

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. 5: 2025-2026

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Board Meeting

August 19, 2025

3:00 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Mr. Cross
Ms. Breslauer
Dr. Perez
Mr. Cross

- A. Call to Order
- B. Pledge of Allegiance
- C. Ordering of the Agenda
- D. Approval of the Minutes
 - 1. August 12, 2025

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS (None)

VI. CONSENT CALENDAR RECOMMENDATIONS

- A. Adoption of Resolution No. 2 in Recognition of Attendance Awareness Month, September 2025
- B. Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month – September 15, 2025 to October 15, 2025
- C. Adoption of Board Resolution No. 4 in Recognition of Native American Day on September 26, 2025
- D. Adoption of Board Resolution No. 5 to Recognize September 2025 as National Suicide Prevention Month
- E. Acceptance of Gifts No. 17
- F. Acceptance of Gifts No. 18
- G. Acceptance of Gifts No. 19
- H. Acceptance of Gifts No. 20
- I. Approval of Certification of Signatures - 2025-26

VII. RECOMMENDATIONS

- Dr. Ramirez A. Approval of the Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report

VIII. INFORMATIONAL ITEMS

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

CLOSED SESSION

- Ms. Andrade A. Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9 (one matter)

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Mr. Cross A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 1. Daniela E. v. Azusa USD (Spanish Interpreter)
 2. Katherine G. v. Azusa USD (Spanish Interpreter)
 3. Malena C. v. Azusa USD
 4. Vincent T. v. Azusa USD
 5. Darla C. v. Bassett USD
 6. Robert T. v. Bassett USD

- Mr. Cross X. **ADJOURNMENT**

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, August 12, 2025

A meeting of the Los Angeles County Board of Education was held on Tuesday, August 12, 2025, at the Los Angeles County Office of Education Board Room.

PRESENT: Ms. Michele Breslauer, Dr. Laura Cantu, Dr. Yvonne Chan, Dr. Theresa Montano, and Mr. James Cross. Student Board Members: Mr. Andrew and Mr. Jonah.

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

PRELIMINARY ACTIVITIES

CALL TO ORDER

Mr. Cross called the meeting to order at 3:02 p.m.

Mr. Cross read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Dr. Chan led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Perez indicated that the following changes were made the Board Agenda:

- Item IV-A Hearing on Lashon regarding Renewal Petition: The link for the hearing petition enclosure has been corrected.
- Closed Sessions A and B - Student Record, have been postponed by the parent.
- Item IX-A Appeal No. 11. Jaylene C. v. Pomona USD – *Appellant has withdrawn*

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Board agenda as amended.

Yes vote: Ms. Andrew, Mr. Johan, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.

APPROVAL OF THE MINUTES -

- July 15, 2025 - *The minutes were approved as presented.*

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve July 15, 2025 minutes as presented.

Yes vote: Mr. Andrew, Mr. Jonah, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Dr. Chan indicated that she attended Operation Graduation on August 5, 2025 at the Walt Disney Concert Hall. She said it was a wonderful and heartwarming event to see the pride and joy of our students who, against all odds, made it through and the parents who were there to support their child to see how proud they were of them. She was especially proud of our former student board member Ms. Sanai who addressed the audience with her story.

Dr. Montano said that she was happy to be a part of a press conference that took place in the morning with local school board leaders who demonstrated and talked about their commitment to ensuring a safe learning environment for our immigrant students this year.

Mr. Cross mentioned the County Board /Executive Cabinet Retreat that was held on Saturday, August 9, 2025. One of the items on the agenda was Parliamentary Procedures and automated voting procedures, which is something staff is working on now to implement in the near future.

Mr. Cross shared two communications. He said that everyone has been distressed by what the news is showing about individuals who work in the fields, car washes, etc. He said that there is a group of individuals in the San Pedro area who meet every day on Terminal Island at the prison, because that is where the ICE people assemble every day. He said that these individuals track ICE agents and provide reports throughout the community of what ICE is doing, what cars they have, what direction they are heading, etc. Mr. Cross said that one of those individuals, who is an American citizen, who is white, was arrested last Thursday and taken away without any notification to anyone, and no one knew where she was or where she was taken, or if she had a family. Mr. Cross said it is painful when you see this in the news and more so, when it is someone, you know. He urged everyone to pay attention of what is happening and to be on alert.

