

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

TO LISTEN BY TELEPHONE: (669) 900-9128

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No. 26: 2024-2025

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Board Meeting

April 15, 2025

2:30 p.m.

Ms. Garoupa

STUDY SESSION: Mental Health Initiatives – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Johnson

A. Call to Order

Ms. Breslauer

B. Pledge of Allegiance

Dr. Duardo

C. Ordering of the Agenda

Dr. Johnson

D. Approval of the Minutes

1. April 8, 2025

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS

Dr. Johnson

A. Recognition of the 2025 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon

IV. HEARINGS

Dr. Ramirez/Dr. Simon

A. *(Time Certain 4:00 p.m.)* Public Hearing on Introduction to Ethnic Studies Course Overview

V. REPORTS / STUDY TOPICS

Dr. Ramirez/Dr. Simon

A. Report on Introduction to Ethnic Studies Course Overview

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Adoption of Board Resolution No. 53 to Recognize May 7, 2025, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County

B. Adoption of Board Resolution No. 54 to Recognize May 18-24, 2025 as Classified School Employees Week in Los Angeles County

C. Adoption of Board Resolution No. 55 to Recognize May Day on May 1, 2025

D. Adoption of Board Resolution No. 56 to Recognize May 7, 2025, as National School Nurse Day

E. Adoption of Board Resolution No. 57 to Recognize May 2025, as National Foster Care Month

- F. Adoption of Board Resolution No. 58 to Recognize Asian American and Pacific Islander Heritage Month, May 2025
- G. Adoption of Board Resolution No. 59 to Recognize May 22, 2025, as Harvey Milk Day
- H. Adoption of Board Resolution No. 60 to Recognize National Mental Health Month, May 2025
- I. Adoption of Board Resolution No. 61 to Recognize May 2025, as Jewish American Heritage Month

VII. RECOMMENDATIONS

- Ms. Andrade A. Adopt the Superintendent’s Recommendation to Authorize Petition for *Los Angeles Leadership Academy (LALA), Grades 6-12: Renewal on Appeal* Petition with Attached Report (Enclosure)
- Dr. Ramirez B. Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report
- Dr. Duardo C. Approval of Position Recommendation Report PRR 2.0 – April 2025

VIII. INFORMATIONAL ITEMS

- Dr. Duardo A. Governmental Relations
- Dr. Duardo 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. Johnson A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. MariaFernanda M. v. Compton USD
 - 2. Eduardo M. v. Compton USD
 - 3. Athena M. v. Compton USD

X. ADJOURNMENT

Dr. Johnson

**MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, April 8, 2025**

A meeting of the Los Angeles County Board of Education was held on Tuesday, April 8, 2025, at the Los Angeles County Office of Education Board Room.

PRESENT: Ms. Michele Breslauer, Dr. Yvonne Chan, Mr. James Cross, Mrs. Andrea Foggy-Paxton, Ms. Betty Forrester, Dr. Theresa Montano, and Dr. Stanley Johnson, Jr.; Student Board Member: Ms. Sanai.

OTHERS PRESENT: Dr. Ruth Perez, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant.

BOARD AUDIT COMMITTEE MEETING: An Audit Committee meeting was held at 2:30 p.m.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:04 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mr. Cross led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Perez indicated that there were no changes to the Board agenda.

Dr. Montano provided a statement that she was not attending board meeting in person due to her husband's recent surgery.

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

***Yes vote:** Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

***Abstained:** Ms. Jimena.*

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena indicated that last Friday, she attended a performance at LACHSA where students from Los Angeles County were invited to LACHSA's Rise: A Dance Event at the Luckman

Fine Arts Complex. She said that some of the activities included a pre-show dance workshop, free dance performance, and networking with arts organizations from across the Los Angeles County, including dance students from LACHSA performing.

Ms. Jimena indicated that her short list of schools for college included UC Berkeley and UC Davis.

The County Board congratulated Ms. Jimena and is excited to hear about her decision.

Ms. Forrester provided a Head Start Policy Update. Ms. Forrester also stated that she will be a grandmother in September 2025.

Dr. Johnson indicated that last Friday, he attended an event that highlighted Ms. Billie Jean King and a mural dedication at Polytechnic High School in Long Beach. He thanked Ms. Dotti Ysaïs and Mr. Ruben Valles for the invitation to represent the County Board and making this an unforgettable event.

Dr. Ruth Perez, Deputy Superintendent, provided the following highlights to the County Board:

Migrant Education Program

- The Migrant Education Program unit hosted the Annual Regional Speech and Debate Tournament and Awards Ceremony for 90 students in grades 6-12 students on March 15th.
- There were 271 attendees, representing 12 school districts.
- The students competed in English or Spanish, and 34 first-place winners for each category will advance to the state competition on May 2-4, 2025.

Another for Migrant Education Program

- LACOE's Migrant Education Program took 29 students (grades 1-12) to Disneyland on Saturday, March 29th, to participate in the Disney Imagination Campus immersive workshops.
- Students in grades 1-6 explored the creative process of theme park design, while secondary students delved into the technological innovations that bring Disney magic to life!
- The students, representing 10 different LA County School Districts, experienced how, through the use of critical thinking and practical skills, Disney imagineers blend storytelling and engineering to shape the Disneyland experience.

Immigrant Supports

- I am proud of the ongoing work of our Immigration Coordinator, Fredy Ruiz, and the Immigration Task Force during these challenging times.
- On March 25, Fredy Ruiz co-presented with two Student Advisory Council members from the Know Your Educational Rights Committee at Lynwood High School.
- The presentation, attended by over 100 students, focused on "Know Your Educational Rights" and was delivered in both English and Spanish.
- Students learned about:
 - Their educational rights, including Plyler v. Doe and AB 699.
 - How to protect their rights during immigration enforcement (e.g., remaining silent, not signing anything, and the right to an attorney).

- Reporting hate crimes, harassment, or bullying related to immigration status.
- Special thanks to LACOE's Community Schools Initiative staff for their coordination. The Immigration Task Force continues to offer training—more information is available on the LACOE website.

IPoly Visit to the California Science Center

- Last Thursday, a group of IPoly students and staff had the opportunity to attend an event at the California Science Center showcasing JOBY Aviation's full size mockup electrical aircraft.
- Our students were able to interact with the pilot who noted that our students' curiosity and interest were his highlight that evening.
- The evening culminated with an IMAX movie, "Cities of the Future," that highlighted how science and engineering is transforming our lives today and in the future.

Building A Better Sister – Black Man Can Group

- I recently joined the culminating presentations at Los Padrinos, where the girls showcased their growth through business pitches, reflecting their new leadership and entrepreneurial skills.
- Last summer, we hosted the Black Man Can Group for a similar program for boys. The Building a Better Sister Program now offers young women the same opportunity to develop critical life and leadership skills.
- We are proud of these young women for their dedication and the impressive skills they demonstrated.
- The Building a Better Sister Program empowers young women through Leadership, Social Emotional Learning (SEL), and Entrepreneurship.
- The program features 10 modules, combining skills for personal and professional growth:
 1. SEL, Goal Setting, and Entrepreneurship
 2. Self-Awareness and Market Research
 3. Self-Management and Business Planning
 4. Social Awareness and Branding
 5. Relationship Skills and Networking
 6. Responsible Decision-Making and Business Ethics
 7. Leadership and Business Model
 8. Coping Skills and Financial Literacy
 9. Community Contribution and Marketing Strategies
 10. Presentation Skills and Business Pitch

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Elizabeth Norbut provided a report of the Head Start Policy Council.

COMMUNICATIONS: PUBLIC (None)

PRESENTATIONS (None)

HEARINGS (None)

REPORTS / STUDY TOPICS

UNIFORM COMPLAINT PROCEDURE QUARTERLY REPORT FOR EDUCATIONAL PROGRAM, JANUARY 1ST TO MARCH 31ST, 2025

Dr. Diana Velasquez, Executive Director of Educational Programs, shared that there were no complaints filed.

The County Board had no questions related to this item.

There were no public speakers for this item.

CONSENT CALENDAR RECOMMENDATIONS

ACCEPTANCE OF PROJECT FUNDS NO. 50

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 50.

ACCEPTANCE OF PROJECT FUNDS NO. 51

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 51.

ACCEPTANCE OF PROJECT FUNDS NO. 52

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 52.

ACCEPTANCE OF PROJECT FUNDS NO. 53

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 53.

ACCEPTANCE OF GIFTS NO. 32

The Superintendent recommended that the County Board approve the Acceptance of Gifts No 32.

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

Dr. Chan had questions related to some of the Consent Calendar Recommendations.

There were no public speakers for this item.

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

RECOMMENDATIONS

APPROVAL OF SECOND READING AND ADOPTION OF BOARD POLICY (BP) 3320 (CLAIMS AGAINST LACOE), BOARD BYLAW (BB) 9010 (PUBLIC STATEMENTS), AND BB 9012 (BOARD MEMBER ELECTRONIC COMMUNICATIONS) (ENCLOSURE)

The Superintendent recommended that the County Board approve the Second Reading and Adoption of the above-referenced Board Policies.

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Second Reading and Adoption of the above-referenced Board policies.

The County Board did not have any questions regarding this matter.

There were no public speakers on this item.

***Yes vote:** Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs, Director of Governmental Relations, provided a report to the County Board.

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

Dr. Perez indicated that the next Board meeting would be on April 15, 2025.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON INTERDISTRICT AND ATTENDANCE APPEALS

KALEY C. V. MOUNTAIN VIEW SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Shelly Gill, Deputy General Counsel II, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director III, for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her mother, Ms. Oi Ping Ch. Mr. George Schonborn, Director of Pupil Personnel Services, represented Mountain View School District. Mr. Lawrence Pang provided Cantonese translation services for the appeal hearing.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson. The appeal was granted.

ADJOURNMENT

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

***Yes vote:** Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

This meeting adjourned at 4:28 p.m.

Board Meeting – April 15, 2025

Item	Study Session
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A.	Mental Health Initiatives
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The Mental Health Initiatives Study Session will highlight the Student Behavioral Health Incentive Program (SBHIP), Children and Youth Behavioral Health Initiative (CYBHI) and LACOE's Tiered Approach to Mental Health Support.

Alicia Garoupa, Sonya Smith, Rachelle Touzard, and representatives from Bassett and Pasadena Unified School Districts will present the final SBHIP report, the initial CYBHI report, first-hand experiences from the field, as well as current and future resources and supports for all schools and districts across Los Angeles County.

Alicia Garoupa, Sonya Smith, Rachelle Touzard, and district representatives will be available for questions.

CYBHI Capacity Grants

Initial Report, April 2025

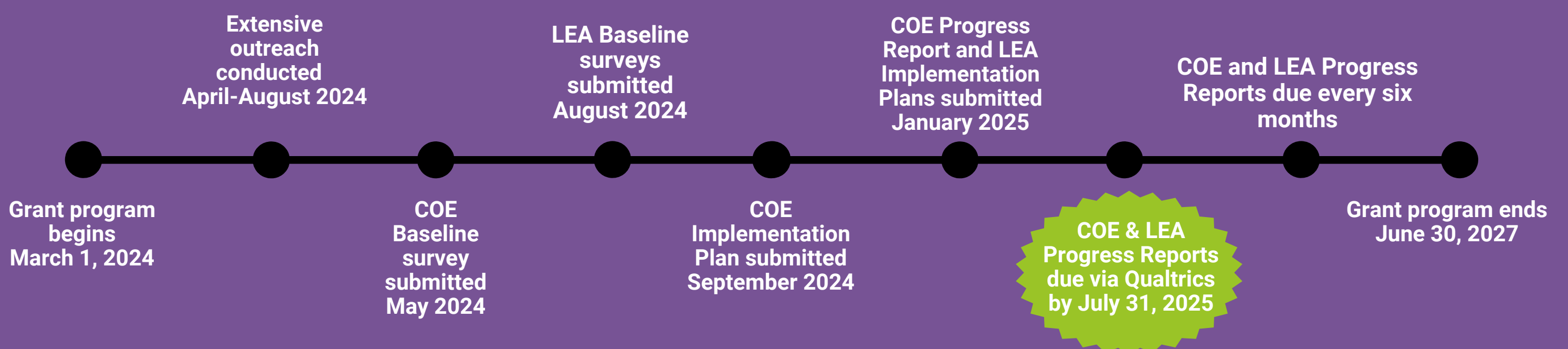
The Children and Youth Behavioral Health Initiative (CYBHI) Capacity Grants aim to expand operational readiness and service delivery for behavioral health support across Local Education Agencies (LEAs). The Los Angeles County Office of Education (LACOE) is leading this effort, distributing funds and supporting LEAs in building sustainable behavioral health systems.

Goals



- Increase the number of students receiving preventive and early-intervention behavioral health services.
- Increase the number of LEAs that meet the operational readiness requirements needed to utilize the CYBHI school-linked fee schedule.
- Support statewide implementation of school-linked fee schedule and behavioral health network of providers.
- Increase availability, equity and range of behavioral health services in schools or school-linked settings by augmenting LEAs' capabilities and capacity.

Timeline



Engagement and Funding Overview

LACOE conducted extensive outreach with all 451 LEAs through informational sessions, email, phone and U.S. Mail.

- 177 LEAs participating
- Total Allocation \$86,162,624
- Operational Readiness (80% allocated to LEAs) \$68,930,099
- Collective Impact \$8,616,262
- Administrative \$8,616,262



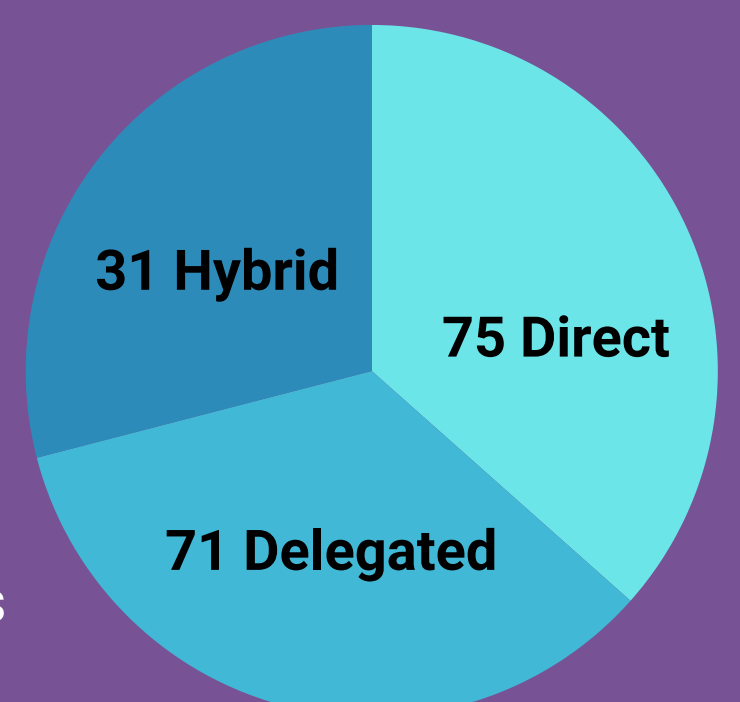
Funding Models and Local Implementation Decisions

Direct Allocation LEAs

- Elected to receive total allocation directly.
- Required to submit Baseline Survey and LEA Implementation Plan.
- Participating in monthly Community of Practice (COP).
- Submitting first progress report by July 31, 2025.

Delegated Allocation LEAs

- Elected to delegate total allocation and collaborate with LACOE to fulfill COE Implementation Plan.
- Participating in monthly Community of Practice (COP)
- LACOE provides technical assistance and oversight to support operational readiness to implement CYBHI fee schedule.



Hybrid Allocation LEAs: Elected to receive partial direct allocation as well as to delegate funds to LACOE.

CYBHI Capacity Grants

Initial Report, April 2025

LACOE Implementation Plan Priority Funding Areas

Medi-Cal Enrollment

- Increase the number of LEAs that are Medi-Cal enrolled
- Increase the number of eligible students who are Medi-Cal enrolled



Data collection and documentation/Billing Infrastructure

- Contract with integrated electronic health record/claims submission platform
- Purchase technology to utilize platform
- Provide training for providers and administrators on best practices for use of platform and standards of documentation

Service Delivery Infrastructure and Capacity Building

- Increase number and frequency of trainings for school-based behavioral health staff
- Increase access to clinical supervision for those working towards credentials or licensure



- Establish continuing education program
- Create Wellness Centers in LEAs in five regions throughout the county to increase dedicated spaces where reimbursable services are provided
- Increase opportunities for professional development relevant to behavioral health systems

Collective Impact Initiatives - Countywide Collaboration

- Host Mental Health and School Counseling network meetings to foster collaboration across LEAs
- Implement policy updates to support system-wide alignment and sustainability
- Facilitate implementation of evidence based practices
- Create virtual behavioral health tools for students and families
- Develop Certified Wellness Coach pathways
- Provide access to the California Healthy Kids Survey with the Behavioral Health module to all LEAs throughout the county



A portion of CYBHI funds is dedicated to Collective Impact, supporting county-wide initiatives that align LEAs under a shared vision for behavioral health services expansion.

Next Steps

- Reviewing and approving Implementation Plans for LEAs that elected direct or hybrid allocations
- Executing expenditure contracts for direct and hybrid allocation LEAs
- Sending 50% of the allocations to LEAs with fully executed contracts
- Executing no-cost MOUs with delegated allocation LEAs
- Beginning the process to serve as a billing consortium lead
- Hosting monthly Communities of Practice for all participating LEAs
- Participating in weekly office hours with grant administrators
- Providing technical assistance upon request from LEAs
- Drafting the July 2025 Progress Report



**Los Angeles County
Office of Education**

Student Behavioral Health Incentive Program (SBHIP) Final Report

Objectives

- Break down silos and improve coordination of child and adolescent behavioral health services for those enrolled in Medi-Cal.
- Increase communication between schools and mental health providers.
- Increase the number of TK-12 students enrolled in Medi-Cal receiving behavioral health services.
- Increase access to mental health services on or near school campuses.
- Address health equity gaps and disparities in access to behavioral health services.

Timeline

2021-2022

Convened SBHIP Steering Committee with the L.A. County Department of Mental Health and Medi-Cal Managed Care Plans, L.A. Care and Health Net.

Held information sessions with and identified partner districts. Conducted initial Wellbeing Survey to inform development of SBHIP Project Plans.

2022-2023

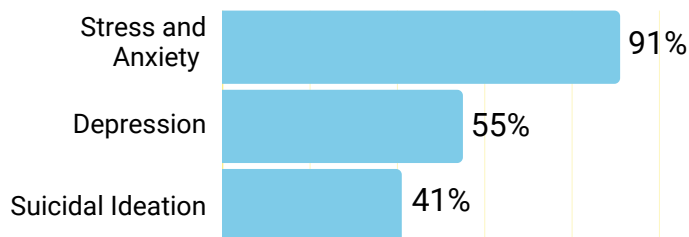
Conducted comprehensive Needs Assessments with partner districts. Launched four Project Plans: Telehealth, Wellness Programs, Workforce Development and IT Enhancements.

2023-2024

Continued implementation and expansion of Project Plans. Submitted Bi-Quarterly Reports and Project Outcome Reports.

District Wellbeing Survey Findings

Top student mental health challenges identified by districts



Top district priority

Increase number of individuals trained and qualified to provide mental health services



13 Partner Districts



Telehealth Infrastructure

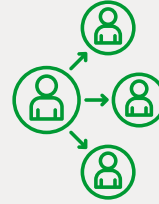
Launched tele-mental health services for students in partnership with **Hazel Health**, providing access to virtual counseling and mental health support.



63 LEAs Contracted



5,790 Students Served



35,794 Total Visits



57,191 Direct Care Hours

Services extended through June 2025 at no cost to Local Educational Agencies (LEAs)

Behavioral Health Wellness Programs

Delivered training to 1,637 LEA staff, equipping them with culturally-responsive trauma-informed strategies to address student mental health needs.

Promoted early intervention initiatives, integrating behavioral health education and wellness programs into school settings to reduce stigma and increase help-seeking behaviors.

160 Well Spaces created across priority districts, offering dedicated environments for behavioral health support and wellness activities.



1,637 staff trained
4 Operational Guides developed



Workforce Development

Supervised 76 behavioral health interns across 51 school sites, expanding counseling capacity and direct mental health support for students.

Implemented peer-to-peer behavioral health programming in 19 schools, empowering students to provide mental health outreach and support within their schools and communities.

Promoted curriculum and career pathway initiatives to support the next generation of mental health providers, ensuring long-term sustainability of the behavioral health workforce.



76 behavioral health interns placed at 51 school sites



19 peer-to-peer behavioral health programs

IT Enhancements

Integrated California Healthy Kids Survey (CHKS) with the Behavioral Health (BH) module, providing 43 districts with critical data on student wellness and mental health trends.

Number of CHKS Surveys Administered with BH module

20K Elementary
40K Middle School
55K High School
35K Parent
14K Staff

Conducted Baseline Surveys within priority districts to determine capacity and infrastructure to implement the Children and Youth Behavioral Health Initiative (CYBHI) School-Linked Fee Schedule.

Priority districts were all determined to be operationally ready to implement the CYBHI fee schedule.



