have since closed with a third slated to close at the end of this year.

Facilities and Co-locations

Of the 27 County Board of Education-monitored charter schools, sixteen were located on private sites. Ten occupied co-located school district facilities through Prop. 39, Sole Occupancies, or other Facilities Use Agreements with the Inglewood Unified School District, Los Angeles Unified School District (LAUSD), Lynwood Unified School District, Montebello Unified School District, or Pasadena Unified School District. One was split over three sites, with one private site and two LAUSD Prop 39 sites.

In fact, four schools were spread across multiple sites– with Russell Westbrook Why Not? High School on two private sites, Da Vinci RISE on three private sites, Soleil on two Lynwood Unified Prop 39 sites and North Valley Military Institute on one private and two LAUSD facilities.

County Board of Education-authorized charter schools on private facilities:

Aspire Antonio Maria Lugo Academy, Aspire Ollin University Prep, Bridges Preparatory, Da Vinci RISE (Site #1, #2 and #3), Environmental Charter High School- Gardena, Environmental Charter Middle School- Gardena, Environmental Charter Middle School- Inglewood, Intellectual Virtues Academy, Jardin de la Infancia, Magnolia Science Academy #1, Magnolia Science Academy 5, North Valley Military Institute (Site #3), Russell Westbrook Why Not? High School (Site #1 and #2), SEED LA, TIME Community School, Valiente College Prep, and We the People.

County Board of Education-authorized charter schools on district-owned facilities:

Alma Fuerte Public School, Ánimo City of Champions, KIPP Poder, Lashon Academy, Lashon-City, Magnolia Science Academy 2, Magnolia Science Academy 3, North Valley Military Institute (Sites #1 and #2), Odyssey, Russell Westbrook Why Not? Middle School, and Soleil Academy (Sites #1 and #2).

Board Meeting – February 20, 2024

Item V. Reports / Study Topics

C. Update on the Business Enhancement System Transformation (BEST) Project

The County Board will receive an update on the BEST Project.

The County Board received an update on the BEST Project, on April 5, 2016, June 9, 2016, July 12, 2016, April 17, 2018, October 16, 2018, May 7, 2019, August 20, 2019, December 3, 2019, July 21, 2020, November 10, 2020, June 1, 2021, November 9, 2021, April 19, 2022, August 9, 2022, November 15, 2022, February 7, 2023, April 18, 2023, July 18, 2023 and December 5, 2023.

Through a Weekly Board Memo, the County Board received follow up information on a variety of issues related to the BEST Project, on August 18, 2017, August 25, 2017, September 15, 2017, May 18, 2018, February 22, 2019, June 7, 2019, and April 3, 2020.

Mr. Jose R. Gonzalez, Chief Technology Officer and Mr. Paul Landry, BEST Project Director will be available to answer questions.

Board Meeting – February 20, 2024

Item. VI. Consent Calendar Recommendations

A. Adoption of Board Resolution 31: to Recognize Read Across America Day, March 2, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 31 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board recognize March 2, 2024 as Read Across America Day.

Board Resolution No. 31 is shown on the following page.

Next Steps:

- The LACOE Reading/Language Arts Unit will provide [free resources](#) for districts to help celebrate with students including:
 - The Readers Bill of Rights
 - The Reading Pledge
 - 14 Big Ideas for Celebrating
 - K-12 Recommended Books List
 - Tips for Guest Readers
 - Equity Audits: Self-Assessing Your Classroom Library
 - Live and Recorded Read-Alouds
 - Articles on why diverse books matter
 - Online learning quick modules:
 - Building Positive Self-Image in Young Children through Diverse Books (TK-2)
 - Using Picture Books to Explore Activism, Black History, and Self- confidence (K-5)
 - Using Picture Books for Conversations with Teens on Race and Protest (6-12)
 - Social media blasts on activities and classrooms that are celebrating

BOARD RESOLUTION

NO. 31: 2023-24

Read Across America Day (March 2, 2024)

- WHEREAS,** Read Across America Day is marked by the National Education Association (NEA) to be celebrated on March 2, 2024; and
- WHEREAS,** Read Across America Day began in 1998 by the NEA as a day to celebrate reading; and
- WHEREAS,** the day is commonly commemorated by families, schools and libraries to promote the importance of reading; and
- WHEREAS,** the day is characterized by celebrating with various events and activities, including read-alouds and author visits; and
- WHEREAS,** Read Across America Day promotes the idea that there is room in our community for *all readers*; and
- WHEREAS,** reading allows students to see a world or character portrayed in books that might be similar to or different from them; and
- WHEREAS,** reading is a social justice issue and students must receive equitable access to literacy as a right and duty; and
- WHEREAS** reading serves to solidify learning experiences, build background knowledge and even soothe the reader in times of crisis, and
- WHEREAS** LACOE's Reading/Language Arts Unit's mission is to advance literacy in all areas, for all students; and
- WHEREAS** LACOE's Reading/Language Arts Unit's provides technical support and professional development to staff who serve students attaining literacy proficiency; and
- WHEREAS** LACOE advocates the importance of literacy through partnerships with parents, community members and community organizations; and
- WHEREAS** LACOE promotes inclusion and believes that *all children and youth* can learn to read; and
- WHEREAS** LACOE strives to meet the emerging needs of the community and to provide leadership and support for children, schools and the greater community; and
- NOW THEREFORE BE IT RESOLVED,** that the Los Angeles County Board of Education hereby proclaims March 2, 2024 as Read Across America Day and calls on districts, schools and community organizations in Los Angeles County to observe this day with appropriate programs and activities and to help spread the important message that reading is crucial to success in life.
- ADOPTED** this 20th day of February, 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

B. Adoption of Board Resolution 32: to Recognize the Anniversary of Boston Massacre and Death of Crispus Attucks, March 5, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 32 as part of the regular County Board meeting on February 20, 2024; and encourages educators, librarians and education communities to observe this day with appropriate programs and activities that generate in-depth discussions of the life and legacy of Crispus Attucks, Sojourner Truth, Frederick Douglas, Harriet Tubman, Henry “Box” Brown and the countless and extraordinary contributions of Black Americans in advocating for social justice and racial equity.