Mr. Cross was happy to announce that he and his beautiful wife Kelly are celebrating their 8th year wedding anniversary today. He wished Kelly a Happy Anniversary.

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

Start of School Year

- Yesterday was IPoly's first day of school. It was a smooth opening, and I'd like to thank Dr. Wallace, our administrators, teachers, support staff, families and students for all of their work in ensuring that 2025-26 is going to be a great year. To reinforce positive and welcoming school environments, there was a banner in front of the school that reads, "Everyone belongs."
- LACHSA's first day is tomorrow – Wednesday, August 13

Supporting Welcoming Environments

- As students return to school, following a difficult summer, we've created a toolkit entitled "Back to School and Beyond: Creating Safe and Welcoming Environments Where Everyone Belongs," that includes resources and professional development opportunities to support educators as they return to the classroom.

2025 Golden Achievement Award

- LACOE has earned the 2025 Golden Achievement Award from the National School Public Relations Association for the *We Are LACOE: HR Video Series*.
- The video series, featuring real employees, highlighted LACOE's supportive culture—boosting organizational pride, attracting top talent, and strengthening connections with our community.
- Congratulations to our Public Affairs and Communications, Human Resources Services, and Personnel Commission teams!

Migrant Education Program

- Our Migrant Education Program sent 72 high school students from 13 districts to a 5-day *Third Space Youth Institute* at USC, focused on leadership, teamwork, workforce skills, and college readiness in the digital age.
- Seventy-two parents joined the July 11 closing ceremony, featuring KTLA 5's Omar Lewis and Dr. Ernest J. Wilson, founder of the USC Center for Third Space Thinking, to celebrate students' achievements.

Migrant Education Program

- LACOE's Migrant Education Program took 74 students (grades 4-6) to the 5-day Mini Corps Outdoor Education Program at Camp Wrightwood at the end of July.
- The students, from nine LA County School Districts, participated in an outdoor science curriculum, which included empowering experiences which built the students' confidence and skills, such as hiking, archery, swimming, art, and community building.

Head Start Presentation to BOS

- Last week, Dr. Duardo had the opportunity to present at the Board of Supervisor's meeting regarding the new Head Start Rule that would require citizenship or immigration verification and how detrimental this would be to our families for many reasons.
- Our presentation to the Supervisors also included the tremendous impact that the Head Start program has had on our families and communities for the last 75 years.
- LACOE would like to thank the supervisors for the opportunity to present to advocate for all children and families and Dr. Ramirez and Mr. Bautista for joining Dr. Duardo.

UPK Convening

- LACOE and LAUSD co-hosted the “Brains at Play, Minds at Work” Universal Pre-Kindergarten Conference on August 7–8, drawing about 1,500 educators and administrators each day from early childhood, TK, and special education.
- Keynotes focused on nurturing kindness and embracing all learners through Universal Design for Learning, complemented by three dozen breakout sessions led by experts, including many from LACOE.
- Special thanks to the UPK team for making this dynamic event possible.

UPK Convening

- On Friday, Dr. Duardo had the opportunity to join a visit to St. Anne's, one of our Head Start delegates along with Senator Durazo, staff, and some wonderful parents who provided powerful testimonials about how Head Start has impacted them in

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positive ways. It was great to be able to highlight the wonderful program and see the beautiful children learning in such a positive setting.

COMMUNICATIONS: ASSOCIATIONS (None)

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Elizabeth Norbut, the Head Start Policy Council Vice Chair addressed the County Board.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Mr. Lee Squire and Arina Goldring.

PRESENTATIONS (None)

HEARINGS

PUBLIC HEARING: LASHON ACADEMY, GRADES TK-8: RENEWAL PETITION

Education Code Section 47607 and 47605(b) provides that within 60 days after receiving a request for a charter petition, the County Board shall hold a public hearing on the provisions of the charter of Lashon Academy, Grades TK-8, and the Board shall consider the level of support for the petition by teachers employed by the school district, other employees of the district, and parents.

Mr. Josh Stock, Executive Director; and Ms. Sara Garcia, Director of Education for Lashon Academy, addressed the County Board in support of the Public Hearing on the charter petition to establish Lashon Academy.