Los Angeles County
Office of Education

Mental Health Initiatives Board Study Session

April 15, 2025



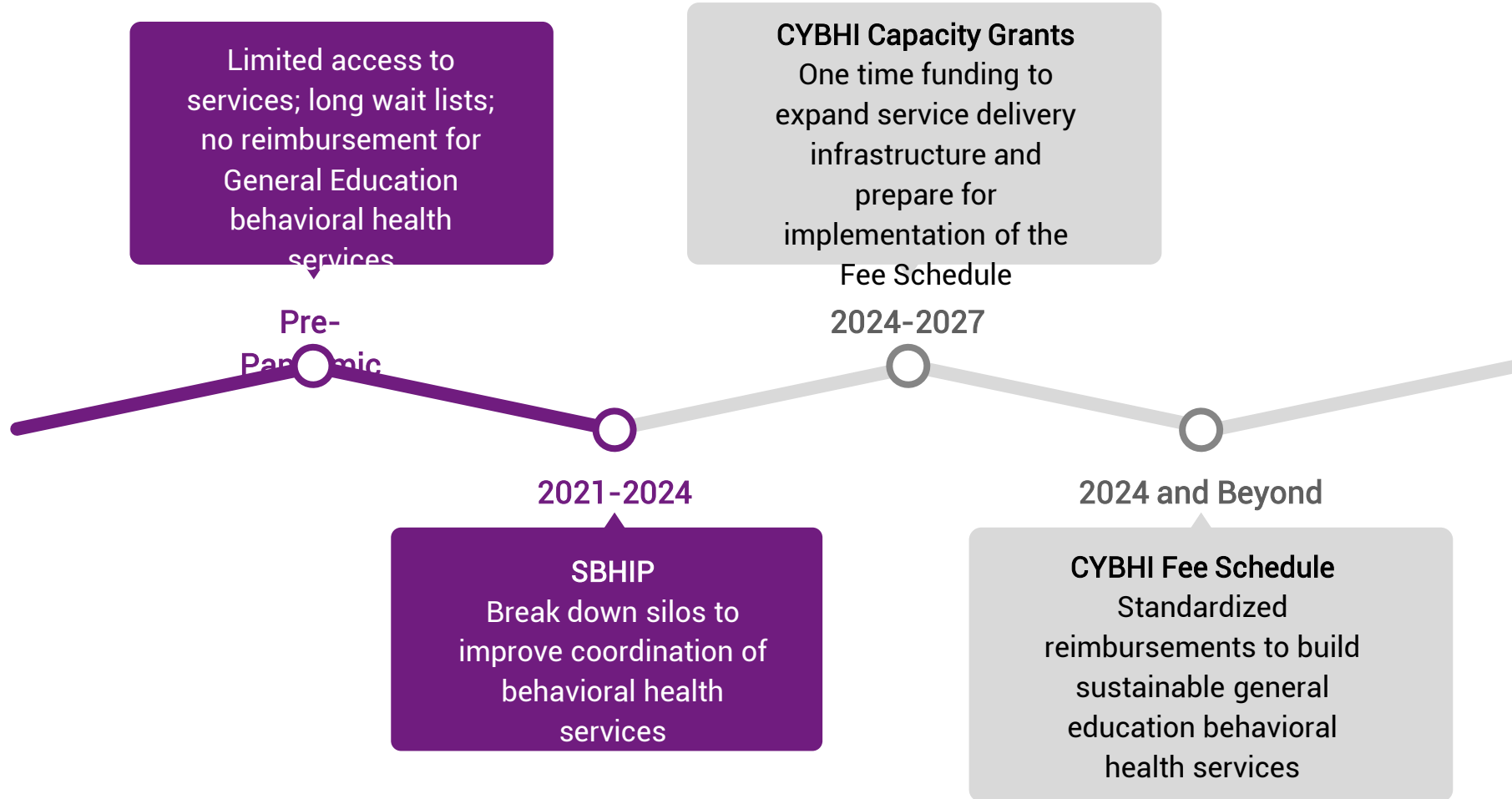


Agenda

- Our Why: Mental Health Initiatives
- Our Approach
- Children and Youth Behavioral Health Initiative (CYBHI)
 - Student Behavioral Health Incentive Program (SBHIP)
 - Capacity Grants and Fee Schedule
- The Work Ahead



Children are 21 times more likely to receive mental health services if they are provided in schools.





Los Angeles County
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Student Behavioral Health Incentive Program (SBHIP) Partners



Los Angeles County
Office of Education

Voices from the Field: Bassett Unified School District





Children & Youth Behavioral Health Initiative (CYBHI) Capacity Grants and Fee Schedule

Capacity Grants:

One-time investment to build operational readiness to implement the fee schedule.

Fee Schedule:

Set reimbursement rates for certain school-based or school-linked behavioral health services. Includes Medi-Cal and private insurance.



CYBHI Fee Schedule Examples



CYBHI FEE SCHEDULE PROGRAM SCOPE OF SERVICES, CODES, AND REIMBURSEMENT RATES

Procedure Code	Service Description; <i>Modifiers</i> <i>All claims must have U4 modifier</i>	Eligible Practitioners	Fee Schedule Rate
90832	Psychotherapy session, individual, 16-37 min	MD, PA, NP, PSYCH, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PSYCH ASSOC, PPS School Psychologist, PPS School Social Worker	\$67.83
T1017	Targeted Case Management, 15 min	MD, PA, NP, RN, PSYCH, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PSYCH ASSOC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$21.34





Voices from the Field: Pasadena Unified School District

- LACOE's **powerful partnership** through Eaton Fire
 - LACOE deployed over 70+ counselors to PUSD
 - SEL Therapeutic Activity Books
 - Comfort Cubs
 - EASE Program
- **CYBHI Capacity Grants and Fee Schedule**
 - **Use** fee schedule to qualify services
 - Eligible staff/service now allowable for billing
 - Provide comprehensive care: Mental health, case management, behavioral rehabilitation and substance abuse prevention
 - Assist PUSD diversify the funding sources to provide behavioral health
 - Provide services and support to PUSD students and support parents/caregivers, resulting in strengthening the families resilience and overall ability to improve functioning for students
 - **Access** confidential space through Zen Booths
 - Service to students is the priority, but space is limited
 - **Hire** more staff to serve students and manage fee schedule and services



MHSC Unit's Tiered Approach to LEA Support

Support for Select LEAs, Schools and Staff:

- LEA/School Crisis Response
- Individualized Consultation and Training
- Wellbeing and Support Services Internship Program
- LACOE School Mental Health Program

Support for Some LEAs, Schools and Targeted Professional Groups:

- Training, Professional Development, Communities of Practice
- Wellspace Development

Support for All LEAs:

- Development of model policies and protocols, toolkits, etc.
- Resources and information sharing
- California Healthy Kids Survey with Behavioral Health Module



The Work Ahead

- Creation of Mental Health and School Counseling division
- Continued support for LACOE schools and LEAs to develop, implement, and refine school mental health programs, services and partnerships
- Continued **advocacy and partnership** development to strengthen infrastructure and sustainability
- Sustain and expand **technical assistance** for LEAs to support participation in the fee schedule
- Continue to champion mental health services and counseling supports as essential elements for teaching and learning





**Los Angeles County
Office of Education**



Thank You!

Questions?

Board Meeting – April 15, 2025

Item III. Presentations

- A. Recognition of the 2025 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon

The County Board and Superintendent will recognize the Alhambra High School team, which placed 4th in Division I of the California Academic Decathlon. The Alhambra High School team placed first in the LA County Academic Decathlon -- one of LACOE's competition programs that promote academic excellence — that was held January 16th, 25th, and February 1, 2025. More than 420 high-achieving students from across the county participated. Alhambra and 5 other teams advanced to the state competition.

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

Board Meeting – April 15, 2025

Item IV. Hearings

A. Public Hearing on Introduction to Ethnic Studies Course Overview

The Superintendent recommends that a Public Hearing on the Introduction to Ethnic Studies Course be held on April 15, 2025, at 4:00 p.m.

In compliance with the requirement of Assembly Bill 101, the Board of Education will now conduct a Public Hearing.

An appropriate Notice of a Public Hearing was posted in all Educational Programs schools on April 8, 2025.

The purpose of today's Public Hearing will be to receive public comments on the Introduction to Ethnic Studies course overview which is a required course for the high school graduating class of the 2029-30 school year.



Ethnic Studies

April 15, 2025



Los Angeles County
Office of Education

Graduation Requirement/ Board Policy



Board Policy 6146.1 High School Graduation Requirements:

“Commencing in the 2025-26 school year, LACOE shall offer a one-semester course in ethnic studies as specified in Education Code 51225.3.”



Board Resolutions

February 8, 2022

Adoption of Board Resolution No. 29 as it articulates the commitment and importance of ethnic studies in Los Angeles County.

January 7, 2025

Adoption of Board Resolution No. 32 to Recognize the year 2025 as the “Los Angeles County Office of Education’s Reaffirmation of Its Commitment to All Students”

What is Ethnic Studies?

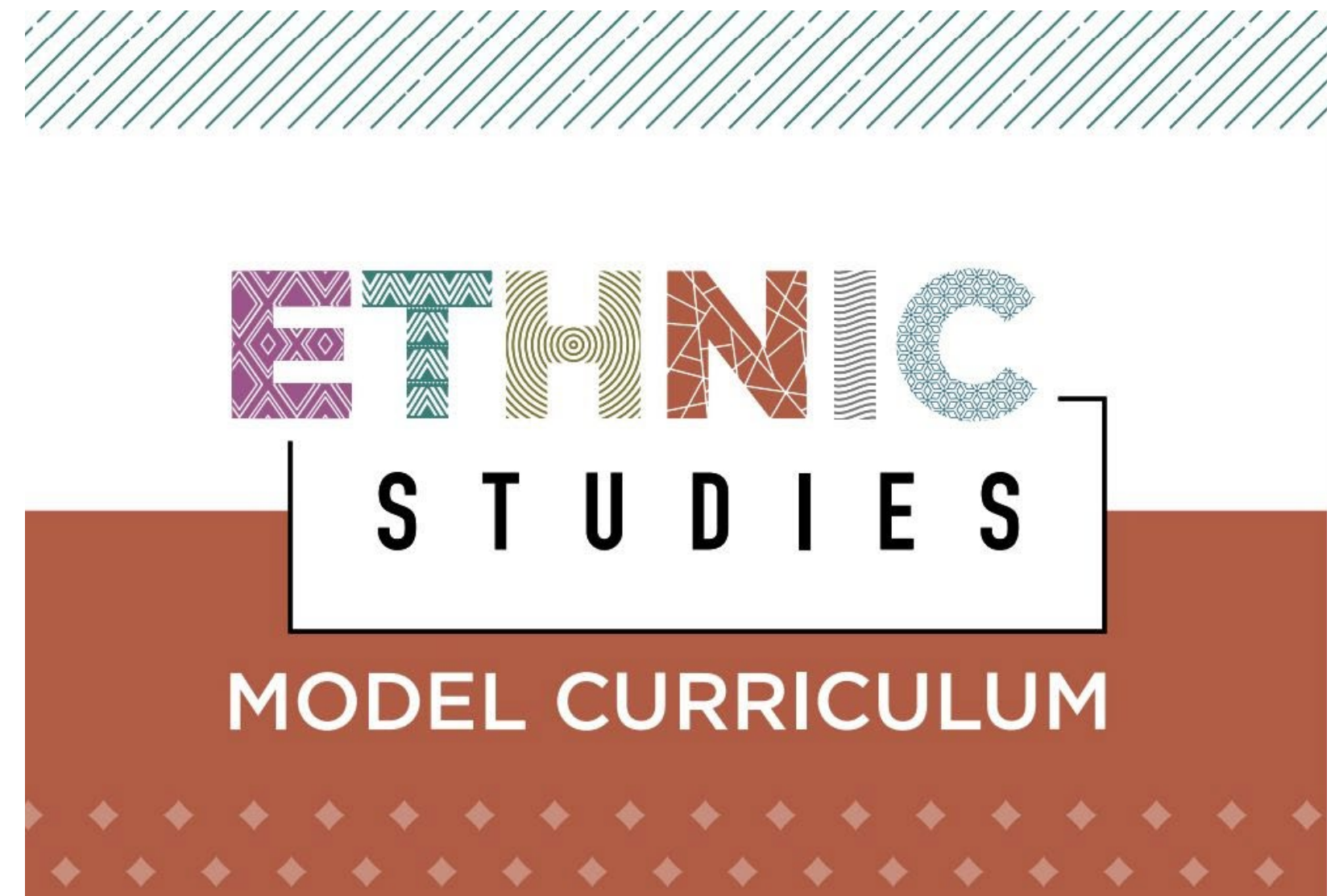
The History Social -Science Framework for CA Public Schools defines ethnic studies as

“As interdisciplinary field of study that encompasses many subject areas ...As a field, ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for ethnic studies courses to document the experiences of people of color in order for students to construct counter -narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.”



Ethnic Studies Model Curriculum

- Adopted by the State Board of Education in March 2021
- Provides guidance for teachers and administrators in the development and implementation of Ethnic Studies



Ethnic Studies Curriculum Content

Four Themes of Ethnic Studies Model Curriculum:

- Identity
- History and Movement
- Systems of Power
- Social Movements and Equity

Focus:

African American, Latina/o/x, Native American, Asian American, and Pacific Islander perspectives



LACOE Ethnic Studies Course

Course Title: Introduction to Ethnic Studies (Grades 9-12)

Text : A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki

Objectives :

- Educate students about the contributions and experiences of Indigenous, African American, Pacific Islander, Asian/Desi/Arab, and Chicano/Latinx communities.
- Strengthen students' political, social, and economic consciousness.



Timeline for Development

2023/24

Select teachers and staff from across sites participate in the micro -certification course consisting of 27 in -person class meetings. 10 teachers and staff complete the micro -certification. Teachers begin to review resources and lessons from the model curriculum.

2024 /25

Team continues working on Ethnic Studies resources and lessons and course in finalized .

Spring 2025

3-day professional development is provided for two cohorts .

April 2025

Course overview provided during Pupil Free day to over 150 staff . Parent engagement sessions conducted .



Sample Lessons

Black/African American

- African Civilizations/Societies
- The Great Migration/Broadway Corridor
- Port of Chicago Disaster/Black Beauty Movement

Latina/o/x, Chicana/o/x

- East LA Walkouts
- Chavez Ravine Story

Asian/Pacific Islander/Desi American

- Incarceration and Return
- Remigration

Indigenous/Native American

- Tongva Land
- Code Talkers



Funding

Ethnic Studies Grant

Funding utilized during the 2023 -24 school year for professional development courses

Effective Educator Grant

Funding utilized in the 2023 -24 and 2024 -25 for professional development courses and resources

2025/26 - Effective Educator Grant

2026/27 - Unknown moving forward



Thank You



Board Meeting – April 15, 2025

Item V. Reports / Study Topics

A. Report on Introduction to Ethnic Studies Course Overview

Ethnic Studies is a course requirement for the high school graduating class of the 2029-30 school year. Introduction to Ethnic Studies will be a one semester course which aims to enhance students' understanding of diverse cultural perspectives, foster inclusivity, and promote social justice within our educational environment.

Ethnic Studies is an interdisciplinary field that examines the history, culture, and contributions of various ethnic groups, particularly those that are historically underrepresented. With a growing emphasis on diversity and inclusion in education, our school has an opportunity to enrich its curriculum and support the needs of an increasingly diverse student body.

Students will gain skills essential for navigating a diverse society, fostering empathy and mutual respect. In addition, engaging with varied perspectives can enhance critical thinking and analytical skills.



Ethnic Studies

April 15, 2025



Los Angeles County
Office of Education

Graduation Requirement/ Board Policy



Board Policy 6146.1 High
School Graduation
Requirements:
“Commencing in the 2025-26
school year, LACOE shall
offer a one-semester course
in ethnic studies as specified
in Education Code 51225.3.”



Board Resolutions

February 8, 2022

Adoption of Board Resolution No. 29 as it articulates the commitment and importance of ethnic studies in Los Angeles County.

January 7, 2025

Adoption of Board Resolution No. 32 to Recognize the year 2025 as the “Los Angeles County Office of Education’s Reaffirmation of Its Commitment to All Students”

What is Ethnic Studies?

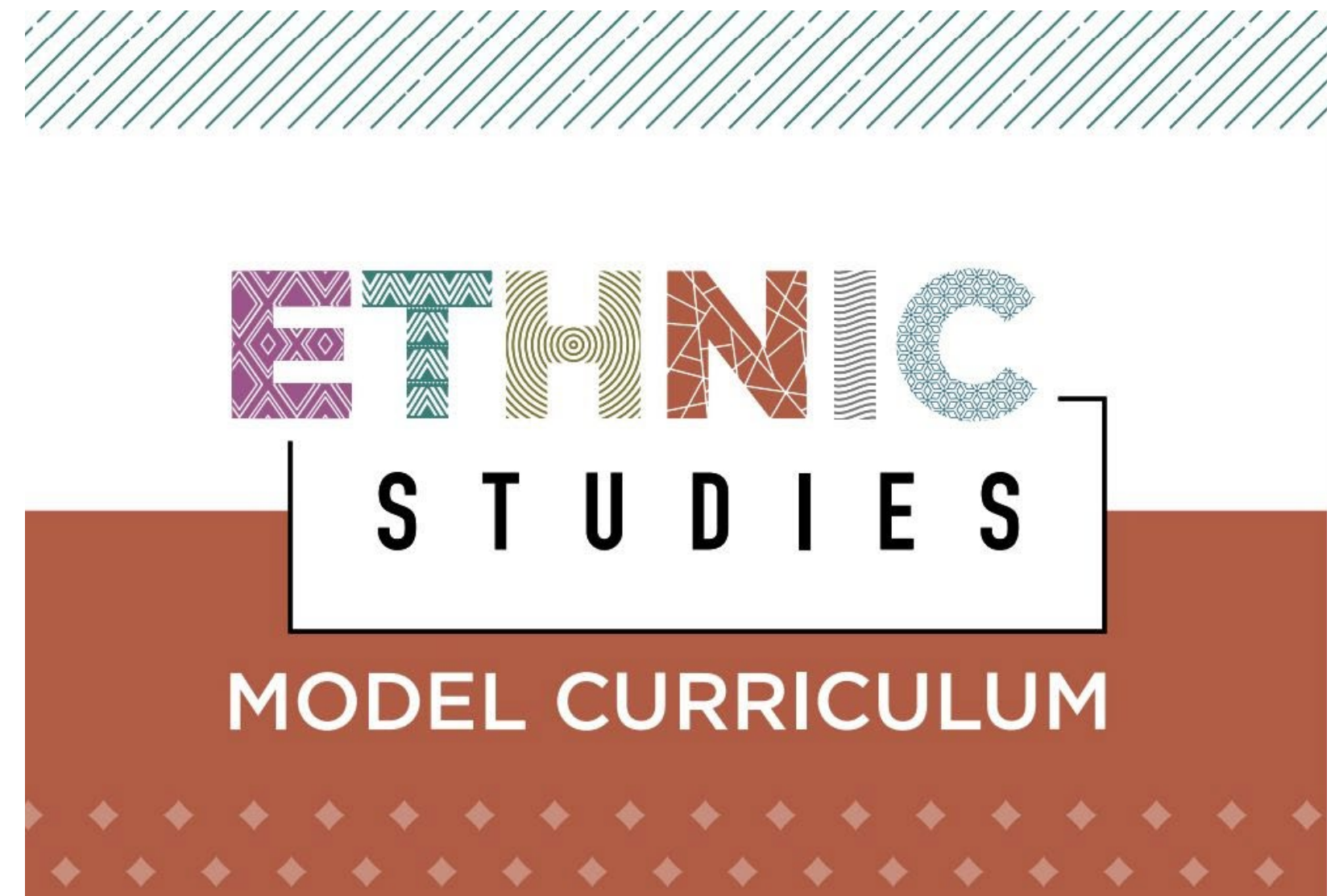
The History Social -Science Framework for CA Public Schools defines ethnic studies as

“As interdisciplinary field of study that encompasses many subject areas ...As a field, ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. It is important for ethnic studies courses to document the experiences of people of color in order for students to construct counter -narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion.”



Ethnic Studies Model Curriculum

- Adopted by the State Board of Education in March 2021
- Provides guidance for teachers and administrators in the development and implementation of Ethnic Studies



Ethnic Studies Curriculum Content

Four Themes of Ethnic Studies Model Curriculum:

- Identity
- History and Movement
- Systems of Power
- Social Movements and Equity

Focus:

African American, Latina/o/x, Native American, Asian American, and Pacific Islander perspectives



LACOE Ethnic Studies Course

Course Title: Introduction to Ethnic Studies (Grades 9-12)

Text : A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki

Objectives :

- Educate students about the contributions and experiences of Indigenous, African American, Pacific Islander, Asian/Desi/Arab, and Chicano/Latinx communities.
- Strengthen students' political, social, and economic consciousness.



Timeline for Development

2023/24

Select teachers and staff from across sites participate in the micro -certification course consisting of 27 in -person class meetings. 10 teachers and staff complete the micro -certification. Teachers begin to review resources and lessons from the model curriculum.

2024 /25

Team continues working on Ethnic Studies resources and lessons and course in finalized .

Spring 2025

3-day professional development is provided for two cohorts .

April 2025

Course overview provided during Pupil Free day to over 150 staff . Parent engagement sessions conducted .