Board Resolution No. 32 is shown on the following page.

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.
- Invite school districts to participate in professional development opportunities and access materials to build content knowledge of the subject and acquire instructional strategies to teach the topic effectively in classrooms.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.

BOARD RESOLUTION

No. 32 2023-24

Crispus Attucks Day (March 5, 2024)

- WHEREAS,** Crispus Attucks, born in 1723, was an American stevedore of African and Native American descent, widely regarded as the first casualty of the American Revolution; and
- WHEREAS,** Attucks was gunned down by a British soldier during the 1770 Boston Massacre, a key event that led to the revolutionary war; and
- WHEREAS,** Attucks became a symbol of oppression of Black Americans and an icon of the anti-slavery movement in the mid-19th century; and
- WHEREAS,** supporters of the abolition movement lauded him for playing a heroic role in U.S. history and marked his death anniversary as Crispus Attucks Day, using the memory of his sacrifice to mobilize support for efforts to end slavery; and
- WHEREAS,** they presented Attucks as the first martyr of the Revolution who died fighting for liberty. The image resonated powerfully in a nation that placed millions of African Americans in bondage despite its stated ideal of freedom; and
- WHEREAS,** civil rights icon Dr. Martin Luther King, Jr. mentioned Attucks in his 1964 book, *Why We Can't Wait*, noting that "the first American to shed blood in the revolution that freed his country from British oppression was a black seaman" and as an example of a man whose contributions to history provided a potent message of moral courage; and
- WHEREAS,** several U.S. institutions, including schools nationwide, have been named after Attucks, and in 1998 the U.S. Treasury released a Black Revolutionary War Patriots silver dollar coin featuring Attucks' image; and
- WHEREAS,** more than 250 years after his death, he has become a rallying figure for a nation battling racism, as have a number of Black abolitionists including Sojourner Truth, Frederick Douglas, Harriet Tubman, Henry "Box" Brown and many others; and
- NOW, THEREFORE, BE IT RESOLVED** that the Los Angeles County Board of Education proclaims March 5, 2024 as Crispus Attucks Day and encourages educators, librarians and education communities to observe this day with appropriate programs and activities that generate in-depth discussions of the life and legacy of Crispus Attucks, Sojourner Truth, Frederick Douglas, Harriet Tubman, Henry "Box" Brown and the countless and extraordinary contributions of Black Americans in advocating for social justice and racial equity.
- ADOPTED** this 20th day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

- C. Adoption of Board Resolution 33: to Proclaim International Day for the Elimination of Racial Discrimination, March 21, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 33 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board proclaims March 21, 2024 as International Day for the Elimination of Racial Discrimination and encourages educators, librarians and education communities to observe this day with appropriate programs and activities advocating for social justice and racial equity.

Board Resolution No. 33 is shown on the following page.

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.
- Invite school districts to participate in professional development opportunities and access materials to build content knowledge of the subject and acquire instructional strategies to teach the topic effectively in classrooms.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.

BOARD RESOLUTION

No. 33: 2023-24

International Day for the Elimination of Racial Discrimination (March 21, 2024)

WHEREAS, the International Day for the Elimination of Racial Discrimination was established six years after the Sharpeville tragedy that captured worldwide attention; and

WHEREAS, on March 21, 1960, police officers in Sharpeville, a black township in South Africa, opened fire on a group of people peacefully protesting oppressive pass laws, killing 69; and

WHEREAS, the anniversary of the Sharpeville Massacre is remembered the world over each year on March 21, the International Day for the Elimination of Racial Discrimination; and

WHEREAS, proclaiming the Day in 1966, which signifies the struggle to end apartheid in South Africa, the UN General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination; and

WHEREAS, in September 2011, at the UN General Assembly, world leaders adopted a declaration proclaiming their strong determination to make the fight against racism, racial discrimination, xenophobia and intolerance a high priority for their countries; and

WHEREAS, the International Day for the Elimination of Racial Discrimination aims to remind people of racial discrimination's negative consequences and encourages people to remember their obligation to combat racial discrimination; and

WHEREAS, various activities and events are arranged in many countries worldwide on this day to help young people voice their opinions, find ways to fight racism and promote tolerance in their communities and in their lives; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education proclaims March 21, 2024, as International Day for the Elimination of Racial Discrimination and encourages educators, librarians and education communities to observe this day with appropriate programs and activities advocating for social justice and racial equity.

ADOPTED this 21st day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

- D. Adoption of Board Resolution 34: to Recognize Cesar Chavez Day, March 31, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 34 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board recognize the contributions and accomplishments of Cesar Chavez and encourages districts and schools to conduct appropriate school activities in observance of his birthday on March 31st.

Board Resolution No. 34 is shown on the following page.

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.
- Invite school districts to participate in professional development opportunities and access materials to build content knowledge of the subject and acquire instructional strategies to teach the topic effectively in classrooms.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.