The County Board had questions on this item.

Ms. Karina Hernandez addressed the County Board in support of this item.

The East Area Progressive Democrats, addressed the County Board in opposition of this item.

REQUEST FOR A MATERIAL REVISION TO THE CHARTER OF *LASHON ACADEMY, GRADES TK-8*

Education Code Section 47607(b) provides that within 60 days after receiving a request for a material revision, the County Board shall hold a public hearing on the provisions of the material revision of to the Charter of Lashon Academy, Grades TK-8, and the Board shall consider the level of support for the material revision by teachers employed by the school, other employees of the school, and parents.

Mr. Josh Stock, Executive Director, addressed the County Board in support of the Public Hearing on the material revision to the charter of Lashon Academy, Grades TK-8.

The County Board had questions on this item.

Ms. Tracy Cook and the East Area Progressive Democrats, addressed the County Board in opposition of this item.

REPORTS / STUDY TOPICS

UPDATE ON THE BUSINESS ENHANCEMENT SYSTEM TRANSFORMATION (BEST) PROJECT

Mr. Jose R. Gonzalez, Chief Technology Officer, introduced Ms. Yumeka Seabrooks, Director of the BEST Project, who provided the report to the County Board.

The County Board had a few questions related to this item.

The County Board and Superintendent thanked Mr. Gonzalez and Ms. Seabrooks for the presentation and for their work on the BEST Project.

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL OF THE 2025-26 CONSOLIDATED APPLICATION FOR FUNDING

The Superintendent recommended that the County Board approve the 2025-26 Consolidated Application for Funding.

APPROVAL OF BOARD RESOLUTION NO. 1: REJECTING UNNECESSARY AND HARMFUL BARRIERS TO HEAD START ACCESS

The Superintendent recommended that the County Board approve Board Resolution No. 1.

APPROVAL OF COMPREHENSIVE SCHOOL SAFETY PLANS (CSSPS) FOR THE DIVISION OF STUDENT PROGRAMS (ENCLOSURE)

The Superintendent recommended that the County Board approve the Comprehensive School Safety Plans (CSSPS) for the Division of Student Programs.

It was **MOVED** by Ms. Breslauer, **SECONDED** by Dr. Chan, and **CARRIED** to approve the Consent Calendar Recommendations.

The County Board had questions about this item.

There were no public speakers for this Board item.

***Yes vote:** Mr. Andrew, Mr. Jonah, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.*

RECOMMENDATIONS

ADOPT THE SUPERINTENDENT'S RECOMMENDATION TO APPROVE THE MATERIAL REVISION TO THE CHARTER OF LOS ANGELES LEADERSHIP ACADEMY, GRADES 6-12 (ENCLOSURE)

The Superintendent recommended that the County Board adopt the Superintendent's recommendation to approve the Material Revision to the Charter of Los Angeles Leadership Academy, Grades 6-12.

Mr. Jonah left the dais 4:41-4:48 p.m.

Ms. Andrade provided the report to the County Board.

Ms. Arina Goldring provided the report to the County Board.

The Board had questions regarding this item.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to adopt the Superintendent's Recommendation to approve the Material Revision to the Charter of Los Angeles Leadership Academy, Grades 6-12.

Ms. Mareya Segovia addressed the County Board in support of this item.

***Yes vote:** Mr. Andrew, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.*

***Abstained:** Mr. Jonah.*

APPROVAL OF THE ADOPTION OF THE 2025-26 TEXTBOOKS AND INSTRUCTIONAL MATERIALS LIST FOR EDUCATIONAL PROGRAMS AND SPECIAL PROGRAMS SUPPORT AND TRANSFORMATION

The Superintendent recommended that the County Board approve the adoption of the 2025-26 Textbooks and Instructional Materials List for Educational Programs and Special Programs Support and Transformation.

The Board did not have any questions regarding this item.

There were no public speakers for this item.

It was **MOVED** by Dr. Chan, **SECONDED** by Dr. Montano, and **CARRIED** to approve the adoption of the 2025-26 Textbooks and Instructional Materials List for Educational Programs and Special Programs Support and Transformation.