Sample Lessons

Black/African American

- African Civilizations/Societies
- The Great Migration/Broadway Corridor
- Port of Chicago Disaster/Black Beauty Movement

Latina/o/x, Chicana/o/x

- East LA Walkouts
- Chavez Ravine Story

Asian/Pacific Islander/Desi American

- Incarceration and Return
- Remigration

Indigenous/Native American

- Tongva Land
- Code Talkers



Funding

Ethnic Studies Grant

Funding utilized during the 2023 -24 school year for professional development courses

Effective Educator Grant

Funding utilized in the 2023 -24 and 2024 -25 for professional development courses and resources

2025/26 - Effective Educator Grant

2026/27 - Unknown moving forward



Thank You



Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 53 to Recognize May 7, 2025 as El Día del Maestro, or Day of the Teacher, in Los Angeles County

The Superintendent recommends that the County Board adopt Resolution No. 53 as part of the regular County Board meeting on April 15, 2025; and further recommends that the Board join the Governor and state Legislature in declaring Wednesday, May 7, 2025, as Day of the Teacher in Los Angeles County.

Resolution No. 53 is attached.

Next Steps:

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

**BOARD RESOLUTION
NO. 53: 2024-25**

***El Día del Maestro* or Day of the Teacher
May 7, 2025**

- WHEREAS,** public education teachers are the foundation of a free society whose profession supports our democratic system; and
- WHEREAS,** Los Angeles County is fortunate to have a team of skilled and dedicated teachers, who make it possible for students to continue to learn and thrive; and
- WHEREAS,** teachers have been responsible for educating 2 million preschool and school-age children in LA County and have led efforts to promote and advance educational opportunity for all; and
- WHEREAS,** teachers have promoted the value of public education and advocated for the resources necessary to maintain high-quality schools; and
- WHEREAS,** Los Angeles County Office of Education teachers in County Community Schools, Juvenile Court Schools, the Los Angeles County High School for the Arts and the International Polytechnic High School are dedicated to making a positive difference in the lives of our students; and
- WHEREAS,** Los Angeles County Office of Education teachers are exemplary members of the teaching profession; they work to instill in our students an appreciation of our society's cultural diversity, a love of learning and the skills to pursue productive lives; and
- WHEREAS,** the National Education Association and the California Department of Education recognize May 5-9, 2025, as Teacher Appreciation Week; and
- WHEREAS,** the National Education Association and the California Department of Education recognize May 6, 2025, as National Teacher Appreciation Day; and
- WHEREAS,** California's annual Day of the Teacher, or *El Día del Maestro*, established by the Association of Mexican American Educators, will be observed by the California Teachers Association and in schools on May 7, 2025:
- NOW, THEREFORE, BE IT RESOLVED,** the Los Angeles County Board of Education joins the Governor and state Legislature in declaring Wednesday, May 7, 2025, as Day of the Teacher in Los Angeles County.
- ADOPTED** this 15th day of April 2025 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

- B. Adoption of Board Resolution No. 54 to Recognize May 18-24, 2025 as Classified School Employees Week in Los Angeles County

The Superintendent recommends that the County Board adopt Resolution No. 54 as part of the regular County Board meeting on April 15, 2025; and further recommends that the Board urge all certificated staff at the Los Angeles County Office of Education and across Los Angeles County, to recognize classified employees as full partners in education and to applaud their hard work and dedication.

Resolution No. 54 is attached.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to acknowledge the contributions of Classified School Employees during the week of May 18-24, 2025.
- LACOE will engage in a social media campaign to promote and raise awareness of the contributions of Classified Employees.
- Encourage LACOE site administrators to facilitate activities and/or acknowledgements to honor Classified Employees assigned to their sites.
- LACOE wide message from the Superintendent to acknowledge the contributions of Classified School Employees at LACOE and throughout Los Angeles County.

BOARD RESOLUTION
NO. 54: 2024-25
Classified School Employee Week, May 18-24, 2025

- WHEREAS** the work of classified school employees throughout Los Angeles County – from transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly – is integral to the success of students and public education; and
- WHEREAS** the efforts of the Los Angeles County Office of Education’s classified staff are fundamental to the successful operations of the Office’s programs and services and should be publicly recognized; and
- WHEREAS** classified employees of the Los Angeles County Office of Education perform a great variety of skilled occupations at the Education Centers and at school sites throughout the county; and
- WHEREAS** classified employees ably represent the Los Angeles County Office of Education as they apply their knowledge and skills in providing the Office’s programs and services to the many populations we serve, including parents and community members; and
- WHEREAS** staff members from districts throughout Los Angeles County call upon the Office’s resourceful classified employees on a daily basis to provide essential information and services; and
- WHEREAS** classified employees, who are represented by the California School Employees Association (CSEA) and the Service Employees International Union (SEIU), deserve special recognition for their innumerable contributions to public education in Los Angeles County; and
- NOW, THEREFORE, BE IT RESOLVED**, the Los Angeles County Board of Education proclaims the week of May 18-24, 2025, to be Classified School Employee Week, celebrating the theme, *Classified Professionals: Indispensable, Inspiring & Invincible*; and
- BE IT FURTHER RESOLVED**, the Board urges its members and all certificated staff at the Los Angeles County Office of Education and across Los Angeles County to recognize classified employees as full partners in education and to applaud their hard work and dedication.
- ADOPTED** this 15th day of April 2025 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

C. Adoption of Board Resolution No. 55 to Recognize May Day on May 1, 2025

The Superintendent recommends that the County Board adopt Resolution No. 55 as part of the regular County Board meeting on April 15, 2025; and further declares May 1 as May Day or International Labor Day to honor the extraordinary contributions of workers in our county, state, nation and across the globe and encourages discussions and learning about workers worldwide, their critical role in society and how they organized to improve working conditions.

Resolution No. 55 is attached.

Next Steps:

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

**BOARD RESOLUTION
NO. 55: 2024-25**

May Day 2025

- WHEREAS,** May Day, also known as International Workers’ Day, has its roots in the United States and is now recognized in dozens of countries around the world as a day to honor and advocate for the rights of workers; and
- WHEREAS,** observed on the 1st of May, this Day celebrates the extraordinary contributions of workers; and
- WHEREAS,** the significance of May Day to the labor movement began with the movement for an eight-hour workday that led to a general strike in Chicago on May 1, 1886; and
- WHEREAS,** May Day commemorates the lives of four American labor organizers who were hanged in Chicago after being falsely convicted of throwing a bomb into a group of police during a protest rally; and
- WHEREAS,** in 1884, the Federation of Organized Trades and Labor Unions, precursor to the American Federation of Labor, voted at its annual convention that from May 1, 1886, onward, the workday would consist of eight hours; and
- WHEREAS,** though the eight-hour workday was not fully adopted across America until the 20th century, the events in Chicago inspired similar protests across Europe, establishing May 1st as the day to recognize the rights of workers across the world; and
- WHEREAS,** we honor the hardworking, everyday heroes in the education sector who rose to the challenge of the global COVID-19 pandemic to serve students – from transporting and feeding students to teaching them vital skills and ensuring that schools are operating smoothly during this unprecedented time; and
- WHEREAS,** education workers, including our own employees at the Los Angeles County Office of Education who are fundamental to the successful operations of LACOE programs and services, should be publicly recognized on May Day; and
- NOW, THEREFORE, BE IT RESOLVED,** the Los Angeles County Board of Education declares May 1 as May Day or International Labor Day to honor the extraordinary contributions of workers in our county, state, nation and across the globe and encourages discussions and learning about workers worldwide, their critical role in society and how they organized to improve working conditions.
- ADOPTED** this 15th day of April 2025 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

D. Adoption of Board Resolution No. 56 to Recognize May 7, 2025, as National School Nurse Day

The Superintendent recommends that the County Board adopt Resolution No. 56 as part of the regular County Board meeting on April 15, 2025; and further encourages communities to acknowledge and celebrate the accomplishments of school nurses and their efforts to meet the needs of students by improving the delivery of health care in our schools, and to express gratitude to school nurses for helping student stay healthy, in school and ready to learn.

Board Resolution No. 56 is attached.

Next Steps:

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

BOARD RESOLUTION

No. 56: 2024-25

Adoption of Board Resolution No. 56 to Recognize May 7, 2025, as National School Nurse Day

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education declares Wednesday, May 7, 2025 as National School Nurse Day and encourages communities to acknowledge and celebrate the accomplishments of school nurses and their efforts to meet the needs of students by improving the delivery of health care in our schools, and to express gratitude to school nurses for helping students stay healthy, in school and ready to learn.

ADOPTED this 15th day of April 2025 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

- E. Adoption of Board Resolution No. 57 to Recognize May 2025, as National Foster Care Month

The Superintendent recommends that the County Board adopt Resolution No. 57 as part of the regular County Board meeting on April 15, 2025; and further recommends that the Board recognize May 2025, as National Foster Care Month in order to recognize the unique needs of children and youth in foster care and increase both the awareness of the issue and their commitment to helping these young people succeed.

Resolution No. 57 follows on the next page.

Next Steps:

- **District Communication:** Share formal communication with all 451 Local Educational Agencies (LEA) and charter schools, encouraging them to observe National Foster Care Month by promoting awareness and hosting activities that highlight the experiences and needs of students in foster care.
- **Event Calendar:** Distribute a month-long calendar of events and suggested activities to LEAs, providing opportunities to participate in meaningful ways that support students in foster care.
- **Awareness Campaign:** Leverage social media and other communication platforms to spotlight foster care issues, highlight district efforts and share resources throughout the month.

BOARD RESOLUTION NO. 57: 2024-25

Adoption of Board Resolution No. 57: to recognize May 2025 as
National Foster Care Month

- WHEREAS** nearly 370,000 children and youth across the nation are entrusted to the foster care system, facing unique challenges and vulnerabilities; and
- WHEREAS** in Los Angeles County alone, nearly 21,000 children and youth reside in foster care; with just over 12,000 of those being school-aged, highlighting the significance for our local community; and
- WHEREAS** students in foster care are identified as a unique student population under the Local Control Funding Formula and Local Control and Accountability Plan due to being among the lowest academically achieving groups in California; and
- WHEREAS** older students in foster care often face housing and food insecurities, challenges that have been exacerbated by the lasting residual effects of the COVID-19 pandemic, including disruptions in access to stable resources and support networks, underscoring the ongoing and urgent need for comprehensive and personalized assistance; and
- WHEREAS** Los Angeles County Office of Education's Wellbeing and Support Services and Educational Program Departments provide comprehensive support to our vulnerable and at-risk students, utilizing a range of interventions aimed at enhancing their overall well-being and educational outcomes; and
- WHEREAS** the Los Angeles County Office of Education serves as a beacon of support and technical expertise through its Foster Youth Services Coordinating Programs, fostering collaboration among school districts, community partners and county agencies to address the unique needs of students in foster care, with a focus on healing from trauma and achieving academic success; and
- WHEREAS** the first National Foster Care Month originated in 1988, through the collaborative efforts of the National Foster Parent Association and United States Senator Strom Thurmond, who introduced a resolution designating May as National Foster Care Month. Since then, the month of May has been officially recognized annually through presidential proclamations, showcasing appreciation for all those who support children and youth in foster care; and
- WHEREAS** for 2025 we recognize the ongoing importance of empowering students in foster care by emphasizing the need for community-wide efforts to provide holistic support, strengthen connections and create pathways for educational and personal success; and
- WHEREAS** organizations across the nation have declared May as Foster Care Month

to recognize resource parents, relative/nonrelative caregivers, volunteers, mentors, advocates, child welfare representatives, and others within the community and to increase awareness of the urgent needs of children and youth in foster care; and

WHEREAS the Los Angeles County Office of Education will demonstrate its commitment to improving the educational outcomes of children and youth in foster care by supporting National Foster Care Month events throughout Los Angeles County during May 2025; and

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

ADOPTED this 15th day of April 2025, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

F. Adoption of Board Resolution No. 58 to Recognize Asian American and Pacific Islander Heritage Month, May 2025

The Superintendent recommends that the County Board adopt Resolution No. 58 as part of the regular County Board meeting on April 15, 2025; and further proclaims May 2025 as Asian American and Native Hawaiian/Pacific Islander Heritage Month and call upon communities to observe this month with appropriate programs and activities to celebrate and learn about AANHPI history, people and cultures; and to support efforts to combat hate toward AANHPIs by providing instructional resources, relevant research, resources and promising practices to make a significant impact on the lives and futures of AANHPI students.

Board Resolution No. 58 is attached.

Next Steps:

- Support the Asian American, Native Hawaiians and Pacific Islanders (AANHPI) Equity and Social Justice Action team to collaborate with the AAPI Heritage group to elevate the voices and needs of AANHPI staff at the Los Angeles County Office of Education to create a more inclusive work environment.
- Provide support to districts to implement ethnic studies while intentionally highlighting the contribution of the Asian American, Native Hawaiians, and Pacific Islanders community.
- Host an event where LACOE staff are invited to learn about Japanese American culture and honor Asian American, Native Hawaiians and Pacific Islander students with a scholarship luncheon on May 20st 2025 from 11:30-1:00.

BOARD RESOLUTION

NO. 58: 2024-25

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

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

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

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the Los Angeles County Superintendent of Schools hereby proclaim May 2025 as Asian American and Native Hawaiian/Pacific Islander Heritage Month and call upon communities to observe this month with appropriate programs and activities to celebrate and learn about AANHPI history, people and cultures; and to support efforts to combat hate toward AANHPIs by providing instructional resources, relevant research, resources and promising practices to make a significant impact on the lives and futures of AANHPI students.

ADOPTED this 15th day of April, 2025, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

- G. Adoption of Board Resolution No. 59 to Recognize May 22, 2025, as Harvey Milk Day

The Superintendent recommends that the County Board adopt Resolution No. 59 as part of the regular County Board meeting on April 15, 2025; and further recognized May 22, 2025, as Harvey Milk Day and encourages communities to observe this day with appropriate programs and activities that honor the life and legacy of Harvey Milk and celebrate our diversity.

Resolution No. 59 is attached.

Next Steps:

LACOE will promote the Board Resolution and following resources:

- **TEDEd:** Havery Milk's Radical Vision of Equality:
<https://ed.ted.com/lessons/harvey-milk-s-radical-vision-of-equality-lillian-faderman>
- **Books for use in the Middle School classroom**
 - No Compromise: The Story of Harvey Milk by David Aretha
 - This detailed biography chronicles the remarkable life and legacy of Harvey Milk, one of the most important figures in the LGBTQ+ rights movement. The book explores his early years through his groundbreaking political career in San Francisco as the first openly gay man elected to public office in California. Aretha delves into his personal struggles, his vision for a more inclusive society and his role in advocating for the rights of marginalized groups. The book culminates in the tragic assassination of Harvey Milk and Mayor George Moscone, highlighting the impact of his death on the LGBTQ+ community and the fight for equal rights.
- **Books for use in the Middle School classroom**
 - Harvey Milk: Pioneering Gay Politician by Corinne Grinapol
 - Over the past few decades, Americans have grown more accepting of LGBTQ+ individuals, both in their families and communities, as well as in the public sphere. This gradual but marked shift in societal attitudes has been spearheaded by numerous trailblazers. Harvey Milk lived in a time when being openly gay was not only frowned upon but also dangerous. Despite the risks, Milk, a San Francisco politician, remained an optimistic and persistent advocate for equal right and progress. Readers of this captivating book will be deeply moved by Milk's courage and sense of humor, while also being drawn into the poignant details surrounding his tragic death.

BOARD RESOLUTION NO. 59: 2024-25

Harvey Milk Day

- WHEREAS,** Born on May 22, 1930, Harvey Milk made history as the first openly gay elected official in California and one of the first in the nation, when he won election to the San Francisco Board of Supervisors in November 1977; and
- WHEREAS,** witnessing how the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community faced widespread hostility and had no voice in government, Milk fearlessly organized this community and extended a hand to others, working with labor and civil rights activists who were all struggling for justice; and
- WHEREAS,** Milk stood firm in his belief that freedom and dignity should extend to all human beings, regardless of sexual orientation or identity, at great personal risk; and
- WHEREAS,** he paid the ultimate price for his advocacy when he was struck down by an assassin's bullet just a year into his term on the Board of Supervisors; and
- WHEREAS,** his legacy as a civil rights leader is still felt today; he was named as one of *Time Magazine's* most influential people of the 20th Century, was posthumously awarded the Presidential Medal of Freedom by President Obama and has been inducted into the California Hall of Fame; and
- WHEREAS,** the State of California has designated May 22 annually as Harvey Milk Day; and
- WHEREAS,** members of the LGBTQ community in the United States and around the world still face discrimination and violence, rooted in the same hatred that Milk died fighting; and
- WHEREAS,** his life provides an excellent forum to raise awareness of the need to end hate and bigotry and his legacy continues to be an inspiration to all people committed to equity, inclusion and diversity; and
- NOW, THEREFORE, BE IT RESOLVED** that the Los Angeles County Board of Education recognizes May 22, 2025, as Harvey Milk Day and encourages communities to observe this day with appropriate programs and activities that honor the life and legacy of Harvey Milk and celebrate our diversity.
- ADOPTED** this 15th day of April 2025, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

H. Adoption of Board Resolution No. 60 to Recognize National Mental Health Awareness Month, May 2025

The Superintendent recommends that the County Board adopt Resolution No. 60 as part of the regular County Board meeting on April 15, 2025; and further declares May 2025 as Mental Health Awareness Month to increase public understanding of the importance of mental illness and to promote early identification and treatment of mental illness; and encourage education communities to help raise awareness of mental health and the need to protect students' mental health and wellbeing.

Resolution No. 60 is attached.

Next Steps:

- LACOE Communications to send out updates to Los Angeles County LEAs to encourage districts, schools and community organizations to observe this month by raising awareness about the importance of mental health with appropriate programs, activities and resources.
- LACOE's Mental Health and School Counseling (MHSC) Unit supports and recognizes the importance of building awareness around mental health, addressing mental health stigma and literacy and preparing school staff to intervene to support students with mental health challenges. During the month of May, the MHSC unit will share mental health awareness resources, toolkits and training opportunities through the LACOE website, newsletters and social media platforms. In addition, the LACOE School Mental Health Program and the Wellbeing and Support Services Internship Program will promote mental health awareness on LACOE and partner LEA campuses through a variety of activities directed towards students, staff and parents.
- LACOE's Community Schools Initiative Division will also work to improve mental wellness and reduce stigma on partner campuses during the month of May through mental health awareness activities and presentations, mental health career exploration presentations, mental health fairs that connect students to community resources and wellness promotion activities for school staff.
- The Los Angeles County Office of Education's Employee Assistance Service for Education (EASE) program will recognize May as National Mental Health Month by offering dedicated mental health support, resources and awareness materials specifically tailored for teachers and all school employees. EASE will provide school staff with access to confidential counseling, stress management tools and mental wellness webinars designed to promote educator well-being and reduce stigma around seeking help, reinforcing the importance of prioritizing educator mental health in educational environments.

BOARD RESOLUTION

No. 60: 2024-25

National Mental Health Month, May 2025

- WHEREAS,** more than 20 percent of youth have a diagnosed mental health disorder in the United States and suicide rates, non-suicidal self-injury such as cutting and emergency room visits for students experiencing mental health issues are all on the rise; and
- WHEREAS,** students with untreated mental illness are more likely to be chronically absent, more disruptive in class, have lower academic achievement and ultimately drop out; and
- WHEREAS,** an estimated 60 percent of students with emotional, behavioral and mental health disorders do not graduate from high school; and
- WHEREAS,** teachers in the U.S. are 40% more likely to experience symptoms of anxiety in comparison with healthcare workers; and
- WHEREAS,** mental health is essential to everyone's overall health and well-being; and
- WHEREAS,** a focus on promotion, prevention and early intervention could greatly reduce the number of children and adults experiencing serious mental health conditions; and
- WHEREAS,** children, youth and adults can recover from mental illness and lead full, productive lives in the community; and
- WHEREAS,** students are more likely to follow through with mental health services in school settings and bringing mental health services onto campus enables easier communication among providers, parents and teachers; and
- WHEREAS,** schools that implement comprehensive mental health systems see improved academic performance, fewer special education placements, decreased disciplinary actions and higher graduation rates; and
- WHEREAS,** every person and community can make a difference in helping end the silence and stigma that for too long has surrounded mental illness and discouraged people from getting help; and
- WHEREAS,** LACOE joins the national movement to raise awareness about mental health, fight stigma, provide support, educate the public and advocate for policies that support people with mental illness and their families; and

WHEREAS, a key LACOE priority is the physical and mental wellbeing of employees and students. LACOE's Chief of Wellbeing and Support Services oversees programs that focus on student and employee mental health including the LACOE Employee Assistance Services for Education (EASE) program which provides counseling for school employees and the LACOE Mental Health and School Counseling Unit which provides direct services, technical assistance and training for schools in support of student mental health; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education and the Los Angeles County Office of Education Superintendent declare May 2025 as Mental Health Awareness Month to increase public understanding of the importance of mental health, to promote early identification and treatment of mental illness and encourage education communities to help raise awareness of mental health and the need to protect employee and student mental health and wellbeing.

ADOPTED this 15th day of April 2025, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VI. Consent Calendar Recommendations

I. Adoption of Board Resolution No. 61 to Recognize May as Jewish American Heritage Month

The Superintendent recommends that the County Board adopt Board Resolution No. 61 as part of the regular County Board meeting on April 15, 2025; and further asks that the County Board declare May as Jewish American Heritage Month and encourage all education communities to observe this month with appropriate programs and activities.