BOARD RESOLUTION
No. 34: 2023-24
Cesar Chavez Day, March 31, 2024

- WHEREAS,** Cesar Chavez was a visionary leader who led the first successful farmworkers' union in American history. He moved farmworkers to stand together for their rights and led our nation toward a fuller recognition of the dignity of work; and
- WHEREAS,** Cesar Chavez's organization, the United Farm Workers, fought for dignity, respect, humane living conditions, fair wages and other rights and protections for farmworkers; and
- WHEREAS,** he was also a great humanitarian who influenced and inspired millions of Americans from all walks of life to seek social justice and civil rights for the poor and disenfranchised; and
- WHEREAS,** Cesar Chavez said, "Real education should consist of drawing the goodness and the best out of our own students. What better book can there be than the book of humanity;" and
- WHEREAS,** on March 31 we celebrate the birthday of Cesar Chavez and honor his contributions to workers' rights and social justice, as well as his selfless service to others; and
- WHEREAS,** in 1994, Chavez was posthumously awarded the Presidential Medal of Freedom, the nation's highest civilian honor. In 2014, President Obama declared March 31st as Cesar Chavez Day; and
- WHEREAS,** in continued efforts to honor the life and legacy of Cesar Chavez and to promote social justice and equity that he championed, LACOE remains dedicated to empowering schools in Los Angeles County to support immigrant and refugee students and their families through our Immigrant Relations Office; Multilingual Academic Support Unit and Migrant Education Program. In doing so, LACOE ensures that the dignity and humanity of all students are safeguarded regardless of where they or their parents were born; and
- WHEREAS,** the Los Angeles County Office of Education recognizes the contributions and accomplishments of Cesar Chavez and encourages districts and schools to conduct appropriate school activities in observance of his birthday on March 31st:
- NOW, THEREFORE, BE IT RESOLVED** that the Los Angeles County Board of Education proclaims March 31, 2024 as Cesar Chavez Day.
- ADOPTED** this 20th day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

- E. Adoption of Board Resolution 35: to Recognize Arts Education Month in California, March 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 35 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board proclaim March 2024 as Arts Education Month.

Board Resolution No. 35 is shown on the following page.

Next Steps:

- Send out a LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month with appropriate programs and activities.
- Invite 80 school districts to the Arts Ed Funding and Equity event at The Getty Center on May 1, 2024.
- Encourage the 80 districts to showcase the visual and performing arts on social media using the hashtag: #LAArtsEdMonth2024

BOARD RESOLUTION

No. 35: 2023-24

Arts Education Month (March 2024)

- WHEREAS,** arts education is a right that must be inclusive, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students; and
- WHEREAS,** we acknowledge that particular groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system; and
- WHEREAS,** arts learning – which includes dance, music, theatre, and visual and media arts – is an essential part of a comprehensive education for all students, pre- K-12, to prepare them for college, career and life; and
- WHEREAS,** arts education advances student mastery through creating, performing, presenting, producing, responding and connecting in all art forms per the *California Arts Standards for Public Schools* and the *California Arts Education Framework*; and
- WHEREAS,** arts integration and STEAM develop students’ creative potential by reinforcing and promoting critical thinking and problem-solving skills and brings to life what students learn in other subjects; and
- WHEREAS,** the Los Angeles County Board of Education acknowledges the necessity of including both arts integration and discrete arts instruction in all students’ education; and
- WHEREAS,** arts education teaches students to cultivate a global perspective, as they experience arts that are culturally and linguistically responsive and relevant; and
- WHEREAS,** arts education supports the social and emotional learning of every student, building greater self-awareness, self-management, social awareness, relationship skills and responsible decision making, lifting and promoting student voice; and
- WHEREAS,** the Los Angeles County Office of Education is proud of its LA County High School for the Arts that provides a unique space for diverse, young artists to learn, create and thrive, inspiring students to discover how their passion for the arts benefits humanity; and
- WHEREAS,** the Los Angeles County Office of Education supports and acknowledges the passage of Proposition 28 that provides ongoing support to arts education through hiring of arts educators and other efforts of the Governor’s Office; and

WHEREAS, arts education in Los Angeles County is a collective responsibility that is best promoted through strategic, aligned partnerships that benefit students, community, educators and administrators; and

NOW, THEREFORE, BE IT RESOLVED, that the Los Angeles County Board of Education, hereby proclaims March 2024 as Arts Education Month.

ADOPTED this 20th day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

F. Adoption of Board Resolution No. 36: to Recognize National Nutrition Month, March 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 36 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board designates the month of March as National Nutrition Month, recognizing the important role of registered dietitians, nutritionists and other nutrition professionals, health care providers, health educators, caregivers and other educators and professionals for their efforts to promote healthy eating through education and improving access to healthy local foods, while reducing food loss and waste; The Superintendent further recommends that the County Board of Education recognizes the importance of existing child nutrition programs for their role in addressing the nutritional needs of students and increasing the hunger safety net for children; The Superintendent recommends that the County Board of Education supports the implementation of the Whole School, Whole Community, Whole Child model to effectively address the needs of the Whole Child.

Board Resolution No. 36 is shown on the following page.

NEXT STEPS:

- Send out a LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month with appropriate programs and activities to help spread the important message.
- LACOE Nutrition and Wellness Programs unit will offer a [three-part virtual learning opportunity](#) for LEA administrators, educators, and staff in March to promote nutrition education integration in the classroom, highlight the importance of nutrition safety net programs, and share strategies to reduce food waste.
- LACOE will collaborate with select LEAs to showcase the important work of Registered Dietitians and school nutrition services staff to promote healthy eating.

BOARD RESOLUTION

No. 36: 2023-24

National Nutrition Month (March)

WHEREAS, the Los Angeles County Board of Education and the Los Angeles County Office of Education (LACOE) are committed to the health and wellbeing of all students, and closing equity gaps in both health and academic achievement; and

WHEREAS, food is the substance by which life is sustained. The type, quality and amount of food that individuals consume play a vital role in their overall health, wellbeing, growth, learning and achievement; and

WHEREAS, food choices and food waste play a large role in planetary health by determining the CO2 emissions from the food system; and

WHEREAS, households living below the federal poverty line experience higher rates of health disparities including obesity, diet-related chronic diseases and food insecurity, which can lead to negative health consequences and hamper achievement and engagement; and

WHEREAS, a variety of systemic and societal issues contribute to nutrition insecurity, especially among households with children; and