***Yes vote:** Mr. Andrew, Mr. Jonah, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.*

APPROVAL OF FIRST READING AND ADOPTION OF BOARD POLICY (BP) 5113.1 (CHRONIC ABSENCE AND TRUANCY); BP 5131.6 (ALCOHOL AND OTHER DRUGS); BP 6174 (EDUCATION FOR ENGLISH LEARNERS); BP 5141.52 (SUICIDE PREVENTION); BP 1340 (ACCESS TO RECORDS); BP 5125 (STUDENT RECORDS); BP 6159 (INDIVIDUALIZED EDUCATION PROGRAM); BOARD BYLAW (BB) 9224 (OATH OR AFFIRMATION); AND BB 9260 (LEGAL PROTECTION) (ENCLOSURE)

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

The Board did not have any questions regarding this item.

There were no public speakers for this item.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the First Reading and Adoption of Board Policies and Board Bylaws referenced above.

***Yes vote:** Mr. Andrew, Mr. Jonah, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.*

APPROVAL OF POSITION RECOMMENDATION REPORT PRR 1.0 – AUGUST 2025

The Superintendent recommended that the County Board approve the Position Recommendation Report PRR 1.0, for August 2025.

The Board requested that Legislation Bill AB 477 (Fair Pay), be pulled from the board item so that the County Board could have more discussion on this bill in the near future.

There were no public speakers for this item.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Position Recommendation Report PRR 1.0 for August 2025, with the exception of AB 477.

***Yes vote:** Mr. Andrew, Mr. Jonah, Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross.*

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 regular Board meeting would be held on August 19, 2025 at 3:00 p.m.

CLOSED SESSION - CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – ONE MATTER PURSUANT TO GOVERNMENT CODE SECTION 54956.9(D)(4)

The County Board had a Closed Session – Conference with Legal Counsel on anticipated litigation – one matter pursuant to Government Code Section 54956.9(D)(4).

There were no public speakers on this Board item.

The discussion was conducted in closed session by Ms. Vibiana Andrade, General Counsel. J

There was no action taken in closed session.

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

SAMANTHA C. V. COVINA-VALLEY UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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. Candice Kirby. The Respondent was not present.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Interdistrict Attendance Appeal Hearing for Samantha C. v. Covina-Valley USD.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

MIKAELA C. V. COVINA-VALLEY UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 aunt, Ms. Candice Kirby. The Respondent was not present.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Interdistrict Attendance Appeal Hearing for Mikaela C. v. Covina-Valley USD.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

ARIAN B. V. COVINA-VALLEY UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 his parents, Mr. Dazaeth Bahena and Mrs. Maria Leon. The Respondent was not present.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Interdistrict Attendance Appeal Hearing for Arian B. v. Covina-Valley USD.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

HAELYN L. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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. Thersa Wu. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

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. Cantu, Dr. Chan, and Dr. Montano. Voting no was Mr. Cross. The appeal was granted.

~~**JESSIE B. V. AZUSA UNIFIED SCHOOL DISTRICT**~~ – *Appeal was withdrawn by parent.*

JOURNEY B. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 parents Mrs. Delia Bunnag Gallegos and Mrs. Tippada Bunnag. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

AURA H. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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. Jazmine Mendez. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

~~**MALENA C. V. AZUSA UNIFIED SCHOOL DISTRICT**~~ – **Postponed**

DANIEL U. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 his mother Mrs. Brenda Uribe. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

DAMIAN U. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 his mother Mrs. Brenda Urive. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

ESMERALDA C. V. BASSETT UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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. Andrea Zamarripa. Mr. Gamal Salama, Director of Student Services, represented Bassett Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

~~DARLA C. V. BASSETT UNIFIED SCHOOL DISTRICT – POSTPONED~~

~~ROBERT T. V. BASSETT UNIFIED SCHOOL DISTRICT – POSTPONED~~

ISABELLA J. V. SAN GABRIEL UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 parents Mr. John and Mrs. Heather Jones. The Respondent was not present.

It was **MOVED** by Dr. Chan, **SECONDED** by Dr. Montano, and **CARRIED** to approve the Interdistrict Attendance Appeal Hearing for Isabella J. v. San Gabriel USD.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

DASHIELL B. V. MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and 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 his parents Mr. William and Mrs. Quincy Backer. Dr. Kerry Riccio Aguero, Director of Student Services, represented Manhattan Beach Unified School District.