The Board Resolution No. 61 is shown on the following page.

Next Steps:

- Promote educational opportunities related to Jewish American history and contributions to American society, including through ethnic studies implementation.
- Continue to demonstrate honor and respect for Jewish Americans and all groups that make up the rich tapestry of our schools and communities.
- Elevate the impact of anti-Jewish hate by building an understanding of Jewish identity and history.
- Take steps to proactively combat rising anti-Jewish hate and antisemitism by disseminating curated [resources and information](#) with local educational agencies, school leaders and teachers for classroom learning.
- Continue our efforts to uplift and celebrate diversity, equity and inclusion by organizing and facilitating learning opportunities during the month of May and throughout the year to raise awareness, for example:
 - A **Museum of Tolerance** event organized by Equity and Social Justice Team on Friday, May 9, 2025. More information to come.
 - Southern California Social Science Association (SCSSA) at **Holocaust Museum LA**, on Saturday, May 10, 2025, 10:30 am to 1 pm. Cost: \$15 Register [here](#)
 - Jewish American Heritage Group **Lunch and Learn** “*Understanding Jewish Identity*,” Tuesday, May 20, 2025, in ECW 365, 11 am to 1 pm.

BOARD RESOLUTION

NO. 61: 2024-25

Recognize May as Jewish American Heritage Month

- WHEREAS,** Jewish American Heritage Month is observed in May each year to honor the contributions of Jewish Americans to the United States and to raise awareness of the rich heritage of the Jewish people; and
- WHEREAS,** there are an estimated 7.5 million Jewish Americans, with California being home to the second largest Jewish population in the United States;
- WHEREAS,** Jewish Americans represent a vibrant, diverse and multifaceted community with a rich heritage encompassing ancestry, culture and traditions, as well as a range of religious practices and cultural traditions; and
- WHEREAS,** the diversity within the Jewish American community enriches the United States, California and Los Angeles County and adds to the vibrant tapestry of American life; and
- WHEREAS,** Jewish Americans have played a pivotal role in the history of the United States, contributing significantly in fields, such as science, arts, literature, law, business, entertainment, government and military service; and
- WHEREAS,** Jewish American heritage is part of the broader story of immigration, struggle, resilience and respect for tradition that has been a cornerstone of the American experience; and
- WHEREAS,** the stories and accomplishments of Jewish Americans are essential to the narrative of our Nation and provide rich examples of commitment to faith, dedication to community and contributions to national progress; and
- WHEREAS,** it is essential to honor and educate around the history, struggles and achievements of Jewish Americans; and
- WHEREAS,** On January 27, 2025, we commemorated International Holocaust Remembrance Day (liberation of Auschwitz), and on April 24, 2025, we will pause for Holocaust Remembrance Day, or Yom Hashoah in Hebrew, and remembered the Warsaw Ghetto Uprising and the six million Jews who were murdered by the Nazi regime and its allies during the Holocaust from 1943-1945.
- WHEREAS,** bias and discrimination, including anti-Semitism and anti-Jewish hate, negatively impact the wellbeing and sense of belonging for the Jewish community, diverse communities and our society as a whole;

WHEREAS, the Anti-Defamation League (ADL) reports that anti-Semitic incidents in Los Angeles increased by 198 percent from 2022 to 2023; and anti-Jewish hate crimes increased by 63 percent since 2023 and over 10,000 antisemitic incidents, following the October 7th attack on Israel; and

WHEREAS, the 2023 “No More Silence,” Los Angeles County Commission on Human Relations report, reflected that 83 percent of religiously motivated hate crimes targeted the Jewish community; anti-Jewish hate crimes nearly doubled and rose 91% from 127 to 242 and set the record for the highest number of reported anti-Jewish crimes in 2023; and

WHEREAS, LACOE stands firmly and unwaveringly against antisemitism and any form of anti-Jewish hate; and

WHEREAS, learning factual information about Jewish history, culture and identity alleviates misinformation and is essential to combatting antisemitism and all forms of hate; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education recognizes May as Jewish American Heritage Month and encourages all schools and community members to recognize and celebrate the contributions of Jewish Americans to our nation’s history and culture with appropriate programs and activities.

BE IT FURTHER RESOLVED that LACOE encourages educational leaders to observe this month with appropriate instructional activities, including teaching students about the contributions of Jewish Americans, understanding their historical challenges and celebrating their achievements; and

BE IT FURTHER RESOLVED that LACOE supports schools in organizing and endorsing activities that honor and celebrate Jewish American heritage, thereby promoting diversity and cultural understanding in our schools and community.

ADOPTED this 15th day of April 2025, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – April 15, 2025

Item VII. Recommendation / Public Hearing

A. Adopt the Superintendent's Recommendation to Authorize Petition for *Los Angeles Leadership Academy (LALA), Grades 6-12*: Renewal on Appeal Petition with Attached Report

a. Staff Findings on the Renewal Petition for *Los Angeles Leadership Academy (LALA), Grades 6-12*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

The *Los Angeles Leadership Academy (LALA)* renewal petition on appeal is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. LALA is currently authorized by the Los Angeles Unified School District (LAUSD).

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated LALA as a middle performing school. As such, EC 47607(c)(2) and 47607.2(a) do not apply. Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(b) states, in relevant part:

(1) for all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not

apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.

5 CCR 11966.5(c)(1-2) provides the considerations and criteria to be used by a county board for making a determination as to whether to renew a charter:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.
- (2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in **EC 47605(c) or failure to meet one of the criteria set forth in EC section 47607**. (Emphasis added)

EC 47607(a)(5)(b) states that renewals of charters are governed by the standards and criteria in EC 47605, and shall include, but not be

limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

EC 47605(c) further states that a governing board may only deny a petition if it provides written factual findings specific to the petition that supports one or more of the following findings:

- (1) The charter school presents an unsound educational program.
- (2) The petitioners are demonstrably unlikely to successfully implement the program.
- (3) The petition does not contain the required number of signatures.
(Not applicable to a renewal petition)
- (4) The petition does not contain an affirmation of specified assurances.
- (5) The petition does not contain reasonably comprehensive descriptions of 15 required elements of a charter.
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only deny the petition if it provides written findings addressing the reasons for the denial.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

LALA Charter School Petition for Renewal on Appeal			Meets Requirements*
EC 47607(c), EC 47607.2(a) and EC 47607.2(b): Academic performance level			
Finding 1	The charter school provided evidence it met one of the statutory criteria for renewal.		Yes
EC 47605(c): Failure to meet the criteria under Findings 2-5 is grounds for denial.			
Finding 2	Sound Educational Practice		Yes
Finding 3	Ability to Successfully Implement Intended Program		Yes
Finding 4	Affirmation of Specified Conditions		Yes
Finding 5: The charter petition contains a reasonably comprehensive description of all required elements.	1	Description of Educational Program	Yes*
	2	Measurable Pupil Outcomes	Yes*
	3	Method for Measuring Pupil Progress	Yes*
	4	Governance Structure	Yes
	5	Employee Qualifications	Yes*
	6	Health and Safety Procedures	Yes
	7	Racial and Ethnic Balance	Yes
	8	Admission Requirements	Yes
	9	Annual Independent Financial Audits	Yes*
	10	Suspension and Expulsion Procedures	Yes*
	11	Retirement Coverage	Yes
	12	Public School Attendance Alternatives	Yes
	13	Post-employment Rights of Employees	Yes
	14	Dispute Resolution Procedures	Yes*
	15	Closure Procedures	Yes*
Finding 6:	Serving All Students Without Fiscal or Governance Concerns		Yes
Finding 7: The charter petition meets the additional statutory requirements EC 47605 (d), (f) – (i), (l) – (n)	(d)	Standards, Assessments and Parent Consultation	Qualifies
	(f)	Employment is Voluntary	Not Applicable
	(g)	Pupil Attendance is Voluntary	Not Applicable
	(h)	Effect on Authorizer and Financial Projections Facilities, Administrative Services, Civil Liability and Financial Statements, Nonprofit Board Member Information	Qualifies
	(i)	Targets Academically Low Achieving Pupils**	Qualifies
	(l)	Teacher Credentialing	Qualifies
	(m)	Transmission of Audit Report	Qualifies
	(n)	Parent Involvement is Voluntary	Qualifies

**Elements marked as meeting requirements may need further explanation, adjustment or technical changes; however, they are reasonably comprehensive and/or substantively comply with regulatory guidance and the LACOE standard of review described in Board Policy and the Superintendent’s Administrative Regulations.*

***Charters created to target academically low achieving pupils are given a priority for authorization.*

^There are indicators of potential civil liability effects upon the authorizer.

b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) adopt the written findings of fact stated below and take action to approve the renewal of *Los Angeles Leadership Academy, Grades 6-12*, for a term of five years commencing July 1, 2025, and ending June 30, 2030, subject to meeting the following conditions by the specified dates:

1. **By June 1, 2025**, the school shall submit to the Los Angeles County Office of Education (LACOE) the signed Monitoring and Oversight Memorandum of Understanding (MOU) following approval by the school's governing board.

2. **By July 1, 2025**, the school shall submit to LACOE a revised charter petition that addresses deficiencies and/or includes necessary technical adjustments identified in the LACOE report on the findings of fact to the County Board dated **April 15, 2025**. Changes include but not limited to:

Element 1 (Description of Educational Programs): Changes necessary to include further details on how IEP meetings and reclassification is handled for dually designated students as specified in the findings of fact.

Element 2 (Measurable Pupil Outcomes): Changes to address achievement gaps and clarifying language as specified in the findings of fact.

Element 3 (Method for Measuring Pupil Progress): Changes to more fully describe how data is to be collected, analyzed and used to trigger interventions that improve student outcomes as specified in the findings of fact.

Element 5 (Employee Qualifications): Changes that describe the special education staff and their qualifications as specified in the findings of fact.

Element 9 (Annual Independent Financial Audits): Changes to the due dates for fiscal reports as specified in the findings of fact.

Element 10 (Suspension and Expulsion Procedures): Changes to reflect recent laws regarding In-School Suspension and clarification on expulsion appeals as specified in the findings of fact.

Element 14 (Dispute Resolution Procedures): Changes to reflect the process in the LACOE Administrative Regulations as specified in the findings of fact.

Element 15 (Closure Procedures): Changes regarding Social Security and special education records as specified in the findings of fact.

The County Superintendent of Schools shall determine whether the changes are sufficient; if they are not, the school shall complete additional changes to be sufficient by **August 1, 2025**.

3. By July 1, 2025, LALA shall submit to LACOE the following:

- a. A revised 2025-26 budget and multi-year projections for 2026-27 and 2027-28 based on reasonable assumptions, in line with the school's enrollment trend.
 - i. A 2025-26 Position Control Budget, including salaries and benefits to accompany the budget
 - ii. A contingency plan with implementable actions to address any potential revenue and cash shortfalls to sustain operations and maintain fiscal viability.
- b. A 2025-26 Local Control and Accountability Plan (LCAP) approved by the charter school's governing board.
- c. LALA's checking account is currently combined with both the CMO and the Los Angeles Leadership Primary Academy's account under one account.
 - i. LALA is required to establish and maintain separate bank account(s) for all its financial transactions.
- d. Review, update, and submit a revised board-approved General Accounting Policies and Procedures Manual (Fiscal Policy) to address the following deficiencies.
 - i. The current Fiscal Policy (page 4) states "Board President are authorized to make purchases on behalf of LALA". Remove the authority that grants the Board President the ability to make purchases on behalf of the organization.
 - ii. The Fiscal Policy permits credit card limits of \$50,000 for the Chief Operations Officer (currently authorized to make purchases up to \$24,999.99) and \$25,000 for the Chief Executive Officer/Superintendent. Update the Fiscal Policy, including any restrictions on credit card purchases and the credit limits and/or transaction limits that the governing board determined to be reasonable for the designated authorized credit card users.
 - iii. LALA has indicated its Charter Management Organization (CMO) fees are charged based on each charter school's ADA to cover the CMO's operating costs. However, the Fiscal Policy does not describe the manner and method in which the Charter

Management Organization (CMO) fees are charged to the charter schools under its management. Update the Fiscal Policy to describe the manner and method for charging CMO fees and incorporate the CMO fee cap below.

- e. During the term of the charter, the CMO fee shall not exceed 15 percent of the school's revenue, defined as the amount received in the current fiscal year from the Local Control Funding Formula, as calculated pursuant to Education Code Section 42238.02 and implemented by Education Code Section 42238.03.
 - i. The LALA budgeted and projected CMO fees for 2025-26 through 2027-28 are below 10% of projected LCFF funding.
 - ii. The CMO fee allocation shall be the lesser of (5) or 5(a) during the charter's authorization.
 - iii. Annual documentation submitted for the CMO fee must include:
 - 1. The LALA Home Office Budget, including the position control budget.
 - 2. An Excel File with calculations for the CMO fee allocation and any written CMO plan or agreement.
 - 3. Details for total Home Office Expenditure Allocation (CMO fees) distributed across all LALA charter schools.
- f. By September 30, 2025, the School will receive an invoice for an amount equivalent to two months of estimated STRS/PERS contributions. These funds will be retained by LACOE to cover STRS/PERS payments if the charter is unable to fulfill its contribution obligations. At the end of each fiscal year, LACOE will reconcile the actual contributions and issue an invoice for any difference needed to maintain the equivalent of two months of contributions.
- g. By July 31, 2025, LALA must provide all documents and transaction records related to the Florence Crittenton Center (FCC) concerning Note 6 in the Financial Audits since LALA's assumption of the original agreement.

If any part or sub-part of conditions one (1) through three (3) is not met by the date specified, the Superintendent will notify the County Board at a regularly scheduled meeting. Failure to meet any of the

conditions by the specified timeline is grounds for terminating authorization.

Terminating authorization of the charter is considered a denial.

The complete Report of the Findings of Fact on the renewal petition for *Los Angeles Leadership Academy, Grades 6-12*, is attached.

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Los Angeles County Office of Education
Charter School Office
Date: April 15, 2025

Staff Findings on the *Los Angeles Leadership Academy Charter School*, Grades 6-12 Appeal of a Renewal Petition Denied by Los Angeles Unified School District Board of Education

BACKGROUND INFORMATION

The petition for the *Los Angeles Leadership Academy (LALA)* is to renew the charter for a grades 6-12 school. The current enrollment of the school is approximately 324 students. The school is located at both 234 East Avenue 33, Los Angeles, CA 90031-1937 and 2670 Griffin Ave., Los Angeles, CA 90031-2311, both private facilities within the geographic boundary of the Los Angeles Unified School District (LAUSD).

LALA was originally authorized by LAUSD on March 12, 2002 and opened on September 3, 2002. The school is currently in their fourth charter term that is set to expire on June 30, 2025. Their petition to renew was denied by LAUSD on January 14, 2025 and submitted as an appeal to the LA County Board of Education on January 31, 2025.

LALA is one of two schools currently operated by the Los Angeles Leadership Academy, a California nonprofit public benefit corporation. This charter management organization (CMO) has two schools in Los Angeles County. The other school is the Los Angeles Leadership Primary Academy (LALPA), a K-5 school currently authorized by LAUSD and that shares a building with the 6-8 grade students of LALA.

Mission and Vision: The petition states the charter school’s mission is to prepare “urban students to succeed in secondary school, college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world.”

The school’s vision is “to create a seamless educational transition for TK-12 students in a school system that is focused on a rigorous, academic and social justice embedded curriculum.”

Students Served by the School: LALA serves students in grades 6-12, and the petition states enrollment is drawn mainly from Lincoln Heights and its neighboring communities.

Tables 1 and 2 below show the 2023-24 enrollment at LALA was approximately 349 students, with the following demographics: 94.6% Hispanic or Latino; 0% African American (AA) or Black; 0% Two or More Races; and 1.4% White; 94% Socioeconomically Disadvantaged Students (SED); 12.9% Students with Disabilities (SWD); 22.1% English Learners (ELs); 5.4% Homeless Youth (HY) and 0.3% Foster Youth (FY).

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Table 1: LALA 2023-2024 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	349	100%
AA/Black	0	0
American Indian	2	0.6
Asian	4	1.1
Hispanic	330	94.6
Not Reported	8	2.3
Two or more	0	0
White	5	1.4

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 2-10-25

Table 2: LALA 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	77	22.1
Foster	1	0.3
Homeless	19	5.4
LTELs	32	9.2
SED	328	94
SWD	45	12.9

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 2-10-25

Table 3: LALA Enrollment by Year and Grade

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2017-18	76	103	87	76	68	47	48	505
2018-19	84	84	106	62	60	64	44	504
2019-20	75	83	93	93	54	55	42	495
2020-21	52	80	84	92	64	35	32	439
2021-22	76	62	78	46	47	60	49	418
2022-23	52	72	66	40	47	49	61	387
2023-24	60	52	67	39	40	44	47	349

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 2-10-25

Reason for Denial by the Local District

The Los Angeles Unified School District Board of Education (LAUSD Board) denied the petition based on written findings of fact taking into account *Education Code (EC)* sections 47605, EC 47607, and EC 47607.2 and the *California Code of Regulations*, Title 5 (5 CCR) that govern charter renewal.

EC 47607(c)(1) sets forth as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

The LAUSD Board found that LALA “demonstrated performance levels for All Students, and for all numerically significant student groups that are lower than the state average in 2022, 2023, and 2024 for ELA and Math; and in 2023 and 2024 for CCI; and in 2024 for ELPI.”

5 CCR 11966.4(b)(2) permits a district governing board to deny a petition for renewal of a charter school only if it makes written factual findings as mandated by *EC* section 47605(b), the absence of written factual findings shall be deemed an approval of the petition for renewal.

The LAUSD Board made the following written factual findings through its action on January 14, 2025:

Staff Findings on the Renewal for the Los Angeles Leadership Academy

- As a Middle Performing charter school, Los Angeles Leadership Academy fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 476052(c)(2)) (Criterion 1)

EC 47605(c)(2): The petitioners are demonstrably unlikely to successfully implement the program:

The LAUSD Board found that LALA:

- Did not yield academic outcomes at a level equal to or higher than the state averages for All Students, and numerically significant student groups
- Did not have clear and convincing verified data results
- Did not meet three (3) of the four (4) benchmarks in the majority of years
- Has exhibited steadily declining enrollment

Any of the above findings may be cause for denial of a renewal petition.

Response from the Petitioner

The petitioner provided a written response to the findings of the local board and submitted it as part of the petition package. The response was considered during the review process.

Appeal to the Los Angeles County Board of Education

LALA submitted a renewal petition to the Los Angeles County Board of Education (County Board) on January 31, 2025. The County Board held a Public Hearing to determine support for the petition on March 4, 2025. At the Public Hearing, six people spoke in support of the school: one current student; one student alumni; one parent; a teacher at the school; the principal of the school; and the Lead Petitioner. One spoke in opposition to the school: a member of the LAUSD Charter Schools Division.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5, County Board Policy and the Superintendent's Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these

¹ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for the Los Angeles Leadership Academy

instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

CHARTER RENEWAL ELIGIBILITY

Statutory Framework and Criteria for Renewal²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2:

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

LALA is designated as Middle Performing under *EC* 47607.2(b) Evaluation Purposes³

Middle Performing *EC* 47607.2(b)

The school was not found eligible for high performing under *EC* 47607(c) nor low performing under *EC* 47607.2(a); therefore, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in schoolOR
 2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

² The full renewal criteria can be found in Appendix B.

³ Source: CDE Charter Schools Performance Category Data Files
<https://www.cde.ca.gov/sp/ch/performcategorydf.asp> Retrieved 11-16-24

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Note: An Authorizer may only deny pursuant to EC 47607.2(b) upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

The review team established that LALA has met the criteria for renewal. While the school has not outperformed all state academic indicators, student growth as evidenced by verified data has shown clear and convincing evidence that the students have grown academically by at least a year for a year of instruction. Additionally, the charter school has presented a sound educational program, they are likely to successfully implement the educational program, the petition contains the required affirmations in Ed Code 47605(e), and there is no evidence of fiscal or governance factors or that they are not serving all pupils. The petition was found to contain a reasonably comprehensive description of all elements, and the review team has concluded that the completion of technical adjustments will make the petition fully compliant.

LOS ANGELES COUNTY OFFICE OF EDUCATION FINDINGS OF FACT
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Finding 1: The charter school's academic performance criteria specified in *EC* section 47607(b) has resulted in it receiving a middle-performing classification.

LALA was assigned a Middle-performing classification by the CDE. Verified data were utilized in this renewal consideration [*EC* 47607.2(c)]. The charter school has met the renewal criteria specified in *EC* 47607.2(b).

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California School Dashboard and the verified data provided by the charter school, LALA has provided clear and convincing evidence that the school is making one year's progress through their NWEA MAP data as analyzed below on page 7.

As a grades 6-12 charter school, the California School Dashboard for LALA consists of the following indicators: academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); College/Career Indicator (CCI); Chronic Absenteeism Indicator; Graduation Rate Indicator; Suspension Rate Indicator; and Local Indicators.

LALA uses NWEA assessments as its verified data source for grades 6-12 to show one year's progress. Extensive data tables for the California School Dashboard indicators and NWEA verifiable data are available in Appendix C.