WHEREAS, proper nutrition and food security are associated with increased physical, mental and social emotional health, decreased chronic illness, increased attendance, increased attention span/concentration, increased cognition, increased retention, increased student engagement and achievement, higher standardized academic test scores and decreased anxiety and depression; and

WHEREAS, there is a need for continuing nutrition education and wide-scale effort to enhance healthy eating practices; one of the fundamental goals of education is to equip students with knowledge and skills to make informed decisions for better health and enhanced quality of life; and

WHEREAS, the Academy of Nutrition and Dietetics established National Nutrition Month to raise awareness and promote proper nutrition across the lifespan; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education designates the month of March as National Nutrition Month, recognizing the important role of registered dietitians, nutritionists and other nutrition professionals, health care providers, health educators, caregivers and other educators and professionals for their efforts to promote healthy eating through education and improving access to healthy local foods, while reducing food loss and waste.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Los Angeles County Board of Education recognizes the importance of existing child nutrition programs for their role in addressing the nutritional needs of students and increasing the hunger safety net for children.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Los Angeles County Board of Education supports the implementation of the Whole School, Whole Community, Whole Child model to effectively address the needs of the Whole Child.

ADOPTED this 20th day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

G. Adoption of Board Resolution No. 37: to Recognize National Social Work Month, March 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 37 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board proclaim the month of March 2024 as National Social Work Month in celebration and support of the social work profession.

Board Resolution No. 37 is shown on the following page.

NEXT STEPS:

- Send out LACOE Communication to the Los Angeles County LEAs to encourage districts, schools and community organizations to observe this month, raise awareness about social work as a high-demand and rewarding profession and acknowledge the role of social workers in our educational communities with appropriate programs and activities aligned with this year's theme, "Social Work Breaks Barriers."
- LACOE's Mental Health and School Counseling (MHSC) Unit supports and recognizes the important work of social workers through the year through recognition events such as the school counselor and mental health professional of the year awards.
- The MHSC Unit provides support to school-based social workers and school-based social worker interns through quarterly collaboratives and learning communities.
- LACOE honors and celebrates our Community Schools Initiative and School Mental Health social workers, who provide multi-tiered systems of school mental health supports at LACOE schools and LACOE partner district Community Schools and seeks to promote the profession of social work through their work.
- LACOE's Community Schools Initiative and School Mental Health social workers will be highlighted through social media and other communication mediums.
- The LACOE Community Schools Initiative, School Mental Health Senior Program Specialist and Psychiatric Social Workers further promote the profession of social work through the education and training of bachelor and master-level social work interns from seven universities placed in LACOE Community Schools by providing field instruction, clinical supervision and hands-on

experiences needed for their professional training and obtaining the Pupil Personnel Services Credential as a school social worker. These social work interns address the needs of the whole child by providing support and education to parents, addressing student and family basic needs, providing referral and linkages to services and identifying and treating mental health concerns experienced by students.

BOARD RESOLUTION
No. 37: 2023-24
National Social Work Month 2024

- WHEREAS,** Social Workers for decades have been dedicated to improving human well-being and enhancing the basic needs of all people—especially the most vulnerable among us; and
- WHEREAS,** Social workers promote social justice and social change with and on behalf of individuals, families, groups, organizations, and communities; and
- WHEREAS,** Social workers for generations have advocated for positive changes that have made our society a better place to live, including urging policymakers to enact social safety net programs that help ameliorate hunger, homelessness, and poverty; and
- WHEREAS,** Social Workers meet people where they are and help students, people, and communities reach their full potential; and
- WHEREAS,** Social workers help students, families, and communities cope with grief and loss, and recover from crises such as natural disasters; and
- WHEREAS,** School Social workers provide multi-tiered systems of school mental health supports including performing crisis response, suicide prevention, and counseling services; develop, and facilitate trainings for students, parents, and staff; educate and provide consultation to staff on how to manage students' behavioral and mental health issues; and connect schools with mental health providers and other resources; and
- WHEREAS,** The 2024 Social Work Month theme, “Empowering Social Workers!” embodies the need for society to support Social Workers so they can continue to do the life-affirming work they do and help address societal needs; and
- WHEREAS,** The Los Angeles County Office of Education supports each local education agency to empower students, families, and school staff through a greater understanding of the social emotional needs of children and youth and access to greater mental health support for all students in schools and the community; and
- WHEREAS,** The Los Angeles County Superintendent of Schools and the Los Angeles County Board of Education recognize that social emotional support, especially in the face of this pandemic, continues to be a fundamental problem for many students and families across Los Angeles County; and
- WHEREAS,** The future well-being of our county depends on the value we place on our youth and in particular, on our actions to provide these most vulnerable of young people with mental health support and academic opportunities to acquire the knowledge, skills, and abilities they need to develop into healthy, self-sufficient adults; and

NOW, THEREFORE, BE IT RESOLVED in recognition of the numerous contributions made by social workers across the United States, that the Los Angeles County Superintendent of Schools and the Los Angeles County Board of Education hereby proclaim the month of March 2024 as National Social Work Month in celebration and support of the social work profession.

ADOPTED this 20th day of February 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 – February 20, 2024

Item. VI. Consent Calendar Recommendations

H. Adoption of Board Resolution No. 38: to Recognize National Women’s History Month, March 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 38 as part of the regular County Board meeting on February 20, 2024; and further recommends that the Board recognize and support Women’s History Month in March by encouraging public officials, educators, librarians and school communities to observe this month with appropriate programs, ceremonies and activities; and that the County Board support school districts in their effort to commemorate Women’s History Month by providing instructional resources, relevant research, resources and promising practices throughout the year to make a significant impact on the lives and futures of women and girls.

Board Resolution No. 38 is shown on the following page.

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.
- Invite school districts to participate in professional development opportunities and access materials to build content knowledge of the subject and acquire instructional strategies to teach the topic effectively in classrooms.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.
- Amplify women leaders during National Women’s History Month through LACOE’s various communication channels like an online video series, LACOE’s Let Me Add to That podcast, the LACOE social media accounts as well as in in-person events such as the annual Women’s Conference.