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. Cantu, Dr. Chan, Dr. Montano, and Mr. Cross. The appeal was granted.

ADJOURNMENT

It was **MOVED** by Ms. Breslauer, **SECONDED** by Dr. Montano, and **CARRIED** to adjourn the Board meeting.

***Yes vote:** Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Montano and Mr. Cross.*

This meeting adjourned at 7:35 p.m.

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

A. Adoption of Board Resolution No. 2 in Recognition of Attendance Awareness Month, September 2025

The Superintendent recommends that the County Board adopt Resolution No. 2 as part of the regular County Board meeting on August 19, 2025; and further recommends that the Board recognize September 2025, as Attendance Awareness Month in order to affirm that regular school attendance is essential to student achievement. Attendance Awareness Month kicks off the school year on a positive note by highlighting the importance of school attendance on students' academic success and well-being. School districts and charter schools are encouraged to create attendance awareness campaigns that uplift the assets of communities and meet the diverse and unique needs of their educational partners. Local Educational Agencies are also encouraged to utilize the myriad resources offered by LACOE to create a safe, caring and inclusive school climate in which all students are affirmed and loved, experience belonging and can thrive.

Board Resolution No. 2 is attached.

Next Steps:

- Post and publicize the *September is Attendance Awareness Month Resolution* on social media and the Student Support Services listservs.
- Share this information at LACOE's CWA Café and other communities of practice across Student Support Services.
- Publicize the *Attendance Campaign Toolkit* as a resource to districts and charters for beginning of the year attendance practices.
- Update and release of the *School Attendance Playbook* to support various efforts to implement a student-focused and data-informed tiered system of support and promote attendance throughout the school year.

BOARD RESOLUTION

No. 2: 2025-26

Attendance Awareness Month, September 2025

- WHEREAS** Research reveals that regular school attendance is essential to student achievement, and we are committed to dedicating our resources and attention to reducing chronic absenteeism rates and promoting positive attendance starting as early as preschool, transitional kindergarten and kindergarten; and
- WHEREAS** chronic absenteeism, which continues to be defined as missing 10 percent or more of school for any reason, including excused and unexcused absences, as well as suspensions, disrupts consistent access to instruction and learning opportunities; and
- WHEREAS** students who are chronically absent are more likely to experience academic struggles, including lower test scores, falling behind in core subjects, increased likelihood of grade retention, and a higher risk of dropping out; and
- WHEREAS** chronic absenteeism negatively affects students' social-emotional development, leading to diminished connections with peers and educators, decreased engagement and increased feelings of isolation and low self-esteem; and
- WHEREAS** persistent absenteeism reduces students' preparedness for college and careers, limits access to enrichment and support services, and contributes to long-term economic hardship and increased risk of juvenile justice system involvement; and
- WHEREAS** recognizing students who move frequently by no choice of their own, including migrant and newcomer students, students experiencing homelessness, those placed in foster care, active military families, adjudicated youth, and students receiving special education services, may be more likely to face systemic barriers to attending school – such as unreliable transportation, lack of access to health care, poor nutrition, unstable housing and lack of internet connectivity or access to technology; and
- WHEREAS** chronic absenteeism can be significantly reduced when schools, families and communities work together to monitor and promote regular on-time attendance and address barriers that keep children from attending school; and
- WHEREAS** effective strategies for improving attendance may include monitoring and sharing attendance data; partnering with students, parents/guardians, and the community to coordinate comprehensive resources to address root causes of chronic absenteeism; and

WHEREAS the Los Angeles County Office of Education staff can support school districts, charter schools, and educational partners with technical assistance, training and resources to effectively design systems to improve student attendance and engagement, and to intervene with students who are at-risk of or are chronically absent; and

WHEREAS the Los Angeles County Board of Education recognizes that addressing chronic absenteeism is essential to promoting equitable academic success, supporting students' social-emotional well-being, and improving lifelong outcomes for all learners.