Academic Performance Indicators on the California School Dashboard Compared to State

Tables 4 and 5 below show that LALA academic performance in ELA and Math has trailed the state averages in Distance from Standard (DFS) for the past three years.

Table 4: LALA ELA Distance From Standard Compared to the State

	2022	2023	2024
Indicator	ELA		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Lower	Lower
English Learners	Lower	Lower	Lower
LTELs			Higher
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	NO	NO	NO
Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C (Tables B, C, D)			

Table 5: LALA Math Distance From Standard Compared to the State

	2022	2023	2024
Indicator	Math		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Lower	Lower
English Learners	Lower	Lower	Lower
Homeless Youth			Lower
LTELs			Higher
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	NO	NO	NO
Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C (Tables E, F, G)			

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school's verified data, NWEA Measures of Academic Progress (NWEA MAP), was reviewed. To demonstrate one year's progress, each student group's Cognitive Growth Index (CGI) must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all

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students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for Reading, Language Usage, and Math.

In addition to reviewing CGI data, student participation rates on benchmark assessments were considered. The LALA enrollment for September was used to determine participation rate for the Fall test and the May enrollment was used to determine the Spring test participation rate. The participation rates of students taking NWEA MAP assessments for the last three years were all found to fall within an acceptable range and it was found that higher percentages of students in general were tested in the more recent years, and that the more recent years showed higher amounts of student growth.

Table 6 below shows a summary of the three prior years for Reading, Language Usage and Math. It shows that LALA demonstrated sufficient student growth for a majority of tested subjects for a majority of tested years. The Review Team considered the verified data results as clear and convincing evidence that students were sufficiently achieving at least one year of academic growth per year of instruction. Detailed data is shown in Appendix C. (Tables U, V, W, X, Y)

Table Legend For NWEA MAP Tables									
Green cell indicates a majority of grade levels for the student group has met the minimum requirement for one year's growth, $CGI \geq -0.2$									
Red cell indicates a majority of grade levels for the student group has not met the minimum requirement for one year's growth, $CGI < -0.2$									
Gray cell indicates there were insufficient amounts of data for most grade levels, making the group insufficiently comparable to other groups									
Data reflects grade levels with ten or more students with data in that student group.									

Table 6: LALA NWEA MAP Reading, Language and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
	Grade Levels Meeting CGI			Grade Levels Meeting CGI			Grade Levels Meeting CGI		
All Students	0 of 6	2 of 7	5 of 7	2 of 5	4 of 6	7 of 7	5 of 6	4 of 7	7 of 7
Hispanic or Latino	0 of 6	2 of 7	5 of 7	3 of 5	4 of 6	4 of 6	5 of 6	5 of 7	7 of 7
English Learners	1 of 2**	1 of 2**	3 of 3**	1 of 2**	1 of 2**	2 of 3**	2 of 2**	1 of 2**	3 of 3**
Socioeconomically Disadvantaged	1 of 6	5 of 7	5 of 7	3 of 5	4 of 6	4 of 6	5 of 6	4 of 7	7 of 7
Students with Disabilities	*	1 of 2**	*	*	1 of 2**	1 of 1**	*	2 of 3**	*
Participation Rate Met	YES	YES	YES	YES	YES	YES	YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?									
All Students	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Student Groups	No (0 of 2)	No (1 of 2)	Yes (2 of 2)	Yes (2 of 2)	No (2 of 2)	Yes (2 of 2)	Yes (2 of 2)	Yes (2 of 2)	Yes (2 of 2)
Both	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes

The remaining Academic Indicators on the Dashboard are the CCI and the ELPI. While CCI percentages are lower than the state averages in the two years for which we have data, LALA has shown that in both years and for all student groups, the percentage of students prepared for college and career has been growing and the gap between LALA and the state has been decreasing. Table 7 below shows a summary of the data and detailed data is available in Appendix C (Tables I, J)

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Table 7: LALA CCI Percent Compared to the State

	2022	2023	2024
Indicator	College and Career Indicator (CCI)		
Status Metric	Percent Prepared		
All Students	Not Reported in 2022	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino		Lower	Lower
English Learners			Higher
Socioeconomically Disadvantaged		Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state average?		NO (0 of 2)	NO (0 of 2)
Comprehensive CCI data including student groups and state comparison is available in Appendix C (Tables I, J)			

For the ELPI, Table 8 below shows that LALA has outperformed the state in two of the prior three years. A significant drop was seen in the most recent year and the school administration has stated that a number of interventions are currently being deployed to address the single year drop.

Table 8: LALA ELPI Percent Compared to the State

	2022	2023	2024
Indicator	English Learner Progress Indicator (ELPI)		
Status Metric	Percent Making Progress		
English Learners	Higher	Higher	Lower
Comprehensive ELPI data including state comparison is available in Appendix C (Table H)			

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

Other Dashboard indicators, which are to be given lesser weight in the determination of renewal, are Graduation Rate, Chronic Absenteeism Rate, Suspension Rate and Local Indicators.

Table 9 below shows that LALA has outperformed the state in Graduation Rate for two of the prior three years.

Table 9: LALA Graduation Rate Percent Compared to the State

	2022	2023	2024
Indicator	Graduation Rate		
Status Metric	Percent Graduated		
All Students	Lower	Higher	Higher
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Higher	Higher
English Learners	Lower	Higher	Higher
LTELs			Higher
Socioeconomically Disadvantaged	Lower	Higher	Higher
Students with Disabilities	Lower		
Are all students and the majority of the numerically significant student groups performing at or above the state average?	NO (0 of 2)	YES (2 of 2)	YES (2 of 2)
Comprehensive Graduation data including student groups and state comparison is available in Appendix C (Tables K, L, M)			

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To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

Table 10 below shows that for chronic absenteeism, LALA has not outperformed the state for all students or for a majority of student groups in the three prior years, but in the most recent year, the data for all numerically significant student groups were lower than the state averages for those groups.

Table 10: LALA Chronic Absenteeism Percent Compared to the State

	2022	2023	2024
Indicator	Chronic Absenteeism		
Status Metric	Percent Chronically Absent		
All Students	Higher	Higher	Higher
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Higher	Lower
English Learners	Higher	Higher	Lower
Homeless Youth			Higher
LTELs			Lower
Socioeconomically Disadvantaged	Higher	Higher	Lower
Students with Disabilities	Higher	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or below the state average?	NO (0 of 4)	NO (0 of 3)	NO (3 of 3)
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C (Tables N, O, P)			

Table 11 below shows that LALA outperformed the state in the area of suspension rate in two out of three prior years.

Table 11: LALA Suspension Rate Percent Compared to the State

	2022	2023	2024
Indicator	Suspension Rate		
Status Metric	Percent of Students Suspended at Least One Day		
All Students	Higher	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Higher	Lower	Lower
English Learners	Higher	Lower	Lower
Homeless Youth			Lower
LTELs			Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Higher	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or below the state average?	NO	YES	YES
Comprehensive Suspension data including student groups and state comparison is available in Appendix C (Tables Q, R, S)			

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Table 12 below shows that LALA met all Dashboard local indicators for the last three years.

Table 12: LALA Local Indicators

	2022	2023	2024
Local Indicators			
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met
Source: https://www.caschooldashboard.org/			

Finding 2: The petition provides a sound educational program for students to be enrolled in the school. [EC 47605(c)(1)]

Based on the guidance established in 5 CCR section 11967.5.1(a), the charter petition is *consistent with sound educational practice* based on evidence that *it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted.*

Finding 3: The petitioners are demonstrably likely to successfully implement the proposed educational program. [EC 47605(c)(2)]

5 CCR 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school:

- (1) Meets its enrollment projections and
- (2) Meets its Average Daily Attendance (ADA) projections.

The Review Team has found that:

1. The petitioners have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. The petitioners are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners do not lack the necessary background in areas critical to the charter school’s success.
4. The petitioners have, however, presented an unrealistic financial and operational plan for the proposed charter school.

The following fiscal analysis was used in making this Finding and is provided for the Board’s consideration.

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Finance and Operations

The Los Angeles Leadership Academy (Academy) is a Charter Management Organization (CMO) that operates two charter schools – the Los Angeles Leadership Academy (LALA) and the Los Angeles Leadership Primary Academy (LALPA). This section of the report summarizes the operational results of the Academy over the past five fiscal years from 2019-20 through 2023-24, and separately that of LALA.

Table 13 below illustrates the Academy's financial performance and financial data, including its Operating Results, Net Cash Flow, Cash Balance, Liabilities, Net Assets, and Annual Report average daily attendance (ADA) for the past five fiscal years.

Table 13

Fiscal Year	Operating Results	Net Cash Flow	Cash Balance as of June 30	Liabilities as of June 30	Net Assets as of June 30	Annual Report ADA
2019-20	(\$283,979)	\$1,915,947	\$5,291,511	\$3,566,250	\$9,613,068	760.70
2020-21	\$2,274,211	(\$398,839)	\$4,892,672	\$2,570,577	\$11,887,279	762.00
2021-22	(\$792,492)	(\$1,303,504)	\$3,589,168	\$2,580,605	\$11,094,787	654.41
2022-23	(\$83,351)	\$1,853,144	\$5,442,312	\$9,428,791	\$11,011,436	601.12
2023-24	(\$314,331)	(\$1,685,160)	\$5,302,693	\$7,980,697	\$10,697,105	559.08

Source: Los Angeles Leadership Academy's Consolidated Annual Audit Reports.

As reflected in Table 13, the Academy incurred operating deficits in the past three fiscal years and four out of five fiscal years. The primary cause of the deficits was the loss of revenues due to declining enrollment. Both LALA and LALPA experienced a combined decline of 201.62 ADA or 26.5 percent over the past five years, from 760.70 ADA in 2019-20 to 559.08 ADA in 2023-24.

Table 14 below highlights separately the Academy's financial performance of LALA, LALPA, and the CMO over the past five fiscal years from 2019-20 through 2023-24. LALA's financial performance is discussed below in further detail.

Table 14

Fiscal Year	Operating Results	Net Cash Flow	Cash Balance as of June 30	Liabilities as of June 30	Net Assets as of June 30	Annual Report ADA
LALA						
2019-20	(\$186,268)	\$900,899	\$3,193,188	\$2,548,456	\$5,504,051	454.50
2020-21	\$1,344,963	(\$284,247)	\$2,908,941	\$1,898,257	\$6,849,014	454.50
2021-22	(\$894,110)	(\$959,554)	\$1,949,387	\$1,955,646	\$5,954,904	370.14
2022-23	(\$125,085)	\$857,798	\$2,807,185	\$6,450,898	\$5,829,819	342.15
2023-24	(\$482,588)	(\$1,344,688)	\$1,462,497	\$5,705,839	\$5,347,231	318.40
LALPA						
2019-20	(\$97,711)	\$1,030,717	\$2,026,736	\$960,873	\$4,089,022	306.20
2020-21	\$939,378	(\$139,426)	\$1,887,310	\$585,764	\$5,028,400	307.50
2021-22	\$101,618	(\$363,465)	\$1,523,845	\$518,888	\$5,130,018	284.27
2022-23	\$41,734	\$991,741	\$2,515,586	\$2,868,217	\$5,171,752	258.97
2023-24	\$145,577	(\$220,931)	\$2,294,655	\$2,192,899	\$5,317,329	240.68
CMO						
2019-20	\$0.00	(\$15,669)	\$71,587	\$56,921	\$19,995	n/a
2020-21	(\$10,130)	\$24,834	\$96,421	\$86,556	\$9,865	n/a
2021-22	\$0.00	\$19,515	\$115,936	\$106,071	\$9,865	n/a
2022-23	\$0.00	\$3,605	\$119,541	\$109,676	\$9,865	n/a
2023-24	\$22,680	(\$119,541)	\$1,545,541	\$81,959	\$32,545	n/a

Source: Los Angeles Leadership Academy's Consolidated Annual Audit Reports.

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As reflected in Table 14, LALA incurred operating deficits in the past three fiscal years and four out of five fiscal years. These deficits were (\$186,268) in 2019-20, (\$894,110) in 2021-22, (\$125,085) in 2022-23 and (\$482,588) in 2023-24. LALA also had negative net cash flows in three of those years; notably, a negative net cash flow of (\$1,344,688) in 2023-24. As discussed previously, the primary cause of deficit spending was loss of revenues due to declining enrollment and ADA.

Annual Audit Reports for the Past Five Fiscal Years

Table 15 below summarizes the annual audit results of the Academy, whereby the auditor expressed unmodified opinions, reflecting that the financial statements fairly represent the Academy's financial position in all material respects, and there were no audit findings in fiscal year 2019-20 through 2023-24.

Table 15

Summary of Annual Audit Reports of the Academy					
Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Net Assets as of June 30
Los Angeles Leadership Academy Charter Schools	2019-20	CliftonLarsonAllen LLP	Unmodified Opinion	None	\$9,613,068
Los Angeles Leadership Academy Charter Schools	2020-21	CliftonLarsonAllen LLP	Unmodified Opinion	None	\$11,887,279
Los Angeles Leadership Academy Charter Schools	2021-22	CliftonLarsonAllen LLP	Unmodified Opinion	None	\$11,094,787
Los Angeles Leadership Academy Charter Schools	2022-23	CliftonLarsonAllen LLP	Unmodified Opinion	None	\$11,011,436
Los Angeles Leadership Academy Charter Schools	2023-24	CliftonLarsonAllen LLP	Unmodified Opinion	None	\$10,697,105

Source: Los Angeles Leadership Academy's Consolidated Annual Audit Reports.

As of June 30, 2024, the Academy reported Net Assets of \$10,697,105, of which LALA's Net Assets were \$5,347,231.

Below, the most recent audit describes the status of the lease arrangement between LALA and FCC.

CliftonLarsonAllen LLP
Note 6
Notes to Financial Statements June 30, 2024
In January 2008, the California School Finance Authority (CSFA) granted the Academy \$1,047,000 in order to purchase property from the Florence Crittendon Center (FCC). The purchase price was \$2,096,000, the sum of the CSFA grant and the existing mortgage held by the Community Redevelopment Agency (CRA). As part of the purchase, the Academy assumed the CRA mortgage for \$1,049,000.
In June 2009, the Academy transferred title to this property back to FCC. In exchange, the Academy received an unsecured purchase money note in the amount of \$3,000,000. The note has a term of 10 years and bears an annual interest rate of 5%, with principal and interest payable at maturity. As part of the transfer, FCC assumed the CRA mortgage for \$1,049,000. Due to the continuing involvement in this sale-leaseback, the sale was recorded using the deposit method. Under the deposit method of accounting for the sale-leaseback, the Academy continues to report in its financial statements as the net property and note payable from the CRA mortgage loan until the CRA loan is paid and the full amount of the purchase money note has been received.

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The Academy entered into a 120-month operating lease agreement commencing June 5, 2009 with FCC. During the year ended June 30, 2019, the Academy exercised an option to extend the lease for ten additional years through June 2029.

Source: LALA Consolidated Annual Independent Audit Reports (FY 2019-20 thru FY 2023-24)

Summary of LALA's 2024-25 Budget and Multiyear Projections

The data contained in Table 16 is based on LALA's 2024-25 Budget and Multi-Year Projections.

Table 16

Summary of LALA's 2024-25 Budget and Multi-Year Projections				
Projections	2024-25 Budget	2025-26	2026-27	2027-28
Enrollment	370	490	490	490
ADA	355.20	470.40	470.40	470.40
Total Revenues	\$8,052,763	\$10,336,654	\$10,483,606	\$10,682,088
Total Expenses	\$8,020,502	\$8,558,123	\$8,605,428	\$8,807,418
Net Income	\$32,261	\$1,778,531	\$1,878,178	\$1,874,670
Ending Net Assets	\$5,379,492	\$7,158,023	\$ 9,036,200	\$10,910,870
Ending Cash Balance	\$2,363,641	\$ 3,820,114	\$6,067,008	\$7,996,595
Source: Los Angeles Leadership Academy Renewal submission				

Declining Enrollment Trends

As illustrated in Tables 16 and 17, LALA is projecting an enrollment of 490 students and ADA of 470.40 for 2025-26 and the subsequent two fiscal years.

Table 17

School Year	Enrollment	ADA	Change in ADA	% Change from Prior Year
2019-20	495	454.50		
2020-21	439	*454.50	-	0.0%
2021-22	418	370.14	(84.36)	(18.6%)
2022-23	387	342.15	(27.99)	(7.6%)
2023-24	349	318.40	(23.75)	(6.9%)
2024-25 (Certified P-1)	322	304.40	(14.0)	(4.4%)
2025-26 (Projected)	490	470.40	+166.00	+54.5%
2026-27 (Projected)	490	470.40	0.00	0.0%
2027-28 (Projected)	490	470.40	0.00	0.0%

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LALA's ADA declined from 454.50 ADA to 318.40 ADA from 2019-20 to 2023-24, respectively. This represents a decline of 136.10 ADA or 29.9 percent over the past five years. LALA's enrollment declined from 495 to 349, a decline of 146 students, or 29.5 percent, over the same period. In addition, LALA's most recent certified enrollment and ADA are 322 and 304.40, respectively, based on 2024-25 First Principal (P-1) Apportionment. This represents an additional decline of 14.00 ADA or 4.4 percent from the prior fiscal year.

Given LALA's enrollment and ADA trends over the past five years, along with recent data, its financial projections appear highly optimistic. Therefore, LALA's 2025-26 budget and multiyear projections are found to be unrealistic.

At the capacity interview, LALA's leadership indicated that the projections were based on their target goals in order to serve their community and due to improved recruitment outreach. LALA leadership committed to making necessary budget revisions and adjustments to ensure fiscal sustainability.

A cursory review of LALA's 2024-25 Second Interim Report indicates that LALA has updated its financial projections, including adjustments for revenues and expenses due to the ADA shortfall in 2024-25. The Second Interim Report projects an operating loss of (\$333,148) compared to the Adopted Budget surplus of \$32,261, an Unrestricted Net Position of \$1,557,267, and a Reserve for Economic Uncertainties (REU) of 21.0 percent for 2024-25.

To remain fiscally viable, LALA's Budget and Multi-Year Projections are contingent upon the school achieving its enrollment and average daily attendance (ADA) projections. The trend of declining enrollment and deficit spending indicates LALA has a structural deficit and is depleting one-time resources, which is unsustainable should it continue. Therefore, if approved, it will be necessary for LALA to:

- (1) Revise its projections for the 2025-26 budget and the subsequent two fiscal years and
- (2) Develop a contingency plan with implementable actions to address any potential revenue and cash shortfalls in order to sustain operations and maintain fiscal viability.

When asked about past deficit spending, the LALA board members stated that they had decided to use some of their healthy reserves in order to maintain programs that no longer were supported through grant funding but that they would continue to closely monitor spending.

Finding 4: The petition contains an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

Finding 5: The petition contains a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, all of the 15 required elements are reasonably comprehensive. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Reasonably comprehensive with specific deficiencies*

The petition requires additional language describing the situations where a student is dually identified as both an EL and a SWD. This includes what additional IEP team members must be present and how reclassification is handled if an EL student takes the alternate ELPAC.

The petition should explicitly include Ethnic Studies as a graduation requirement in accordance with current law.

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Element 2: Measurable Pupil Outcomes. *Reasonably comprehensive with specific deficiencies*

The petition has the same annual goals for different student groups, despite the groups having different baselines and larger gaps with the state averages.

Goals should be more aligned to how data is collected and displayed according to the state priorities. Petition mixes meet/exceed standards data with DFS data and does not use current teacher assignment metrics.

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive with specific deficiencies*

The petition does not fully describe how data is to be collected, analyzed and used to trigger interventions that improve student outcomes.

Element 4: Governance Structure. *Reasonably comprehensive*

Element 5: Employee Qualifications. *Reasonably comprehensive with specific deficiencies*

The petition does not sufficiently address the provision of special education staff and their qualifications.

Element 6: Health and Safety Procedures. *Reasonably comprehensive*

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learners. *Reasonably comprehensive*

Demographic comparisons to both the community and the local district are shown in tables 18 and 19 below. LALA trails the local community in Asian students and is over representative in Hispanic/Latino students. LALA is comparable to LAUSD in students with disabilities and English learners and has a larger percentage of students redesignated as English proficient.

Table 18: Racial and Ethnic Composition of LALA and Local Community

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 90031
		Percent of Total Community
African American or Black	0	2.1
American Indian	0.6	1.9
Asian	1.1	26.7
Filipino	0	2.8
Hispanic or Latino	94.6	57.5
Pacific Islander	0	0.8
Two or more Races	0	10.5
White	1.4	15.4
“—” = no data Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 2-10-25 *Source: U.S. Census Bureau, 2019-2023 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2023.DP05?g=860XX00US90031		

Table 19: Student Program of LALA and Local District

Student Groups	Percent of Total Enrollment of School 2023-2024	District is LAUSD
		Percent in LAUSD
SWD	12.9	14.8
EL	22.1	20.1
RFEP	43.3	24.5
Source: DataQuest: https://dq.cde.ca.gov/dataquest/ Retrieved 3/6/25		

Element 8: Admission Requirements. *Reasonably comprehensive*

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive with specific deficiencies*

Petition needs to align fiscal reporting dates to those of the county office.

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive with specific deficiencies*

Petition needs updates to In-School suspension that reflect recent changes in law. Petition language needs refinement to address inconsistencies within the expulsion appeal process as written.