BOARD RESOLUTION

NO. 38: 2023-24

Women's History Month (March 2024)

WHEREAS, American women have struggled throughout our history to gain rights not simply for themselves but for many other under-represented and disenfranchised groups in America; and

WHEREAS, women's contributions and accomplishments have largely been overlooked and consequently omitted from mainstream culture; and

WHEREAS, in spite of these oversights, many of which continue to exist today, women have made significant contributions to the economic, educational, political, artistic, literary, scientific and technological advancements of the United States; and

WHEREAS, President Jimmy Carter issued the first Presidential Proclamation declaring the Week of March 8, 1980, as National Women's History Week. In his message he stated:

“From the first settlers who came to our shores, from the first American Indian families who befriended them, men and women have worked together to build this nation. Too often the women were unsung and sometimes their contributions went unnoticed. But the achievements, leadership, courage, strength and love of the women who build America was as vital as that of the men whose names we know so well;” and

WHEREAS, Women's History Month had its origins as a national celebration in 1981 when Congress passed Pub. L. 97-28 which authorized and requested the President to proclaim the week beginning March 7, 1982, as “Women's History Week;” and

WHEREAS, President Ronald Reagan stated in Presidential Proclamation 4903 designating the week beginning on March 7, 1982, as Women's History Week:

“American women of every race, creed and ethnic background helped found and build our Nation in countless recorded and unrecorded ways... As leaders in public affairs, American women not only worked to secure their own rights of suffrage and equal opportunity but also were principal advocates in the abolitionist, temperance, mental health reform, industrial labor and social reform movements, as well as the modern civil rights movement;” and

WHEREAS, in 1987 after being petitioned by the National Women's History Project, Congress passed Pub. L. 100-9 which designated the month of March 1987 as “Women's History Month;” and

WHEREAS, between 1988 and 1994, Congress passed additional resolutions requesting

and authorizing the President to proclaim March of each year as Women’s History Month; and

WHEREAS, presidents have issued a series of annual proclamations since 1995, designating the month of March as “Women’s History Month” to honor and celebrate the struggles and achievements of American women throughout the history of the United States; and

WHEREAS, LACOE is committed to valuing the experiences and accomplishments of all individuals and believes deeply that the contributions of women in history and contemporary society are central to the character of who we are, to the health of our democracy and to the well-being of our world; and

WHEREAS, this month serves as a reminder to highlight the critical role of women in the health care response to the COVID-19 crisis. Women make up almost 70 percent of the health care workforce worldwide, exposing them to a greater risk of infection. Women also make up a large share of educators who have served as frontliners; and

WHEREAS, at the same time, women are shouldering much of the burden at home, given school and childcare facility closures and longstanding gender inequalities in unpaid work. Women also face high risks of job and income loss and face increased risks of violence, exploitation, abuse or harassment during times of crisis and quarantine; and

NOW THEREFORE BE IT RESOLVED that the Los Angeles County Board of Education and the County Superintendent of Schools hereby recognize and support Women’s History Month in March by encouraging public officials, educators, librarians and school communities to observe this month with appropriate programs, ceremonies and activities; and

NOW THEREFORE BE IT RESOLVED that the Los Angeles County Board of Education and the County Superintendent of Schools hereby support school districts in their effort to commemorate Women’s History Month by providing instructional resources, relevant research, resources and promising practices throughout the year to make a significant impact on the lives and futures of women and girls.

ADOPTED this 20th day of February 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 – February 20, 2024

Item VI. Consent Calendar Recommendations

I. Acceptance of Project Funds No. 66

The Superintendent recommends that the County Board approve the acceptance of the 2023-24 Embedded Instruction for Early Learning California grant funds from the California Department of Education (CDE) for LACOE's Head Start and Early Education Division. This is a two-year limited-term pilot program that supports both special and general education teachers teaching in inclusive preschool classrooms by connecting the Desired Results Developmental Profile (DRDP) assessment to curriculum and planned and instructional teaching practices to improve outcomes for children with disabilities.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
2023-24 Embedded Instruction for Early Learning California	\$553,745.00	07/01/2023 to 09/30/2025

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

J. Acceptance of Project Funds No. 67

The Superintendent recommends that the County Board approve the acceptance of the 2023-24 Individuals with Disabilities Education Act (IDEA) 611 Local Assistance Entitlements grant funds from the California Department of Education (CDE) for Los Angeles County Office of Education Special Education Plan Area - 1901. Local Assistance Entitlement funding is specifically allocated for special education and services to children with disabilities ages five through twenty-one.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
2023-24 Individuals with Disabilities Education Act (IDEA) 611 Local Assistance Entitlements	\$793,464.00	07/01/2023 to 09/30/2025

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

K. Acceptance of Project Funds No. 68

The Superintendent recommends that the County Board approve the acceptance of the 2023-24 Individuals with Disabilities Education Act (IDEA) 611 Local Assistance Entitlements grant funds from the California Department of Education (CDE) for the Los Angeles County Charter Special Education Plan Area - 1951. Local Assistance Entitlement funding is specifically allocated for special education and services to children with disabilities ages five through twenty-one.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
2023-24 Individuals with Disabilities Education Act (IDEA) 611 Local Assistance Entitlements	\$3,465,655.00	07/01/2023 to 09/30/2025

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

L. Acceptance of Project Funds No. 69

The Superintendent recommends that the County Board approve the acceptance of grant funds from the California Department of Education (CDE) for the 21st Century Community Learning Centers – Technical Assistance System of Support for Expanded Learning Grant to fund LACOE's Expanded Learning program.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
21st Century Community Learning Centers – Technical Assistance System of Support for Expanded Learning Grant	\$1,359,165.00	07/01/2023 to 06/30/2024