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education hereby proclaims September 2025 as "Attendance Awareness Month"; and

BE IT FURTHER RESOLVED that the Los Angeles County Office of Education is committed to serving and supporting all Local Educational Agencies (LEAs) serving transitional kindergarten through grade 12 students to continue to decrease chronic absenteeism across our county by another 5% by June 2028 compared to the 2024-25 school year; and

BE IT FURTHER RESOLVED that the Los Angeles County Office of Education has continued to support the expansion of child welfare and attendance unit to ensure the provision of support, training, outreach, and technical assistance to address chronic absenteeism as LEAs continue to respond to the multitude of issues impacting our students, families, schools and LEAs countywide; and

BE IT FURTHER RESOLVED that the Los Angeles County Board of Education encourages each LEA to set ambitious and equity-driven attendance goals, allocate relevant resources to support student attendance, monitor attendance data and join together with community partners to prevent and reduce chronic absenteeism, identify and address barriers to regular attendance, take advantage of the robust training options offered through LACOE to reduce chronic absenteeism and ensure that all children are provided the opportunity to learn, grow and thrive.

ADOPTED this 19th day of August 2025, by the Los Angeles County Board of Education in Downey, California.

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

James Cross
Board President

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

- B. Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month – September 15, 2025 to October 15, 2025

The Superintendent recommends that the County Board take action and approve Board Resolution No. 3 and proclaim September 15 to October 15, 2025 as National Hispanic Heritage Month and encourage activities to celebrate this occasion in our education communities. September 15 through October 15 has been designated as National Hispanic Heritage Month in order to celebrate Hispanic and Latinx culture, heritage and contributions to American society (36 United States Code 126).

Board Resolution No. 3 follows on the next page.

Next Steps:

LACOE will offer the following professional development opportunities:

- **Ethnic Studies Three Day Summit**
September 8, 2025, October 21, 2025, February 17, 2026
Information and Registration Link:
<https://lacoepd.catalog.instructure.com/browse/cis/chsse/programs/ethnic-studies-three-day-summit-2025>
- **Ethnic Studies Three Day Teacher – Led Symposium**
October 17, 2025, November 18, 2025, March 18, 2026
Information and Registration Link:
<https://lacoepd.catalog.instructure.com/browse/cis/chsse/programs/ethnic-studies-teacher-led-symposium-2025-2026>

LACOE will provide resources, local events and book recommendations on their website to educators and school communities

BOARD RESOLUTION

No. 3: 2025-26

National Hispanic Heritage Month – September 15, 2025 to October 15, 2025

- WHEREAS** The Los Angeles County Office of Education takes pride in recognizing and celebrating September 15 to October 15, 2025 as National Hispanic Heritage Month, which highlights the historical and present contributions of Hispanic Americans to American society and culture; and
- WHEREAS** Hispanic Americans trace their roots to Spain, Mexico, Central America, South American and the Spanish-speaking nations of the Caribbean; and
- WHEREAS** the observance was born in 1968 when Congress authorized the president to issue an annual proclamation designating National Hispanic Heritage Week. Two decades later, lawmakers expanded the observance to a month-long celebration, stretching from September 15 to October 15; and
- WHEREAS** the observance coincides with national independence days in several Latin American countries; Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua celebrate theirs on Sept. 15, followed by Mexico on Sept. 16, Chile on Sept. 18 and Belize on Sept. 21; and
- WHEREAS** LACOE celebrates the vibrant Hispanic-American spirit that influences our nation's art and culture, as well as the significant contributions and advances that Hispanic Americans have made and continue to make in our community, state, nation and the world; and we see the greatness of America in those who have risen above injustice and enriched our society, including civil rights icons Cesar Chavez and Dolores Huerta; and
- WHEREAS** Hispanic/Latinx students represent the largest racial/ethnic group among the state's student population and in Los Angeles County make up 65% of the TK-12 public school enrollment; and
- WHEREAS** in continued efforts to honor National Hispanic Heritage Month and to promote equity and diversity, LACOE remains dedicated to providing resources and support for Spanish-speaking communities through our Multilingual Academic Support unit and Migrant Education program; LACOE also continues to support safe schools and resources for undocumented students and their families through Immigrant Relations; LACOE supports the inclusion of Chicana/o/x and Latina/o/x Studies in Ethnic Studies and American history courses; our Census Outreach efforts helped ensure that our Spanish-speaking communities were counted in the 2020 Census; and

NOW, THEREFORE, BE IT RESOLVED that that the Los Angeles County Board of Education and County Superintendent of Schools proclaim September 15 to October 15, 2025 as National Hispanic Heritage Month and encourage activities to celebrate this occasion in our education communities.