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive with specific deficiencies*

Petition language needs to be revised to align with LACOE Administrative Regulations

Element 15: Closure Procedures. *Reasonably comprehensive with specific deficiencies*

Petition language needs to clarify notification to social security and the disposition of special education records.

Finding 6: *The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to EC 47607(e).*

Staff reviewed the data from the CDE and did not note any concerns regarding LALA not serving all students.

Finding 7: *The petition does satisfy all of the Required Assurances of Education Code section 47605(d), (f) through (i), (l), and (m) as follows:*

Standards, Assessments and Parent Consultation. *[EC 47605(d)] Meets the condition*

Employment is Voluntary. *[EC 47605(f)] Not applicable*

Pupil Attendance is Voluntary. *[EC 47605(g)] Not applicable*

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Effect on the Authorizer and Financial Projections. [EC 47605(h)] *Provides the necessary evidence with concerns*

Based on documents received from LALA, in 2022, concerns were raised about the validity of the sale-leaseback arrangement of the property located at 234 East Avenue 33, Los Angeles, CA 90031 involving Florence Crittenton Center Inc. (FCC) and LALA.

There is currently active litigation concerning this property which was not acknowledged in the petition or in the capacity interview that potentially affects LALA's ability to use the property as a school site. Additionally, the LALA founder/FCC board member is counsel to both FCC and LALA in the litigation.

Preference to Academically Low Performing Students. [EC 47605(i)] *Qualifies for the preference*

Teacher Credentialing Requirement. [EC 47605(l)] *Meets the condition*

Transmission of Audit Report. [EC 47605(m)] *Meets the condition*

Parent Involvement is Voluntary [EC 47605(n)] *Meets the condition*

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations (5 CCR)*, Title 5, County Board Policy and Superintendent’s Administrative Regulations.⁴

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a “reasonably comprehensive” description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as “reasonably comprehensive” with a specific “deficiency” or “deficiencies.” Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a “technical adjustment” to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.

⁴ Words in italics indicate a direct reference to the language in these documents.

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- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.
- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 CCR section 11966.5, which provides the requirements for a renewal submission to a county board of education.

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EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.* (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

- (1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).*
- (2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.*
 - (A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.*
- (3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.*
- (4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.*

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

- (1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.*

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

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- (2) *The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b).*

Appendix B

RENEWAL CRITERIA

Statutory Framework and Criteria for Renewal

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two (2) consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

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OR

2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

- (3) The decision provided greater weight to the performance on measurements of academic performance.

Low Performing *EC 47607.2(a)*

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

2. There is a clear and convincing evidence, demonstrated by verified data showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

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Appendix C

LOS ANGELES LEADERSHIP ACADEMY (LALA) CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table Legend For All California Dashboard Tables

“*” - The student group has fewer than 11 students and is not reported for privacy reasons
 “**” - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 “—” - No data available
 “NPL” - No Performance Level available
 “NPC” - No Performance Color available
 “N/A” - Non-Applicable
 “^” This student - omitted from the count of num

Table A: LALA Charter School California Dashboard

Year	ELA	Math	ELPI	CCI	Graduation Rate	Chronic Absenteeism	Suspension
2022	Low	Very Low	High	—	Low	Very High	Medium
2023	Orange	Orange	Blue	Low	Green	Orange	Blue
2024	Yellow	Orange	Red	Yellow	Yellow	Yellow	Yellow

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table B: LALA 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	96	Low	259	-46.9	—	-12.2	-34.7	Lower
AA/Black	100	NPL*	1	*	—	-57.7	*	*
Asian^	100	NPL*	2	*	—	63	*	*
Hispanic or Latino	96	Low	246	-47.2	—	-38.6	-8.6	Lower
White^	100	NPL*	1	*	—	21.9	*	*
English Learners	95	Very Low	93	-73.7	—	-61.2	-12.5	Lower
Foster Youth	100	NPL*	3	*	—	-85.6	*	*
Homeless Youth	—	—	0	—	—	-101.8	—	—
Socioeconomically Disadvantaged	97	Low	232	-48	—	-41.4	-6.6	Lower
Students With Disabilities	97	Very Low	35	-118.2	—	-97.3	-20.9	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO	0 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-20-25

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Table C: LALA 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Orange	222	-51.5	-4.6	-13.6	-37.9	Lower
AA/Black	0	NPC*	1	*	*	-59.6	*	*
Asian^	100	NPC*	1	*	*	61.8	*	*
Hispanic or Latino	99	Orange	217	-50.8	-3.6	-40.2	-10.6	Lower
White^	100	NPC*	1	*	*	20.8	*	*
English Learners	99	Red	92	-77.9	-4.3	-67.7	-10.2	Lower
Foster Youth	100	NPC*	2	*	*	-89.2	*	*
Homeless Youth	50	NPC*	2	*	*	-67.9	*	*
Socioeconomically Disadvantaged	98	Orange	202	-49.2	-1.2	-42.6	-6.6	Lower
Students With Disabilities	100	NPC**	27	-108.6	9.5**	-96.3	-12.3	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table D: LALA 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Yellow	208	-45.9	5.6	-13.2	-32.7	Lower
AA/Black	—	—	0	—	—	-58.9	—	—
Asian^	100	NPC*	2	*	*	60.7	*	*
Hispanic or Latino	99	Yellow	201	-45.1	5.7	-39.3	-5.8	Lower
White^	100	NPC*	3	*	*	19.2	*	*
English Learners	99	Orange	84	-74.1	3.8	-67.6	-6.5	Lower
Foster Youth	—	—	0	—	—	-87.3	—	—
Homeless Youth	89	NPC**	9	*	*	-70.4	*	*
LTELs	100	NPC**	26	-99.4	-8.4**	-109.6	10.2	Higher**
Socioeconomically Disadvantaged	99	Yellow	195	-45.2	4.0	-40.9	-4.3	Lower
Students With Disabilities	97	NPC**	29	-111.1	-2.5**	-95.6	-15.5	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

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Table E: LALA 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	96	Very Low	258	-123.9	—	-51.7	-72.2	Lower
AA/Black	100	NPL	1	*	—	-106.9	*	*
Asian^	100	NPL	2	*	—	48.4	*	*
Hispanic or Latino	96	Very Low	245	-124.2	—	-83.4	-40.8	Lower
White^	100	NPL	1	*	—	-13.4	*	*
English Learners	94	Very Low	93	-147.2	—	-92	-55.2	Lower
Foster Youth	100	NPL	3	*	—	-126.3	*	*
Homeless Youth	—	—	0	—	—	-101.8	—	—
Socioeconomically Disadvantaged	96	Very Low	230	-123.1	—	-84	-39.1	Lower
Students With Disabilities	95	Very Low	34	-180.7	—	-130.8	-49.9	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table F: LALA 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Orange	221	-117.4	6.5	-49.1	-68.3	Lower
AA/Black	0	NPC*	1	*	*	-104.5	*	*
Asian^	100	NPC*	1	*	*	50.8	*	*
Hispanic or Latino	98	Orange	216	-116.8	7.5	-80.8	-36	Lower
White^	100	NPC*	1	*	*	-11.1	*	*
English Learners	99	Red	92	-146.1	2.2	-93.4	-52.7	Lower
Foster Youth	100	NPC*	2	*	*	-127.4	*	*
Homeless Youth	50	NPC*	2	*	*	-101.3	*	*
Socioeconomically Disadvantaged	98	Orange	201	-117.6	5.6	-80.8	-36.8	Lower
Students With Disabilities	100	NPC**	27	-166	14.6**	-127.3	-38.7	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-10-25								

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Table G: LALA 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Orange	209	-110.4	7	-47.6	-62.8	Lower
AA/Black	—	—	0	—	—	-102.2	—	—
Asian^	100	NPC*	2	*	*	49.5	*	*
Hispanic or Latino	98	Orange	202	-109.7	7.1	-79.2	-30.5	Lower
Two or More^	—	—	0	—	—	-5.3	—	—
White^	100	NPC*	3	*	*	-10.3	*	*
English Learners	98	Orange	85	-135.3	10.8	-93.4	-41.9	Lower
Foster Youth	—	—	0	—	—	-125.1	—	—
Homeless Youth	91	NPC**	11	-167.8	—	-106	-61.8	Lower**
LTELs	100	NPC**	26	-156.6	16.4**	-163.5	6.9	Higher**
Socioeconomically Disadvantaged	98	Orange	196	-109.1	8.5	-78.2	-30.9	Lower
Students With Disabilities	97	NPC**	29	-150.8	15.2**	-124.3	-26.5	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table H: LALA English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	High	96.3	96	64.6	50.3	14.3	Higher
2023	Blue	92	77	71.4	48.7	22.7	Higher
2024	Red	98.7	68	22.1	45.7	-23.6	Lower
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-10-25							

Table I: LALA 2023 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Low	56	23.2	*	43.9	-20.7	Lower
AA/Black	—	0	—	—	25.1	—	—
Asian^	NPL*	1	*	*	75.8	*	*
Hispanic or Latino	Low	51	25.5	*	35.5	-10	Lower
Two or More^	—	0	—	—	52.9	—	—
White^	NPL*	1	*	*	53.2	*	*
English Learners	NPL*	9	*	*	15.3	*	*
Foster Youth	—	0	—	—	11.6	—	—
Homeless Youth	NPL*	1	*	*	20.4	*	*
Socioeconomically Disadvantaged	Low	56	23.2	*	35.4	-12.2	Lower
Students With Disabilities	NPL*	6	*	*	12.3	*	*
Are All Students and the majority of the numerically significant student groups performing above the state average?				NO	All Students	NO	
					Student Groups	NO 0 of 2	
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-10-25							

Table J: LALA 2024 College/Career Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	46	34.8	11.6	45.3	-10.5	Lower
AA/Black	—	0	—	—	28.1	—	—
Asian^	—	0	—	—	74.5	—	—
Hispanic or Latino	Green	45	35.6	10.1	37.4	-1.8	Lower
Two or More^	—	0	—	—	53.7	—	—
White^	—	0	—	—	54.3	—	—
English Learners	NPC**	14	21.4	—	17.2	4.2	Higher**
Foster Youth	—	0	—	—	13	—	—
Homeless Youth	NPC*	3	*	*	21.8	*	*
LTEs	NPC*	10	*	*	16.5	*	*
Socioeconomically Disadvantaged	Yellow	46	34.8	11.6	37.4	-2.6	Lower
Students With Disabilities	NPC*	4	*	*	13.5	*	*
Are All Students and the majority of the numerically significant student groups performing above the state average?				NO	All Students	NO	
					Student Groups	NO 0 of 2	
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-10-25							

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Table K: LALA 2022 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Low	51	70.6	—	87.4	-16.8	Lower
AA/Black	—	0—	—	—	79.5	*	*
Asian^	NPC*	2	*	—	95.2	*	*
Hispanic or Latino	Low	49	69.4	—	85.3	-15.9	Lower
Two or More^	—	0—	—	—	89.6	—	—
White^	—	0—	—	—	90.8	—	—
English Learners	NPC**	16	56.3	—	73.3	-17	Lower**
Foster Youth	NPC*	2	*	—	64.1	*	*
Homeless Youth	—	0—	—	—	74.4	—	—
Socioeconomically Disadvantaged	Low	51	70.6	—	85.1	-14.5	Lower
Students With Disabilities	NPC**	14	64.3	—	75.2	-10.9	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?				NO		All Students	NO
						Student Groups	NO 0 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table L: LALA 2023 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	58	87.9	17.3	86.4	1.5	Higher
AA/Black	—	0—	—0	—	78.5	—	—
Asian^	NPC*	1	*	*	94.5	*	*
Hispanic or Latino	Green	53	88.7	19.3	84.2	4.5	Higher
Two or More^	—	0—	—0	—	88.6	—	—
White^	NPC*	1	*	*	89.8	*	*
English Learners	NPC**	11	81.8	25.6**	73.5	8.3	Higher**
Foster Youth	—	0—	—0	—	63.2	—	—
Homeless Youth	NPC*	1	*	*	73.7	*	*
Socioeconomically Disadvantaged	Green	58	87.9	17.3	83.7	4.2	Higher
Students With Disabilities	NPC*	8	*	*	72.7	*	*
Are All Students and the majority of the numerically significant student groups performing above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

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Table M: LALA 2024 Graduation Rate Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	49	87.8	-0.2	86.7	1.1	Higher
AA/Black	—	0	—	—	79.1	—	—
Asian^	—	0	—	—	92.2	—	—
Hispanic or Latino	Orange	47	87.2	-1.4	85.3	1.9	Higher
Two or More^	—	0	—	—	88.3	—	—
White^	—	0	—	—	89.2	—	—
English Learners	NPC**	15	80	-1.8**	77.9	2.1	Higher**
Foster Youth	—	0	—	—	65.7	—	—
Homeless Youth	NPC*	3	*	*	75.7	*	*
LTELs	NPC**	11	90.9	—	80.8	10.1	Higher**
Socioeconomically Disadvantaged	Yellow	49	87.8	-0.2	84.4	3.4	Higher
Students With Disabilities	NPC*	4	*	*	74.4	*	*
Are All Students and the majority of the numerically significant student groups performing above the state average?				YES		All Students	YES
						Student Groups	YES 2 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table N: LALA 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	223	39.5	—	30	9.5	Higher
AA/Black	NPL*	1	*	—	42.9	*	*
Asian^	NPL*	1	*	—	11.5	*	*
Hispanic or Latino	Very High	215	39.5	—	35.8	3.7	Higher
Two or More^	NPL*	4	*	—	25.1	*	*
White^	—	0	—	—	21.9	—	—
English Learners	Very High	66	40.9	—	33.6	7.3	Higher
Foster Youth	NPL*	4	*	—	42.1	*	*
Homeless Youth	—	0	—	—	45.1	—	—
Socioeconomically Disadvantaged	Very High	197	40.6	—	37.4	3.2	Higher
Students With Disabilities	Very High	33	42.4	—	39.6	2.8	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO		All Students	NO
						Student Groups	NO 0 of 4

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Table O: LALA 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	195	36.9	-2.5	24.3	12.6	Higher
AA/Black	NPC*	1	*	*	36.4	*	*
Asian^	NPC*	1	*	*	10.1	*	*
Hispanic or Latino	Orange	188	36.7	-2.8	28.4	8.3	Higher
Two or More^	NPC*	4	*	*	21.6	*	*
White^	NPC*	1	*	*	18.5	*	*
English Learners	Red	55	43.6	2.7	26.3	17.3	Higher
Foster Youth	NPC*	4	*	*	33.6	*	*
Homeless Youth	—	0	—	—	38.7	—	—
Socioeconomically Disadvantaged	Orange	175	37.7	-2.9	29.9	7.8	Higher
Students With Disabilities	NPC**	26	30.8	-11.7**	33.1	-2.3	Lower**
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table P: LALA 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	191	19.9	-17	18.6	1.3	Higher
AA/Black	—	0	—	—	31.3	—	—
Asian^	NPC*	1	*	*	7.5	*	*
Hispanic or Latino	Yellow	186	18.8	-17.9	21.7	-2.9	Lower
Two or More^	NPC*	1	*	*	16.2	*	*
White^	NPC*	3	*	*	13.5	*	*
English Learners	Yellow	50	16	-27.6	20.1	-4.1	Lower
Foster Youth	NPC*	1	*	*	30.5	*	*
Homeless Youth	NPC**	12	58.3	—	32.7	25.6	Higher**
LTELs	NPC**	28	10.7	-39.3**	23.9	-13.2	Lower**
Socioeconomically Disadvantaged	Yellow	178	19.7	-18.1	23.4	-3.7	Lower
Students With Disabilities	NPC**	23	21.7	-9**	26.3	-4.6	Lower**
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	YES 3 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Table Q: LALA 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Medium	451	3.3	—	3.1	0.2	Higher
AA/Black	NPL*	1	*	—	7.9	*	*
Asian^	NPL*	4	*	—	0.9	*	*
Hispanic or Latino	Medium	431	3.5	—	3.3	0.2	Higher
Two or More^	NPL*	9	*	—	2.6	*	*
White^	NPL*	3	*	—	2.9	*	*
English Learners	Medium	117	4.3	—	3.2	1.1	Higher
Foster Youth	NPL*	6	*	—	12.4	*	*
Homeless Youth	NPL*	2	*	—	5.5	*	*
Socioeconomically Disadvantaged	Medium	397	3.3	—	4	-0.7	Lower
Students With Disabilities	High	68	5.9	—	5.4	0.5	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	NO 1 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Table R: LALA 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	418	1	-2.4	3.5	-2.5	Lower
AA/Black	NPC*	1	*	*	8.8	*	*
Asian^	NPC*	5	*	*	1.1	*	*
Hispanic or Latino	Blue	393	1	-2.5	3.8	-2.8	Lower
Two or More^	NPC**	12	0	—	3.3	-3.3	Lower**
White^	NPC*	4	*	*	2.9	*	*
English Learners	Blue	98	1	-3.3	3.7	-2.7	Lower
Foster Youth	NPC*	8	*	*	13.6	*	*
Homeless Youth	NPC*	2	*	*	6.5	*	*
Socioeconomically Disadvantaged	Blue	375	0.8	-2.5	4.5	-3.7	Lower
Students With Disabilities	Green	54	1.9	-4	5.9	-4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 4 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Table S: LALA 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	377	1.3	0.3	3.2	-1.9	Lower
AA/Black	—	0	—	—	8.4	—	—
Asian^	NPC*	4	*	*	1	*	*
Hispanic or Latino	Yellow	358	1.4	0.4	3.4	-2	Lower
Two or More^	NPC*	8	*	*	3	*	*
White^	NPC*	5	*	*	2.6	*	*
English Learners	Blue	87	0	*	3.4	-3.4	Lower
Foster Youth	NPC*	1	*	*	13.2	*	*
Homeless Youth	NPC**	21	0	—	5.7	-5.7	Lower**
LTELs	Blue	52	0	—	8.1	—	Lower
Socioeconomically Disadvantaged	Yellow	354	1.4	0.6	4	-2.6	Lower
Students With Disabilities	Blue	51	0	-1.9	5.4	-5.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-10-25

Verified Data

Table Legend For All NWEA MAP Tables									
Tables are a Summary of the NWEA MAP Reports									
Green cell indicates student group has met the minimum requirement for one year's growth, $CGI \geq -0.2$									
Red cell indicates student group has not met the minimum requirement for one year's growth, $CGI < -0.2$									
* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.									
** less than 50% of eligible grade levels for that student group have valid data									
"—" No data available									
N/A indicates test does not apply to student group.									
"Λ" – NWEA does not provide CGI scores for Language Usage in grade 12, but the school still administered the test.									
Data reflects grade levels with ten or more students in that student group.									

Table T: LALA NWEA MAP Reading, Language and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
	Grade Levels Meeting CGI			Grade Levels Meeting CGI			Grade Levels Meeting CGI		
All Students	0 of 6	2 of 7	5 of 7	2 of 5	4 of 6	7 of 7	5 of 6	4 of 7	7 of 7
Hispanic or Latino	0 of 6	2 of 7	5 of 7	3 of 5	4 of 6	4 of 6	5 of 6	5 of 7	7 of 7
English Learners	1 of 2**	1 of 2**	3 of 3**	1 of 2**	1 of 2**	2 of 3**	2 of 2**	1 of 2**	3 of 3**
Socioeconomically Disadvantaged	1 of 6	5 of 7	5 of 7	3 of 5	4 of 6	4 of 6	5 of 6	4 of 7	7 of 7
Students with Disabilities	*	1 of 2**	*	*	1 of 2**	1 of 1**	*	2 of 3**	*
Participation Rate Met	YES	YES	YES	YES	YES	YES	YES	YES	YES
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?									
All Students	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Student Groups	No (0 of 2)	No (1 of 2)	Yes (2 of 2)	Yes (2 of 2)	No (2 of 2)	Yes (2 of 2)	Yes (2 of 2)	Yes (2 of 2)	Yes (2 of 2)
Both	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes

Table U: LALA NWEA MAP Reading, Language and Math (All Students)

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
Grade Level	Conditional Growth Index			Conditional Growth Index			Conditional Growth Index		
6	*	-1.97	-0.76	*	-2.52	1.35	*	-2.03	3.67
7	-1.93	-4.81	-3.12	-0.24	-4.68	-0.08	0.83	-1.75	0.7
8	-0.26	-0.21	0.76	-0.01	1.59	0.98	1.48	0.66	2.06
9	-0.58	0.20	0.21	-0.44	2.01	-0.12	1.24	-1.17	1.89
10	-1.32	-1.22	1.19	1.09	2.09	0.70	0.06	1.08	4.19
11	-0.88	0.28	4.13	-1.36	0.71	3.42	-0.88	0.56	5.11
12	-3.05	-0.56	0.71	Λ	Λ	Λ	0.87	5.5	4.36

Staff Findings on the Renewal for the Los Angeles Leadership Academy

Table V: LALA NWEA MAP Reading, Language and Math (Hispanic)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
6	*	-1.65	-0.77		*	-2.45	1.71		*	-1.86	3.68
7	-1.93	-4.91	-3.05		-0.17	-4.61	0.07		0.88	-1.75	0.76
8	-0.36	-0.21	0.76		-0.08	1.59	0.98		1.48	0.66	2.06
9	-0.49	0.60	0.21		-0.58	1.49	-0.40		1.29	-0.11	1.79
10	-1.62	-1.00	1.56		1.02	2.55	-0.40		-0.09	1.17	3.52
11	-0.70	0.61	4.08		-1.30	0.82	3.48		-1.03	0.75	3.98
12	-3.24	-0.37	0.47		^	^	^		0.7	6.07	3.78

Table W: LALA NWEA MAP Reading, Language and Math (SED)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
6	*	-1.97	-1.1		*	-2.19	0.84		*	-1.51	3.43
7	-1.35	-4.64	-3.35		0.05	-4.04	-0.39		0.89	-1.57	0.55
8	-2.04	-0.01	1.08		-1.8	1.41	1.12		0.48	0.62	2.19
9	0.09	0.11	0.20		0.95	2.27	-0.59		1.6	-1.98	2.00
10	-1.51	-0.15	1.25		1.45	2.75	0.63		0.21	1.72	4.14
11	-0.51	0.28	4.08		-1.01	0.82	3.48		-0.33	0.42	4.49
12	-5.18	0.47	0.71		^	^	^		1.1	5.58	4.36

Table X: LALA NWEA MAP Reading, Language and Math (EL)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
6	*	*	0.69		*	*	2.26		*	*	6.41
7	-2.38	-5.36	*		-1.68	-5.24	*		0.41	-3.24	*
8	-0.02	0.74	1.23		-0.15	0.88	1.25		2.14	0.84	3.03
9	*	*	0.38		*	*	-0.59		*	*	1.88
10	*	*	*		*	*	*		*	*	*
11	*	*	*		*	*	*		*	*	*
12	*	*	*		^	^	^		*	*	*

Table Y: LALA NWEA MAP Reading, Language and Math (SWD)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
6	*	*	*		*	*	*		*	-1.19	*
7	*	*	*		*	*	*		*	*	*
8	*	-0.15	*		*	-1.18	1.33		*	0.22	*
9	*	*	*		*	*	*		*	*	*
10	*	-2.57	*		*	3.31	*		*	1.92	*
11	*	*	*		*	*	*		*	*	*
12	*	*	*		^	^	^		*	*	*

Board Meeting – April 15, 2025

Item VII. Recommendations

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

The Superintendent recommends that the County Board of Education approve submission of a request for a non-federal match waiver to the Office of Head Start. The waiver request amount is estimated at \$5,406,932. The chart below summarizes the totals by agency.