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

M. Acceptance of Project Funds No. 70

The Superintendent recommends that the County Board approve the acceptance of grant funds from the California Department of Education (CDE) for the 21st Century Science, Technology, Engineering, Art, and Mathematics (STEAM) Grant to fund LACOE’s Expanded Learning program.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
21st Century Science, Technology, Engineering, Art, and Mathematics (STEAM) Grant	\$80,500.00	07/01/2023 to 06/30/2024

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

N. Acceptance of Project Funds No. 71

The Superintendent recommends that the County Board approve the acceptance of grant funds from the California Department of Education (CDE) for the After School Education and Safety Program-Technical Assistance System of Support for Expanded Learning Grant to fund LACOE's Expanded Learning program.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
After School Education and Safety Program-Technical Assistance System of Support for Expanded Learning Grant	\$71,535.00	07/01/2023 to 06/30/2024

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

O. Acceptance of Project Funds No. 72

The Superintendent recommends that the County Board approve the acceptance of grant funds from the California Department of Education (CDE) for the After School Education and Safety Program-Technical Assistance Science, Technology, Engineering, Art, and Mathematics (STEAM) Grant to fund LACOE’s Expanded Learning program.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
After School Education and Safety Program-Technical Assistance Science, Technology, Engineering, Art, and Mathematics (STEAM) Grant	\$34,500.00	07/01/2023 to 06/30/2024

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

P. Acceptance of Project Funds No. 73

The Superintendent recommends that the County Board accept the CAL-Math, Science, and Computer Science grant funded by the San Joaquin Office of Education. This partnership contract will include LACOE’s Curriculum and Instruction Unit, San Joaquin County Office of Education, Santa Barbara County Office of Education, and Monterey County Office of Education. As a grant partner, LACOE will generate and disseminate professional learning opportunities for educators designed to enable local implementation efforts of the Mathematics, Science, and Computer Science Standards.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
CAL-Math, Science, and Computer Science	\$907,100	06/30/2023 to 03/05/2027

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

Q. Acceptance of Project Funds No. 74

The Superintendent recommends that the County Board accept the Four Pillars Social Justice Program/L.A. vs Hate funding from the Los Angeles County Department of Public Health Commission on Human Relations to partner with LACOE's Mental Health and School Counseling Unit.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
Four Pillars Social Justice Program/L.A. vs Hate	\$200,000.00	03/01/2024-06/30/2026

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

R. Acceptance of Project Funds No. 75

The Superintendent recommends that the County Board accept the project fund for the Golden State Pathways Program (GSPP) Planning Regional Technical Assistance Center (RTAC) for LACOE’s Career Technical Education unit.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
Golden State Pathways Program (GSPP) Planning Regional Technical Assistance Center (RTAC)	\$1,170,000.00	01/02/2024-06/30/2026

Board Meeting – February 20, 2024

Item VI. Consent Calendar Recommendations

S. Adoption of Board Resolution No. 39

The Superintendent recommends that the County Board accept the Designation of Applicant’s Agent Resolution for Non-State Agencies.

California Governor’s Office of Emergency Services requires all applicants to be eligible to receive federal financial assistance for any existing or future grant program. This is a universal resolution and is effective for all open and future disasters declared up to three years following the date of approval. This resolution will be filed with Cal OES to obtain federal financial assistance for any existing or future grant program.

Project

California Governor’s Office of
Emergency Services: Designation
of Applicant’s Agent Resolution
for Non-State Agencies

Funding Period

Good for 3 years once
approved



Cal OES ID No: _____

DESIGNATION OF APPLICANT'S AGENT RESOLUTION FOR NON-STATE AGENCIES

BE IT RESOLVED BY THE LA County Board of Educ. OF THE Los Angeles County Office of Education
 (Governing Body) (Name of Applicant)

THAT Superintendent, OR
 (Title of Authorized Agent)

Chief Financial Officer, OR
 (Title of Authorized Agent)

Director of Facilities & Construction or Director of Accounting & Budget Dev.

(Title of Authorized Agent)

is hereby authorized to execute for and on behalf of the Los Angeles County Office of Education,
 (Name of Applicant)

a public entity established under the laws of the State of California, this application and to file it with the California Governor's Office of Emergency Services for the purpose of obtaining federal financial assistance for any existing or future grant program, including, but not limited to any of the following:

- **Federally declared Disaster (DR), Fire Mitigation Assistance Grant (FMAG), California State Only Disaster (CDAA), Immediate Services Program (ISP), Hazard Mitigation Grant Program (HMGP), Building Resilient Infrastructure and Communities (BRIC), Legislative Pre-Disaster Mitigation Program (LPDM)**, under
- Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, and/or state financial assistance under the California Disaster Assistance Act.
- **Flood Mitigation Assistance Program (FMA)**, under Section 1366 of the National Flood Insurance Act of 1968.
- **National Earthquake Hazards Reduction Program (NEHRP)** 42 U.S. Code 7704 (b) ((2) (A) (ix) and 42 U.S. Code 7704 (b) (2) (B) National Earthquake Hazards Reduction Program, and also The Consolidated Appropriations Act, 2018, Div. F, Department of Homeland Security Appropriations Act, 2018, Pub. L. No. 115-141
- **California Early Earthquake Warning (CEEW)** under CA Gov Code – Gov, Title 2, Div. 1, Chapter 7, Article 5, Sections 8587.8, 8587.11, 8587.12

That the Los Angeles County Office of Education, a public entity established under the
 (Name of Applicant)

laws of the State of California, hereby authorizes its agent(s) to provide to the Governor's Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required.