ADOPTED this 19th day of August 2025 by the Los Angeles County Board of Education in Downey, California.

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

James Cross
Board President

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

C. Adoption of Board Resolution No. 4 in Recognition of Native American Day on September 26, 2025

The Superintendent recommends that the County Board take action and approve Board Resolution No. 4 and proclaim September 26, 2025 as Native American Day, and to encourage all educators and the community to recognize and celebrate Native American Day with appropriate activities and to educate students about California tribes.

Native American Day, is observed annually and recognized in California. The day celebrates the cultures and contributions of the many Native American tribes. (California Education Code Section 37220.7)

Board Resolution No. 4 follows on the next page.

Next Steps:

LACOE will offer the promote the following events and resources to our educational partners through the History-Social Science listerv:

Events:

- First Voices: The People of the Los Angeles Basin
November 6, 2025
Registration: <http://laoe.k12oms.org/1537-266672>
- Ethnic Studies Three Day Summit
September 8, 2025, October 21, 2025, February 17, 2026
Information and Registration Link:
<https://laoepd.catalog.instructure.com/browse/cis/chsse/programs/ethnic-studies-three-day-summit-2025>
- Ethnic Studies Three Day Teacher – Led Symposium
October 17, 2025, November 18, 2025, March 18, 2026
Information and Registration Link:
<https://laoepd.catalog.instructure.com/browse/cis/chsse/programs/ethnic-studies-teacher-led-symposium-2025-2026>
- Moompetam American Indian Festival:
<https://www.aquariumofpacific.org/events/info/moompetam/>
- California Native American Day Events:
<https://www.nativeamericanday.org/>

BOARD RESOLUTION

No. 4: 2025-26

Native American Day

WHEREAS the state of California was home to numerous generations of Native Americans long before the arrival of explorers from other regions of the world; with approximately 300,000 indigenous people residing throughout the state, making it the most diverse and populated region within native North America. Tragically, by 1873, the native population dwindled to just 30,000; and

WHEREAS in 1998, the California Assembly passed AB 1953, which made Native American Day an official state holiday, observed annually on the fourth Friday in September. The Los Angeles County Office of Education takes pride in recognizing Native American Day on Friday, September 26, 2025; and

WHEREAS Los Angeles County, whose earliest settlers belonged to the Gabrielino-Tongva peoples, is home to the largest indigenous population of any U.S. city. Native American Day is an opportunity to learn more about the vibrant cultures and rich traditions of our Native American community whose histories are deeply woven into the fabric of our county; and

WHEREAS tribal America has contributed values and ideas that have become deeply ingrained in the American spirit: the understanding that humans can thrive and prosper without harming the natural environment; the recognition that people from different backgrounds, cultures, religions and traditions can unite to build a great nation; and the belief that diversity can be a source of strength rather than division; and

WHEREAS by observing Native American Day, we honor and preserve indigenous cultures while empowering Native peoples to fully participate in their communities; the Los Angeles County Office of Education supports the inclusion of land acknowledgments at school, district and county events, as well as the integration of Native American Studies into Ethnic Studies and American history courses;

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education and County Superintendent of Schools proclaim September 26, 2025 as Native American Day and encourage all educators and the community to recognize and celebrate Native American Day with appropriate activities, educate students about California tribes and integrate Native American studies into Ethnic Studies and the American history curriculum during the school year.

ADOPTED this 19th day of August 2025 by the Los Angeles County Board of Education in Downey, California.

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

James Cross
Board President

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

D. Adoption of Board Resolution No. 5 to Recognize September 2025 as National Suicide Prevention Month

The Superintendent recommends that the County Board adopt Resolution No. 5 as part of the regular County Board meeting on August 19, 2025; and further recognized the month of September 2025 as National Suicide Prevention Month and encourages communities to observe this month with appropriate programs and activities that raise awareness of suicide prevention and reduce mental health stigma.

Resolution No. 5 follows on the next page.