REPORT:

The Head Start Act requires the Board of Education to approve budget revisions submitted to the Office of Head Start (OHS). This report provides details to support the budget revision that will be submitted for the 2024-25 program year. The Head Start and Early Learning Division will request a non-federal match waiver from the OHS. Head Start funding requires a match of 25% of federal funding (or 20% of total funding). At this time, it is anticipated that LACOE will not meet this requirement. The OHS accepts annual waiver requests based on the established criteria enumerated below. Of the established criteria for requesting a waiver, numbers 1, 3, and 5 are applicable to LACOE and its delegate agencies:

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

LACOE will request a non-federal match waiver in an amount estimated at \$5,406,932 for grant 09CH012684 (Head Start Preschool / Early Head Start).

The chart below summarizes the estimated request amount by delegate agency. Estimates must be used as actual data is only available through February 2025 (at the time of this report), while the waiver covers the period ending June 2025. Accordingly, LACOE has projected amounts for the months of March through June 2025.

Non-Federal Match Waiver by Agency	NFM Waiver Projected (As estimated through June)
LACOE: GRANT RECIPIENT	2,706,563
SCHOOL DISTRICTS	
ABC USD	579,401
Bassett USD	600,143
El Monte City SD	-
Garvey SD	649,430
Mountain View SD	-
Norwalk-La Mirada USD	-
Pomona USD	-
TOTAL SCHOOL DISTRICTS	1,828,974
PRIVATE NON-PROFITS	
Blind Children's Center	-
Children's Institute, Inc.	-
Foundation for Early Childhood Education	-
Mexican American Opportunity Foundation	-
Pacific Asian Consortium in Employment	-
Para Los Niños	-
Plaza de la Raza Child Development Svcs.	-
St. Anne's Family Services	-
YMCA	871,395
TOTAL PRIVATE NON-PROFITS	871,395
TOTAL WAIVER REQUEST	5,406,932

Board Meeting – April 15, 2025

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

- 3 -

2024-25 Non-Federal Match (NFM) Waiver Request



Los Angeles County
Office of Education





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





OHS accepts annual waiver requests based on the grant recipient meeting at least 1 of 5 criteria:

- ✓ **Lack of community resources**
- ✗ **Impact of costs incurred in the early days of the program**
- ✓ **Impact of unanticipated costs**
- ✗ **Community affected by disaster**
- ✓ **Impact to the community if program is discontinued**





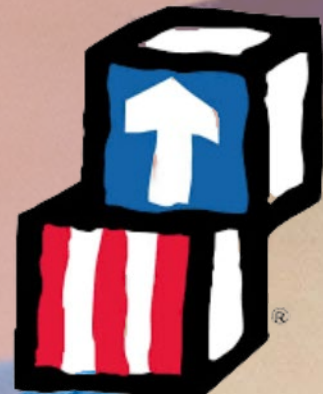
- **LACOE will request a waiver estimated at \$5,406,932**
- **The chart in the report summarizes the estimated request amount by delegate agency**
- **As actual data is only available through February 2025, LACOE has projected amounts for the months of March through June 2025**



Thank you



Los Angeles County
Office of Education



Board Meeting – April 15, 2025

Item VII. Recommendations

C. Approval of Position Recommendation Report PRR 2.0 – April 2025

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

<u>Bill No.</u>	<u>Author</u>	<u>Topic</u>	<u>Position</u>
AB 49	Muratsuchi	Schoolsites: immigration enforcement.	Support
AB 259	Rubio, B.	Open meetings: local agencies: teleconferences.	Support
AB 382	Berman	Pedestrian safety: school zones: speed limits.	Support
AB 772	Lowenthal	Cyberbullying: off-campus acts: model policy.	Support
AB 1034	Ávila Farías	Teacher credentialing: youth mental health.	Support
AB 1123	Muratsuchi	Commission on Teacher Credentialing: membership.	Support
AB 1230	Bonta	Pupil discipline: expulsions: procedures.	Support
AB 1292	Hadwick	County community schools and juvenile court schools: administration and operation.	Oppose

AB 1351	Ahrens	Pupils: work permits: online database.	Support
AB 1369	Ramos	Pupil rights: school graduation ceremonies and related events: adornments.	Support
SB 48	Gonzalez	Immigration enforcement: schoolsites: prohibitions on access and sharing information.	Support
SB 98	Pérez	Elementary, secondary, and postsecondary education: immigration enforcement: notification.	Support
SB 316	Reyes	High school pupils: voter registration.	Support

AB 49 (Muratsuchi) Schoolsites: immigration enforcement.
[Amended: 4/2/2025]

Recommended Position: **Support**

Background Information: Existing law prohibits, except as required by state or federal law or as required to administer a state or federally supported educational program, school officials and employees of a school district, county office of education, or charter school from collecting information or documents regarding citizenship or immigration status of pupils or their family members. Existing law requires the superintendent of a school district, the superintendent of a county office of education, and the principal of a charter school, as applicable, to report to the respective governing board or body of the local educational agency in a timely manner any requests for information or access to a schoolsite by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information.

This bill would prohibit school officials and employees of a local educational agency from allowing an officer or employee of an agency conducting immigration enforcement to enter a schoolsite for any purpose without providing valid identification and a valid, signed judicial warrant, and receiving approval from the superintendent of the school district, the

superintendent of the county office of education, or the principal of the charter school, or their designee, as applicable. The bill would require the local educational agency, if the officer or employee meets those requirements, to limit access to facilities where pupils are not present.

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

General Counsel: This bill expands on the protections of AB 699, and specifies that United States Immigration and Customs Enforcement officers shall only be allowed on-site with a judicial warrant.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Education Committee on April 9, 2025.

AB 259 (Rubio, B.) Open meetings: local agencies: teleconferences.
[Introduced: 1/16/2025]

Recommended Position: **Support**

Background Information: Existing law, the Ralph M. Brown Act, requires that all meetings of a legislative body of a local agency be open and public and that all persons be permitted to attend and participate. The act authorizes the legislative body of a local agency to use teleconferencing, and requires a legislative body of a local agency that elects to use teleconferencing to comply with requirements, including that the local agency post agendas at all teleconference locations, identify each teleconference location in the notice and agenda of the meeting or proceeding, and have each teleconference location be accessible to the public.

Existing law, until January 1, 2026, authorizes the legislative body of a local agency to use alternative teleconferencing if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda that is open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction, and the legislative body complies with prescribed requirements. Existing law requires a member to satisfy the requirements to participate in a meeting remotely pursuant to these alternative teleconferencing provisions, including that the following circumstances apply:

- The member notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting. The provisions of this clause shall not be used by any member of the legislative body for more than two meetings per calendar year.
- The member requests the legislative body to allow them to participate in the meeting remotely due to emergency circumstances and the legislative body takes action to approve the request. The legislative body shall request a general description of the circumstances relating to their need to appear remotely at the given meeting. A general description of an item generally need not exceed 20 words and shall not require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law, such as the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code). For the purposes of this clause, the following requirements apply:
 - A member shall make a request to participate remotely at a meeting pursuant to this clause as soon as possible. The member shall make a separate request for each meeting in which they seek to participate remotely.
 - The legislative body may take action on a request to participate remotely at the earliest opportunity. If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting.
- The member shall publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any such individuals.
- The member shall participate through both audio and visual technology.

Existing law establishes limits on the number of meetings a member may participate in solely by teleconference from a remote location pursuant to these alternative teleconferencing provisions, including prohibiting such

participation for more than two meetings per year if the legislative body regularly meets once per month or less.

This bill would remove the January 1, 2026, date from those provisions, thereby extending the alternative teleconferencing procedures indefinitely.

Existing law authorizes a member to participate remotely pursuant to the alternative teleconferencing provisions described above under circumstances such as participating due to emergency circumstances. Under existing law, the emergency circumstances basis for remote participation is contingent on a request to, and action by, the legislative body.

Existing law generally requires the legislative body of the local agency or its designee, at least 72 hours before a regular meeting, to post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. Existing law, until January 1, 2026, authorizes a legislative body to consider and take action on a request from a member to participate in a meeting remotely due to emergency circumstances if the request does not allow sufficient time to place the proposed action on the posted agenda for the meeting for which the request is made.

This bill would remove the January 1, 2026, date from that provision, thereby extending the authorization for a legislative body of a local agency to consider and take action on a request from a member to participate in a meeting remotely due to emergency circumstances as described above indefinitely.

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

General Counsel: The extension of the teleconferencing provisions indefinitely ensures greater access to and participation in LACOE board meetings.

Organizations in Support:

- California Special Districts Association (sponsor)

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Local Government Committee on April 9, 2025.

AB 382 (Berman) Pedestrian safety: school zones: speed limits.

[Amended: 2/24/2025]

Recommended Position: **Support**

Background Information: Existing law establishes a *prima facie* speed limit of 25 miles per hour when approaching or passing a school building or grounds contiguous to a highway or when the school grounds are not separated from the highway. Existing law authorizes a local authority, by ordinance or resolution, to reduce the *prima facie* speed limit based on an engineering and traffic survey.

This bill would establish a *prima facie* speed limit of 20 miles per hour in a school zone subject to conditions that include when a school speed limit sign states “children are present” and children are present, and when a school speed limit sign states specific hours.

Existing law authorizes a local authority, by ordinance or resolution, to modify the *prima facie* speed limit based on distance from a school if the highways have a maximum of 2 traffic lanes and a maximum posted *prima facie* speed limit of 30 miles per hour immediately before and after the school zone.

The bill would instead authorize a local authority, by ordinance or resolution, to determine and declare a *prima facie* speed limit of 15 miles per hour in a residence district on a highway with a posted speed limit of 30 miles per hour or slower in a school zone, or 25 miles per hour when approaching from a school zone at a distance of 500 to 1,000 feet, without the above-mentioned conditions.

The bill would, for purposes of the above provisions, define “school zone” as an area of a highway within 500 feet of school grounds in any direction, unless otherwise posted, marked with appropriate signs giving notice of the area.

Existing law defines a “speed trap,” under certain circumstances, to mean a particular section of a highway or state highway with a *prima facie* speed limit that is provided by law if that *prima facie* speed limit is not justified by an engineering and traffic survey conducted within a certain time period, and enforcement of the speed limit involves the use of radar or another electronic device. Existing law exempts application of that definition to a local street, road, or school zone, senior zone, business activity district, or speed limit adopted by a local authority.

This bill would change the definition of school zone for purposes of these provisions to conform with the definition of school zone described above.

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

Student Support Services: This bill would amend the Vehicle Code to lower speeds in school zones. The bill would allow local authority, by ordinance, to lower the speed to 15 mph or slower in a school zone and lower the speed to 25 mph when approaching a school zone. This reductions in speed limits would increase safety when students are present.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Transportation Committee on April 21, 2025.

AB 772 (Lowenthal) Cyberbullying: off-campus acts: model policy.
[Amended: 4/1/2025]

Recommended Position: **Support**

Background Information: Existing law requires the Superintendent of Public Instruction to post, and annually update, on the State Department of Education's internet website and notify local educational agencies of the availability of a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying.

This bill would require the department, on or before June 30, 2026, and in consultation with relevant stakeholders, to develop, post on its internet website, and distribute to each local educational agency, a model policy on how to address certain acts of cyberbullying occurring outside of school hours and outside of the campus. The bill would require each local educational agency, on or before July 1, 2027, to adopt the model policy developed by the department, and would require each local educational agency to provide a copy of the adopted model policy to each of its credentialed employees, enrolled pupils, and the parents or guardians of its enrolled pupils.

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

General Counsel: Bullying, harassment, or intimidation which occurs outside of school hours or activities can have an impact on a student's ability to meaningfully access educational services. Creating clear guidance on how to address such conduct will help to remedy this issue. Additionally, a clear explanation within State Department of Education's model policy providing examples related to conduct outside school hours and activities that are and are not subject to suspension and expulsion will help provide clarity to LEAs on a topic that can sometimes be confusing.

Student Support Services: Current law speaks to the implementation of other means of correction such as restorative practices and other supports to address various student behavior that occurs on campus, school events, etc. Events that occur outside of the LEAs jurisdiction can impact life on a school campus. A model policy created by the State Department of Education on how to address certain acts of bullying, cyberbullying, harassment, sexual harassment, or intimidation occurring outside of school hours and outside of the campus, would support student growth and create a pathway of alternatives to address these types of concerns. Early resolution to these issues may support a positive school climate. Training and support for implementation of this policy will be a critical component of its success and county offices of education should be considered as a resource for LEA supports.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Education Committee on April 9, 2025.

AB 1034 (Ávila Farías) Teacher credentialing: youth mental health.
[Introduced: 2/20/2025]

Recommended Position: **Support**

Background Information: Existing law requires the Commission on Teacher Credentialing to establish standards for the issuance and renewal of credentials. Existing law requires the commission to ensure that an accredited program of professional preparation for multiple subject, single subject, or education specialist teaching credentials includes standards established by the commission for the preparation of teachers for all pupils.

This bill would require, when the above-described standards are next revised on or after January 1, 2026, the commission to include a requirement that beginning teachers have a basic understanding of youth mental health.

Existing law requires, as a minimum requirement for a preliminary multiple subject, single subject, or education specialist teaching credential, the satisfactory completion of a program of professional preparation that includes a teaching performance assessment that meets requirements and has been approved by the commission.

This bill would require, when those above-described assessments are next revised on or after January 1, 2026, the commission to include an assessment of a teacher credential candidate's knowledge of youth mental health.

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

Labor Relations: The proposed bill is a vital step forward in ensuring that teachers are equipped to meet the mental health needs of their students. By including youth mental health education in teacher preparation programs and credential assessments, we can create a more supportive and inclusive educational environment. This bill not only benefits teachers and students but also strengthens the entire school community, paving the way for a healthier and more successful future for all.

Supporting this bill is supporting the holistic development of our students and the empowerment of our educators. It is an investment in the future of education, ensuring that it adapts to the evolving needs of our youth and prepares teachers to be effective, compassionate, and knowledgeable leaders in their classrooms.

Student Support Services: Teachers are often the first person to identify when a child/youth is struggling with their mental health. Early identification and referral for early intervention are key to ensuring students receive the appropriate level of care and preventing the development of mental health diagnoses requiring more intensive services. By ensuring that educators have a basic understanding of child/youth mental health we are de-stigmatizing mental health among our educators and enhancing our system of support for students and families.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is pending a hearing in the Assembly Education Committee.

AB 1123 (Muratsuchi) Commission on Teacher Credentialing: membership. [Amended: 3/18/2025]

Recommended Position: **Support**

Background Information: Existing law establishes the Commission on Teacher Credentialing, consisting of 15 voting members, including the Superintendent of Public Instruction as a permanent member and 14 other members, appointed by the Governor with the advice and consent of the Senate, serving staggered 4-year terms.

The bill would add 3 voting members to the commission, to be appointed by the Governor with the advice and consent of the Senate, as follows: (1) a faculty member from a California State University campus', a University of California campus', or a California community college's early childhood education or child development department who teaches in a baccalaureate program at the California State University or University of California campus or at the California community college; (2) a teacher with a commission-issued child development teacher permit who teaches at a licensed state-funded preschool or prekindergarten program; and (3) a child development site supervisor with a commission-issued child development site supervisor permit or a child development program director with a commission-issued child development program director permit, employed at a licensed state-funded preschool or prekindergarten program. The bill would require initial appointees for the added members to be appointed on or before January 1, 2027, to a staggered term of 2, 3, or 4 years, with all subsequent appointees appointed to a term of 4 years.

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

Head Start and Early Learning: The Commission on Teacher Credentialing (CTC) oversees the licensing and credentialing of professional educators, which includes the early childhood education (ECE) permit structure, as well as the PK-3 Early Childhood Education Specialist Instruction Credential. Yet, while the current composition of the CTC voting members includes practitioners and consumers of the K-12 system, no voting members are designated for ECE.

This bill would revise the CTC composition to add three voting members designated to represent ECE: an early childhood faculty member from a California State bachelor degree program or California Community College, a permitted preschool teacher in a Title V preschool program and a permitted site supervisor or director currently employed at a Title V state-funded preschool program.

Adding these three members will improve the CTC by adding voices from a field impacted by its decisions.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Education Committee on April 9, 2025.

AB 1230 (Bonta) Pupil discipline: expulsions: procedures.
[Introduced: 2/21/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes the governing board of a school district to order a pupil expelled upon finding that the pupil committed one or more of a specified act. These acts include possessing, selling, or furnishing a firearm; brandishing a knife at another person; unlawfully selling a controlled substance; committing or attempting to commit sexual assault or battery; and possessing an explosive. Additionally, discretionary expulsion may be considered for offenses such as causing serious physical injury (except in self-defense), possessing a dangerous object, engaging in robbery or extortion, assaulting or battering a school employee, bullying, harassment, intimidation, or participating in hate violence.

Existing law requires an expulsion order to remain in effect until the governing board orders the readmission of a pupil and requires the governing board to recommend a plan of rehabilitation for the pupil at the time of the expulsion order that may include recommendations for improved academic performance, tutoring, or counseling. Existing law requires the governing board of each school district to adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Existing law requires the governing board, upon completion of the readmission process, to readmit the pupil unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to

pose a danger to campus safety or to other pupils or employees of the school district.

Existing law requires each county superintendent of schools in counties that operate community schools, in conjunction with superintendents of school districts within the county, to develop a plan for providing education services to all expelled pupils in that county. Existing law requires the plan to enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. Existing law requires each school district to maintain data related to pupil expulsions, including the number of pupils recommended for expulsion.

This bill would require a plan of rehabilitation to be developed by a team of educators, be tailored to the individual pupil's needs, and address the pupil's behavior that led to the expulsion. The bill would require the governing board of a school district to (1) assist the pupil in locating opportunities accessible to the pupil that are necessary to complete the requirements of a plan for rehabilitation, and (2) as part of the process for a required review, indicate whether or not the pupil had access to the necessary resources to complete their rehabilitation plan. The bill would prohibit the governing board from requiring the pupil or the pupil's parent or guardian to pay for any costs necessary to complete a plan of rehabilitation and would prohibit an expelled pupil from being denied readmission due to financial or transportation barriers or a lack of viable opportunities to complete a term of the rehabilitation plan. The bill, in order to deny the readmission of an expelled pupil, would instead require a finding that the pupil has not substantially met the conditions of the rehabilitation plan despite having access to the necessary resources to complete their plan. The bill would authorize the governing board to extend the expulsion term if the governing board makes a finding that the pupil has not substantially met the conditions of the rehabilitation plan.

This bill would require the above-described plan for providing education services to all expelled pupils in the county to (1) include any services that may be required pursuant to an expelled pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, (2) identify multiple educational programs and services for expelled pupils, (3) outline a timely readmission process after the expulsion term is complete, and (4) describe the steps to be taken by the school district to support the successful transition of a pupil upon readmission. The bill would require each school district to maintain additional data related to pupil expulsions, including the percentage of expulsion terms that are extended each school year and the reasons for those extensions.