Please check the appropriate box below

- This is a universal resolution and is effective for all open and future disasters/grants declared up to three (3) years following the date of approval.
- This is a disaster/grant specific resolution and is effective for only disaster/grant number(s): _____

Passed and approved this 20 day of February, 2024

Yvonne Chan, Ed.D., Board President

(Name and Title of Governing Body Representative)

Stanley L. Johnson, Jr., Ph.D., Board Vice President

(Name and Title of Governing Body Representative)

James Cross, Board Member

(Name and Title of Governing Body Representative)

CERTIFICATION

I, **Beatrice Robles**, duly appointed and **Principal Executive Assistant** of
 (Name) (Title)

Los Angeles County Office of Education, do hereby certify that the above is a true and
 (Name of Applicant)

correct copy of a resolution passed and approved by the **LA County Board of Educ.**
 (Governing Body)

of the **Los Angeles County Office of Education** on the 20 day of **February**, 2024.
 (Name of Applicant)

 (Signature)

Principal Executive Assistant

 (Title)



Cal OES Form 130 Instructions

A Designation of Applicant's Agent Resolution for Non-State Agencies is required of all Applicants to be eligible to receive funding. A new resolution must be submitted if a previously submitted resolution is older than three (3) years from the last date of approval, is invalid, or has not been submitted.

When completing the Cal OES Form 130, Applicants should fill in the blanks on pages 1 and 2. The blanks are to be filled in as follows:

Resolution Section:

Governing Body: This is the group responsible for appointing and approving the Authorized Agents.

Examples include: Board of Directors, City Council, Board of Supervisors, Board of Education, etc.

Name of Applicant: The public entity established under the laws of the State of California.

Examples include: School District, Office of Education, City, County or Non-profit agency that has applied for the grant, such as: City of San Diego, Sacramento County, Burbank Unified School District, Napa County Office of Education, University Southern California.

Authorized Agent: These are the individuals that are authorized by the Governing Body to engage with the Federal Emergency Management Agency and the California Governor's Office of Emergency Services regarding grants for which they have applied. There are two ways of completing this section:

1. **Titles Only:** The titles of the Authorized Agents should be entered here, not their names. This allows the document to remain valid if an Authorized Agent leaves the position and is replaced by another individual. If "Titles Only" is the chosen method, this document must be accompanied by either a cover letter naming the Authorized Agents by name and title, or the Cal OES AA Names document. The supporting document can be completed by any authorized person within the Agency (e.g., administrative assistant, the Authorized Agent, secretary to the Director). It does not require the Governing Body's signature.
2. **Names and Titles:** If the Governing Body so chooses, the names **and** titles of the Authorized Agents would be listed. A new Cal OES Form 130 will be required if any of the Authorized Agents are replaced, leave the position listed on the document, or their title changes.



Checking Universal or Disaster-Specific Box: A Universal resolution is effective for all past disasters and for those declared up to three (3) years following the date of approval. Upon expiration it is no longer effective for new disasters, but it remains in effect for disasters declared prior to expiration. It remains effective until the disaster goes through closeout unless it is superseded by a newer resolution.

Governing Body Representative: These are the names and titles of the approving Board Members.

Examples include: Chairman of the Board, Director, Superintendent, etc. The names and titles **cannot** be one of the designated Authorized Agents. A minimum of three (3) approving board members must be listed. If less than three are present, meeting minutes must be attached in order to verify a quorum was met.

Certification Section:

Name and Title: This is the individual in attendance who recorded the creation and approval of this resolution.

Examples include: City Clerk, Secretary to the Board of Directors, County Clerk, etc. This person **cannot** be one of the designated Authorized Agents or Approving Board Member. If a person holds two positions (such as City Manager and Secretary to the Board) and the City Manager is to be listed as an Authorized Agent, then that person could sign the document as Secretary to the Board (not City Manager) to eliminate "Self-Certification."

Board Meeting – February 20, 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 annual State Capitol Legislative Visits. The annual State Capitol Legislative Visits will occur virtually on Wednesday, February 21st from 9:00 a.m. to 4:00 p.m. and on Wednesday, May 8th from 9:00 a.m. to 4:00 p.m.

Board Meeting – February 20, 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
February 20 - June 30, 2024**

2:30 p.m. Study Session: Head Start Policy Council

3:00 Board Meeting

~~Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites~~

Rpt: Juvenile Court Schools Report

Rpt: 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs (Enclosure)

Rpt: Update on the Business Enhancement System Transformation (BEST) Project

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 31: to Recognize Read Across America Day, March 2, 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 32: to Recognize the Anniversary of Boston Massacre and Death of Crispus Attucks, March 5, 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 33: to Proclaim International Day for the Elimination of Racial Discrimination, March 21, 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 34: to Recognize Cesar Chavez Day, March 31, 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 35: to Recognize Arts Education Month in California, March 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 36: to Recognize National Nutrition Month, March 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 37: to Recognize National Social Work Month, March 2024

Consent Rec/Bd. Res.: Adoption of Board Resolution No. 38: to Recognize National Women’s History Month, March 2024

Consent Rec: Acceptance of Project Funds No. 66

Consent Rec: Acceptance of Project Funds No. 67

Consent Rec: Acceptance of Project Funds No. 68

Consent Rec: Acceptance of Project Funds No. 69

Consent Rec: Acceptance of Project Funds No. 70

Consent Rec: Acceptance of Project Funds No. 71

Consent Rec: Acceptance of Project Funds No. 72

Consent Rec: Acceptance of Project Funds No. 73

Consent Rec: Acceptance of Project Funds No. 74

Consent Rec: Acceptance of Project Funds No. 75

Consent Rec: Adoption of Board Resolution No. 39: Designation of Applicant’s Agent Resolution for Non-State Agencies