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

Student Support Services: Currently rehabilitation plans for expelled students can be standard and not necessarily personalized towards the student's needs. The LEA may help identify free resources for the families to help fulfill the plan requirements, but the LEA is not currently compelled to do so. Personalized planning as well as requiring a review of the student's access to resources will enhance and prioritize support for the student to be able to successfully complete the rehabilitation plan. Prioritizing support throughout the process will minimize the number of students struggling to complete what was asked of them and provide clear direction for the LEA and its governing board in regard to the readmission process. Requiring data in regard to expulsions will enhance the accountability of districts through the expulsion process.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Education Committee on April 9, 2025.

AB 1292 (Hadwick) County community schools and juvenile court schools: administration and operation. [Introduced: 2/21/2025]

Recommended Position: **Oppose**

Background Information: Existing law authorizes a county board of education to establish and maintain one or more county community schools and authorizes a county board of education to enroll certain pupils in county community schools.

This bill would authorize a county board of education to contract with the governing board or body of a local educational agency located within the county of the county board of education for the administration and operation of a county community school.

Existing law requires a county board of education to provide for the administration and operation of public schools in juvenile halls, juvenile ranches, and juvenile camps, known as juvenile court schools, by the county superintendent of schools or by contract with the respective governing boards

of the elementary, high school, or unified school district in which the juvenile court school is located.

This bill would require a county board of education to instead provide for the administration and operation of a juvenile court school by the county superintendent of schools or by contract with the governing board or body of a local educational agency located within the county of the county board of education.

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

Division of Student Programs and LACOE Special Education Local Plan Area (SELPA): AB 1292, as currently written, presents significant challenges to the effective operation of LACOE programs designed to serve at-promise youth in JCS settings. If passed, AB 1292 would significantly alter how students are served in juvenile court school settings, affecting the fundamental role of county offices in providing education to court-involved youth. AB 1292 would mandate that county boards enter into agreements with LEAs to provide these services, disregarding the existing infrastructure and expertise that county offices have developed to support this vulnerable student population.

Student Support Services: We have concerns regarding the proposed changes to the operation and management of county-operated juvenile court schools and community schools. While the bill aims to increase flexibility for LEAs, it inadvertently removes essential oversight and administrative functions from COEs, specifically the ability of COEs to directly operate and oversee juvenile court schools.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is pending a hearing in the Assembly Education Committee.

AB 1351 (Ahrens) Pupils: work permits: online database.
[Introduced: 2/21/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes certain educational officers to issue a work permit to a pupil upon receipt of a written request from a parent, guardian, foster parent, or other guardian. Existing law prohibits a person, firm, or corporation from employing, suffering, or permitting a minor under 18 years of age to work in or in connection with any establishment or occupation without a permit to employ, issued by the proper educational officers. Existing law provides that a permit to work issued during the school year expires five days after the opening of the next succeeding school year.

This bill would require, commencing with the 2030–31 school year, all active work permits issued to a pupil pursuant to the above-described provisions, and any work permits issued to a pupil thereafter, to be uploaded to an online database, to be known as the Youth Employment System (YES), which the bill would require the State Department of Education to create on or before December 31, 2029.

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

Student Support Services: Current law reflects specific requirements to be met by proposed workplace, district and student. An online site to register the permit will provide a level of accountability for all parties and ensure better oversight and compliance.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is pending a hearing in the Assembly Education Committee.

AB 1369 (Ramos) Pupil rights: school graduation ceremonies and related events: adornments. [Introduced: 2/21/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes a pupil to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies. Existing law prohibits that authorization from limiting a local educational agency's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

This bill would extend a pupil's authorization to wear an adornment to school events that are related to graduation. The bill would clarify that what constitutes traditional regalia or recognized objects of religious or cultural significance is to be determined by the pupil and the pupil's family. The bill would prohibit a local educational agency from requiring (1) a preapproval process for a pupil to exercise their rights to wear an adornment and (2) a pupil to wear a cap if the cap is incompatible with the adornment.

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

Student Support Services: This bill allows students to express their cultural identity and heritage which fosters a sense of inclusion and promotes a more inclusive environment by recognizing and respecting diverse backgrounds and traditions.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Assembly Education Committee on April 9, 2025.

SB 48 (Gonzalez) Immigration enforcement: schoolsites: prohibitions on access and sharing information. [Amended: 3/24/2025]

Recommended Position: **Support**

Background Information: Existing law prohibits, except as required by state or federal law or as required to administer a state- or federally supported educational program, school officials and employees of a school district, county office of education, or charter school from collecting information or documents regarding citizenship or immigration status of pupils or their family members.

This bill would prohibit school districts, county offices of education, or charter schools and their personnel from granting permission to an immigration authority to access a schoolsite, producing a pupil for questioning by an immigration authority at a schoolsite, or consenting to a search of any kind at a schoolsite by an immigration authority, unless the immigration authority presents a valid judicial warrant or court order. The bill would require a local educational agency and its personnel, when presented with a valid judicial warrant or court order to carry out the above-described actions, to (1) request valid identification and a written statement of purpose

from the immigration authority and retain copies of those documents and (2), as early as possible, notify the designated local educational agency administrator of the request and advise the immigration authority that the local educational agency administrator is required to provide direction before access to the schoolsite or pupil may be granted. The bill would require a local educational agency and its personnel, if an immigration authority does not present a valid judicial warrant or court order, to (1), as early as possible, notify the designated local educational agency administrator of the request, (2) deny the immigration authority access to the schoolsite, and (3) make a reasonable effort to have the denial witnessed and documented. The bill would also prohibit a local educational agency and its personnel from disclosing or providing, in writing, verbally, or in any other manner, the education records of or any information about a pupil, pupil's family and household, school employee, or teacher to an immigration authority without a valid judicial warrant or court order directing the local educational agency or its personnel to do so. The bill would also require the Attorney General to publish model policies to assist K–12 schools in responding to immigration issues pursuant to the above-described requirements.

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

General Counsel: This bill would provide additional protections for students by ensuring that Immigration officers are not permitted on school campuses without a judicial warrant, and would limit the ability of local law enforcement to collaborate with federal immigration authorities, in particular involving actions that are to take place within a mile of a school or involve pupil records.

Organizations in Support:

- State Superintendent of Public Instruction Tony Thurmond (co-sponsor)
- California Federation of Teachers (co-sponsor)
- Alameda County
- Alameda County Office of Education
- Alliance College-Ready Public Schools
- Alum Rock Union Elementary School District
- Asian Americans Advancing Justice Southern California
- Aspire Public Schools
- Berryessa Union School District
- California Alliance of Child and Family Services
- California Association for Bilingual Education

- California Association of Food Banks
- California Charter Schools Association
- California Civil Liberties Advocacy
- California School Employees Association
- California State Council of Service Employees International Union
- California State PTA
- Californians Together
- Cambrian School District
- Campbell Union High School District
- Children Now
- Children's Institute
- Chinese for Affirmative Action
- Church State Council
- City of Santa Ana
- Coalition for Humane Immigrant Rights
- County of Alameda
- County of Monterey
- County of Santa Cruz
- Democrats of Rossmoor
- Drug Policy Alliance
- El Rancho Unified School District
- Ella Baker Center for Human Right
- First 5 California
- Fremont Union High School District
- Friends Committee on Legislation of California
- KIPP SoCal Public Schools
- Los Altos School District
- Los Angeles County Democratic Party
- Los Angeles County School Trustee Association
- Mexican-American Legal Defense and Ed Fund
- Milpitas Unified School District
- Morgan Hill Unified School District
- Mount Pleasant Elementary School District
- Mountain View Los Altos High School District
- Multi-Faith ACTION Coalition
- Oak Grove School District
- Oakland Privacy
- Orchard School District
- Pacific Juvenile Defender Center
- Pomona Unified School District
- Santa Barbara Women's Political Committee
- Santa Clara County Office of Education

- Santa Clara County School Boards Association
- Santa Clara Unified School District
- Santa Cruz County Board of Supervisors
- Santa Monica Alternative Schoolhouse PTSA
- Seneca Family of Agencies
- Sunnyvale School District
- The Lincoln Middle School Parent-Teachers Association
- Thirty-Third District PTA
- Vision y Compromiso
- Western Center on Law & Poverty

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is pending a hearing in the Senate Judiciary Committee.

SB 98 (Pérez) Elementary, secondary, and postsecondary education: immigration enforcement: notification. [Amended: 4/2/2025]

Recommended Position: **Support**

Background Information: Existing law prohibits, except as required by state or federal law or as required to administer a state or federally supported educational program, school officials and employees of a school district, county office of education, or charter school from collecting information or documents regarding citizenship or immigration status of pupils or their family members. Existing law requires the superintendent of a school district, the superintendent of a county office of education, and the principal of a charter school, as applicable, to report to the respective governing board or body of the local educational agency in a timely manner any requests for information or access to a schoolsite by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information. Existing law requires the Attorney General, by April 1, 2018, in consultation with the appropriate stakeholders, to publish model policies limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents, regardless of immigration status, and requires the Attorney General, at a minimum, to consider certain issues when developing the model policies, including procedures for local educational agency employees to notify officials if an individual requests or gains access to school grounds for purposes related to immigration enforcement.

This bill would require the governing board or body of a local educational agency to notify all teachers, staff, other school community members that work on the schoolsite, parents, and guardians when the presence of immigration enforcement is confirmed on the schoolsite.

Existing law establishes the California State University, under the administration of the Trustees of the California State University, the University of California, under the administration of the Regents of the University of California, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, and independent institutions of higher education as 4 segments of postsecondary education in the state.

Existing law requires the Trustees of the California State University, the governing boards of community college districts, and independent institutions of higher education that are qualifying institutions for purposes of the Cal Grant Program, and requests the Regents of the University of California, to the fullest extent consistent with state and federal law, to implement various precautionary measures when federal immigration enforcement activities are undertaken on campuses of those segments, including that those postsecondary entities advise all students, faculty, and staff to notify the office of the chancellor or president, or their designee, as soon as possible, if they are advised that an immigration officer is expected to enter, will enter, or has entered the campus to execute a federal immigration order.

This bill would require those postsecondary educational entities to notify all students, faculty, staff, and other campus community members when the presence of immigration enforcement is confirmed on campus.

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

General Counsel: This bill will require notification to pupils, parents, faculty, staff, and other school community members of the presence of immigration officers on the schoolsite. This will be helpful for school environments because it will assist members of the school community with knowing why law enforcement is on campus, and, for student pickup and drop-off, will allow parents to make alternative arrangements, if needed, so that they do not come into unnecessary contact with immigration officers.

Division of Student Programs: This bill would require each school district, county office of education, and charter school to immediately notify all pupils, parents, faculty, staff, and other school community

members of the presence of immigration officers, defined as any state, local, or federal law enforcement officer who is seeking to enforce immigration law, on the schoolsite. The bill reinforces the essential principle that our schools should be safe and welcoming environments for all students, regardless of their immigration status. By ensuring immediate notification when immigration officers are present on school campuses, we empower students, families, and staff to protect their privacy and safety.

Student Support Services: This bill has a direct and positive impact on student wellbeing. It addresses safety concerns sparked by immigration enforcement agencies. The recent focus on immigration enforcement has caused increased anxiety and distress for many students attending California Schools. Anxiety and fear have increased significantly among mixed status families. This may often have an impact on the overall wellbeing of many students. It could also lead to increased attendance issues and higher dropout rates from school, thus impacting overall student performance. This bill may assist in providing protection and safety to immigrant students on the school campus. Schools have always served as safe spaces for all students. This legislation would expand the safe learning environment for youth on the school campus. Implementing a notification system could allow students and school staff to implement safe measures and minimize the harmful impact on the learning environment.

Organizations in Support:

- California Faculty Association (sponsor)
- Student Senate for California Community Colleges (sponsor)
- California State Student Association (sponsor)
- Alianza
- Alliance College-ready Public Schools
- California Alliance of Child and Family Services
- California Association for Bilingual Education
- California Charter Schools Association
- California Federation of Labor Unions, AFL-CIO
- California School Employees Association
- California State Council of Service Employees International Union (SEIU California)
- California State PTA
- California Undocumented Higher Education Coalition
- Californians Together
- Gathering for Justice
- Generation Up

- Hispanas Organized for Political Equality
- Nextgen California
- Pacific Juvenile Defender Center
- Sacramento Immigration Coalition
- Teach Plus
- The Black Alliance for Just Immigration
- The Education Trust - West
- University of California Student Association
- Western Center on Law and Poverty

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill is set to be heard in the Senate Judiciary Committee on April 8, 2025.

SB 316 (Reyes) High school pupils: voter registration.
[Introduced: 2/11/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes the administrator of a high school to appoint one or more pupils who are enrolled at that high school to be voter outreach coordinators.

This bill would specify that the administrator of a public or private high school may appoint one or more pupils who are enrolled at that high school to be voter outreach coordinators.

Existing law declares the last two full weeks in April and the last two full weeks in September as “high school voter education weeks,” during which time persons authorized by the county elections official are allowed to register students and school personnel on any high school campus.

Existing law establishes the California School for the Deaf, Northern California, the California School for the Deaf, Southern California, and the California School for the Blind, known as the state special schools, under the administration of the State Department of Education.

This bill would, commencing with the 2026–27 school year, require the governing board of a school district, a county board of education, a state special school, and the governing body of a charter school to ensure that each of its pupils receives, at least once before the pupil completes grade 11, information on how to properly preregister to vote. The bill would also require those educational entities to ensure that, upon request of a pupil or a pupil’s

parent or guardian, information regarding where to acquire a paper copy of a voter registration card is provided to that pupil, such as a referral to the Secretary of State's internet website. The bill would authorize those educational entities to contract with a third-party nonprofit organization, with demonstrated experience providing nonpartisan youth civic engagement, to implement the requirements of this provision.

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

Division of Pupil Services: This bill would, commencing with the 2026–27 school year, require the governing board of a school district, a county board of education, to ensure that each of its pupils receives, at least once before the pupil completes grade 11, information on how to properly preregister to vote. The bill will support civic engagement. A third party organization can be used to implement. By allowing high school administrators to appoint student voter outreach coordinators and ensuring that students receive essential information about preregistration to vote, we are not only empowering youth but also enriching our democracy. Teaching students about their voting rights and providing them with resources they need to participate in elections can instill lifelong habits of civic involvement.

Student Support Services: SB 316 promotes civic engagement among high school students by providing them with the necessary information and opportunities to preregister to vote. This aligns with our organizational goals to foster informed and active citizenship. Additionally, the bill's provision for voter outreach coordinators and voter education weeks can enhance students' understanding of the electoral process and encourage lifelong voting habits. Implementing student voter outreach coordinators in high schools is a powerful initiative to foster civic engagement, develop leadership skills, and increase voter participation among young people. Ensuring that the selection process is equitable will be key to making this opportunity accessible and impactful for all students, especially those from marginalized backgrounds.

Organizations in Support:

- Inland Congregations United for Change (Sponsor)
- California Chamber of Commerce
- California Environmental Voters
- Californians for Justice
- Inland Coalition for Immigrant Justice

- Inland Empire United
- Northern California Youth Policy Coalition
- PowerCA Action
- Public Advocates

Organizations in Opposition: None on File

Status: As of April 7, 2025, this bill will be heard in the Senate Elections and Constitutional Amendments Committee on April 29, 2025.

Board Meeting – April 15, 2025

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – April 15, 2025

Item VIII. Informational Items

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

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
April 2025 - June 30, 2025**

<p>APRIL 15 2025</p> <p>2:30 Study Session: Mental Health Initiatives</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of the 2025 Los Angeles County Academic Decathlon Champion Alhambra High School Team for their Achievements in the California Academic Decathlon</p> <p>Public Hearing: Time Certain 4:00 p.m. Public Hearing on <u>Introduction to Ethnic Studies Course Overview</u></p> <p>Rpt: Report on <u>Introduction to Ethnic Studies Course Overview</u></p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 53 to Recognize May 7, 2025, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 54 to Recognize May 18-24, 2025 as Classified School Employees Week in Los Angeles County</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 55to Recognize May Day, May 1, 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 56 to Recognize May 7, 2025, as National School Nurse Day</p> <p>Consent Rec: Adoption of Board Resolution No. 57 to Recognize May 2025, as National Foster Care Month</p> <p>Consent Rec: Adoption of Board Resolution No. 58to Recognize Asian American and Pacific Islander Heritage Month, May 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 59 to Recognize May 22, 2025 as Harvey Milk Day</p> <p>Consent Rec: Adoption of Board Resolution No. 60 to Recognize National Mental Health Month, May 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 61 to Recognize May 2025, as Jewish American Heritage Month</p> <p>Rec/Public Hearing: Adopt the Superintendent's Recommendation to Authorize Petition for <i>Los Angeles Leadership Academy (LALA), Grades 6-12</i>: Renewal on Appeal Petition with Attached Report</p> <p>Rec: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p> <p>Rec: Approval of Position Recommendation Report PRR 2.0 – <u>April 2025</u></p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Maria Fernanda M. v. Compton USD 2. Eduardo M. v. Compton USD 3. Athena M. v. Compton USD 4. Gregory A. v. Bonita USD 5. Joseph A. v. Bonita USD 6. Shane F. v. Lawndale ESD 7. Savannah F. v. Torrance USD 8. Ekrum S. v. Los Angeles USD 	
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MAY 6 2025	MAY 13 2025
<p>3:00 Board Meeting</p> <p>Presentation: Day of the Teacher 2025</p> <p>Rec: <u>Approval of Ethnic Studies Course</u></p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Hanhao L. v. San Gabriel USD (Cantonese Interpreter) 2. Ian C. S. v. Lennox SD (Spanish Interpreter) 3. Saylor S. v. Long Beach USD 4. Sienna A. v. Long Beach USD 5. Luca D. v. Long Beach USD 6. Alyssa B. v. Long Beach USD 7. Elijah H. v. Lawndale ESD 8. Ashna M. v. Lawndale ESD 9. Kamila S. v. Compton USD 10. Alexander J. v. Compton USD 11. Noah A. v. Compton USD 12. Blanca C. S. v. Compton USD 13. Simone M. v. Compton USD 14. Cade B. v. Glendora USD 15. <u>Indra T. v. Newhall SD</u> 16. <u>Caden D. v. Castaic Union SD</u> 17. <u>Nathan E. v. Castaic SD</u> 18. <u>Luke E. v. Castaic Union SD</u> 19. Savannah M. v. Los Angeles USD 20. Aleena R. v. Los Angeles USD 21. Kaylie O. v. Los Angeles USD 22. Josiah W. v. Los Angeles USD 23. Max L. M. v. Los Angeles USD 24. Melinda J. v. Los Angeles USD 25. Lyla C. v. Los Angeles USD 26. Makai F. v. Los Angeles USD 27. Javier G. v. Los Angeles USD 28. Madison M. v. Los Angeles USD 29. <u>Abeni O. v. Los Angeles USD</u> 30. <u>William J. v. Los Angeles USD</u> 31. <u>Grace E. v. Los Angeles USD</u> 32. <u>Hay S. v. Los Angeles USD</u> 33. <u>Alexander G. v. Los Angeles USD</u> 34. Jayla W. v. Los Angeles USD 35. Aria C. v. Los Angeles USD 36. Aivyn C. v. Los Angeles USD 37. Oona J. v. Los Angeles USD 38. Petra J. v. Los Angeles USD 39. Hudson S. v. Los Angeles USD 40. Indy S. v. Los Angeles USD <p>Expulsión Appeal</p> <ol style="list-style-type: none"> 1. Case No. 2425-0002 v. Centinela Valley UHSD 	<p>2:30 p.m. Community Schools Initiative</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of Classified School Employees Week</p> <p>Presentation: Recognition of the 2025 Los Angeles County Spelling Bee</p> <p>Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for <i>Crete Academy</i></p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. <u>Katherine O. E. v. Long Beach USD (Spanish Interpreter)</u> 2. <u>Ethan P. v. Long Beach USD</u> 3. <u>Hailey G. v. Long Beach USD</u> 4. <u>Maximiliano A. v. Charter Oak USD</u> 5. <u>Belanna A. v. Charter Oak USD</u> <p>MAY 20</p> <p>3:00 Board Meeting</p> <p>Presentation: History Day Awards 2025</p> <p>Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs</p> <p>Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2025</p> <p>Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2025</p> <p>Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for <i>Alma Fuerte Public School</i></p>

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JUNE 3 3:00 Board Meeting Presentation: Recognition of 2024-25 Science and Math Competition and Other Events Rpt: Budget Report – Estimated Actuals Rpt: Report on Policies 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, 2025 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, 2025-2026, Establishment of meeting times, future agenda items, follow up JUNE 10 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: 2025-26 Proposed Budget Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure) 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)	JUNE 17 3:00 Board Meeting Presentation: Academic Bowl 2025 Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __: 2025-26 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 2025-26 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report
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Board Meeting – April 15, 2025

Item IX. Interdistrict and Expulsion Appeal Hearings

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

Final decisions on Interdistrict Attendance Appeals

On March 25, 2025, the Administrative Hearing Consultant(s) 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. Mariafernanda M.	Mr. Tom Steele	K	Mr. Fernando Martin and Mrs. Argelia Martin, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Administrator of Pupil Services	Hawthorne SD
2. Eduardo M.	Mr. Tom Steele	TK	Mr. Eduardo Montez and Ms. Jessica Montez, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Administrator of Pupil Services	Los Angeles USD
3. Athena M.	Mr. Tom Steele	TK	Mr. Eduardo Montez and Ms. Jessica Montez, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Administrator of Pupil Services	Los Angeles USD