~~Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List~~

Interdistrict Attendance Appeal

~~1. Muamen A. v. Los Angeles USD~~

~~2. Audrina G. P. v. Los Angeles USD~~

3. Dominic G. v. Azusa USD

Expulsion Appeal

1. No. 2324-0005 v. Alhambra USD

~~2. No. 2324-0006 v. ABC USD~~

<p>MARCH 5 - Cancelled 2024</p> <p>MARCH 12 3:00 Board Meeting Rpt: Second Interim Report 2023-24 (Enclosure) Rpt: Assembly Bill (AB) 922: Los Angeles County Triennial Plan for Expelled Students 2024 (Enclosure) Rpt: Report on Policies Rec: Approval of Second Interim Financial Report 2023-24 With Attached Staff Report (Enclosure) Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. <u>Jessica D. v. San Gabriel USD (Vietnamese Interpreter)</u> 2. <u>Kevin V. v. Los Angeles USD (Spanish Interpreter)</u> 3. <u>Gabriel B. D. v. Los Angeles USD</u> 4. <u>Sumeragne G. v. Los Angeles USD</u> 5. <u>Jayda C. v. Los Angeles USD</u> 6. <u>Jacob V. v. Los Angeles USD</u> 7. <u>Wilder H. v. Los Angeles USD</u> 8. <u>Wells H. v. Los Angeles USD</u> 9. <u>Alen A. v. Los Angeles USD</u> 10. <u>Kiana A. v. Los Angeles USD</u> 11. <u>Arielle A. v. Los Angeles USD</u> 12. <u>Sissy B. G. v. Los Angeles USD</u> 13. <u>Noelle L. v. Bellflower USD</u> 14. <u>David T. v. Inglewood USD</u> 15. <u>Jose P. v. Inglewood USD</u> 16. <u>Brooke R. v. Inglewood USD</u> 17. <u>Delailah B. v. Azusa USD</u> 18. <u>Julian M. v. Azusa USD</u> 19. <u>Aleyna G. V. Glendora USD</u> 20. <u>Eli C. v. South Whittier SD</u> 21. <u>Ezra C. v. South Whittier SD</u> <p>Expulsion Appeal</p> <ol style="list-style-type: none"> 1. <u>No. 2324-0006 v. ABC USD</u> <p>**Cesar Chavez Day – Monday, March 25, 2024</p>	<p>MARCH 19 2024</p> <p>2:30 p.m. Study Session: Los Padrinos JCS 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Rpt: Update on Juvenile Court Schools Rpt: Head Start/Early Head Start 2023-24 Consolidated Funding Application Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; Declaring April as “Sexual Assault Awareness Month” and April __, 2024 as “Denim Day” at the Los Angeles County Office of Education – Comm Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; Dolores Huerta Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; Armenian Genocide Remembrance Day, April __, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; National Child Abuse Prevention Month, April 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2024 Consent Rec: Adoption of Board Resolution No. __; National Arab American Heritage Month, April 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; to establish a week during the Month of April 2024 as Public Schools Month – Comm Rec/Public Hearing: Adopt the Superintendent’s Recommendation to Approve/Deny the Charter for Top-Notch STEAM Academy, Grades TK-8: Appeal of a Petition to Establish a Charter Previously Denied by Azusa Unified School District Board of Education Rec: Approval of Head Start/Early Head Start 2023-24 Consolidated Funding Application Rec: Approval of First Reading of Policies Rec: 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report</p>
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<p>APRIL 2 2024</p> <p>3:00 Board Meeting Presentation: Recognition of 2023-24 Science and Math Competition and Other Events Rec: Approval of Second Reading and Adoption of Policies</p> <p>APRIL 9 - Cancelled</p>	<p>APRIL 16 2024</p> <p>2:30 Board Audit Committee Meeting 3:00 Board Meeting Presentation: 2023-24 Los Angeles County Academic Decathlon Winners Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Update on Juvenile Court Schools Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May __, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County – Comm Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May __, 2024 as Classified School Employees Week in Los Angeles County – Comm Consent Rec/Bd. Res.: Adoption of Board Resolution No. __; May Day, May __, 2024 Consent Rec: Adoption of Board Resolution No. __; to recognize May __, 2024, as National School Nurse Day – CWSS Consent Rec: Adoption of Board Resolution No. __; to recognize May 2024, as National Foster Care Month – CWSS Consent Rec: Adoption of Board Resolution No. __; Asian American and Pacific Islander Heritage Month, May 2024 Consent Rec: Adoption of Board Resolution No. __; to recognize May __, 2024 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. __; National Mental Health Month, May 2024 Rec: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List</p>
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<p>MAY 7 2024 3:00 Board Meeting Presentation: Day of the Teacher 2024 Rpt: Quarterly Budget Report – 3rd Quarter</p> <p>**Memorial Day – Monday, May 27, 2024</p>	<p>MAY 14 2024 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2024 Winners of the 19th Annual Los Angeles County Spelling Bee Rpt: Update on Juvenile Court Schools Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2024-25 Fiscal Year</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>
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<p>JUNE 4 2024 3:00 Board Meeting 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>JUNE 11 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>**Juneteenth Day – Wednesday, June 19, 2024</p>	<p>JUNE 18 2024 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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Board Meeting – February 20, 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 February 1, 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. Dominic Gonzalez	Mr. Tom Steele	9	Ms. Jovan Ambriz, parent	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Bonita USD

Board Meeting – February 20, 2024

Item IX. Hearings

B. Los Angeles County Board of Education’s Decision on Expulsion Appeals (Enclosures)

Final decision on Expulsion Appeals (Closed session)

The Administrative Hearing Panel heard Case Number 2324-0005 v. Alhambra Unified School District on Tuesday, January 23, 2024. The panel’s findings and recommendations were sent to the County Board of Education, along with the hearing folders, for review.

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

Education Code Section 48919.5 authorizes Expulsion Appeals to be heard by an administrative hearing panel appointed by county boards of education.

Expulsion Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative
1. Case No. 2324-0005	Dr. Sonya Smith	8	Ms. Karen Martinez-Chung, Attorney; Mr. Ralph Olguin, father; and Mrs. Michelle Olguin, mother	Alhambra USD	Mr. Jim Schofield, Director of Student/Employee Welfare, TK-12