Next Steps:

LACOE Communications to send updates to Los Angeles County LEAs, urging districts, schools and community organizations to observe National Suicide Prevention Month by engaging in programs, activities and initiatives aimed at raising awareness about suicide prevention and mental health resources.

LACOE's Mental Health and School Counseling (MHSC) Unit will:

- offer Comprehensive Suicide Prevention, Intervention and Postvention training for LEA leaders and school crisis team members during the month of September. Trainees will receive the LACOE Suicide Prevention, Intervention and Postvention Model Operational Guide during this training and will have the opportunity to practice protocol implementation.
- provide professional development opportunities, information and resources related to suicide prevention in September and throughout the school year, supporting efforts to address mental health challenges, reduce stigma and provide suicide prevention education across the county. This will include Psychological First Aid TEACH, Motivational Interviewing, FOCUS Resilience Curricula, Erika's Lighthouse Suicide Prevention workshops, Blues Program depression intervention group curricula, Managing and Adapting Practice (MAP) and Seeking Safety treatment programs and more.
- participate in planning, co-leading and facilitating professional

development offered through the Los Angeles County Suicide Prevention Network Education Workgroup.

- lead a range of suicide prevention activities and workshops at their assigned sites (LACHSA, IPoly, Renaissance PAU and Los Padrinos) during the month of September to raise student awareness about mental health, to reduce mental health stigma and to encourage help seeking behavior.
- facilitate specialized training in suicide intervention and postvention to LACOE school crisis response team members.

LACOE's Employee Assistance Services in Education (EASE) Program will:

- feature the topic of suicide prevention in the September EASE Newsletter (Connect with EASE), reaching over 79 EASE member districts and their employees, and will include curated resources, mental health information and a downloadable awareness toolkit.
- offer virtual wellness breaks throughout the month of September to provide staff with a space to reset, recharge and receive supportive strategies from EASE facilitators.
- host a monthly well-being workshop focused on self-care, stress reduction and suicide prevention awareness, open to all school district employees.
- share materials highlighting the supportive services available through EASE, including confidential counseling for employees and family members, mobile crisis response, consultation for school leadership and intervention and postvention support.
- promote the EASE 24/7 Support Line, which provides immediate, confidential and unlimited counseling and support services to all employees of EASE member school districts, ensuring access to professional help at any time, day or night.

BOARD RESOLUTION

No. 5: 2025-26

Recognizing September 2025 as National Suicide Prevention Month

- WHEREAS,** suicide is a leading cause of death in the United States, ranking 10th overall and the second leading cause of death among individuals aged 10 to 34; and
- WHEREAS,** according to the Centers for Disease Control and Prevention (CDC), one person dies by suicide every 11 minutes in the United States, resulting in approximately 48,000 deaths annually; and
- WHEREAS,** between 2011 and 2021, deaths by suicide among adolescents aged 12 to 17 increased by 47.7%, while among transitional-aged youth 18 to 25, the increase was 39%; and
- WHEREAS,** California saw a slight decline in suicide rates overall between years 2019-2021, the rates for some groups of youth increased (e.g., youth who are Black and Hispanic); and
- WHEREAS,** it is estimated that there are approximately 1,400,000 suicide attempts each year in the United States; and
- WHEREAS,** more than half of individuals who die by suicide did not have a known mental health condition at the time of their death; and
- WHEREAS,** suicide is influenced by a wide range of factors, including challenges related to relationships, substance use, physical health and financial, legal and housing difficulties, with or without a diagnosed mental health condition, as outlined by the CDC; and
- WHEREAS,** the stigma surrounding mental health and suicide often prevents at-risk individuals from seeking help, further hindering prevention efforts and compounding the trauma for survivors of suicide loss and individuals with lived experiences of suicidality; and
- WHEREAS,** September 10th is recognized globally as World Suicide Prevention Day, supported by the World Health Organization (WHO), making September an appropriate month for the designation of "National Suicide Prevention Month"; and
- WHEREAS,** LACOE is committed to enhancing ongoing efforts to increase awareness of suicide prevention and mental health advocacy by providing training and prioritizing the mental health and well-being of students, families and staff; and

WHEREAS, LACOE's Chief of Wellbeing and Support Services oversees programs dedicated to enhancing student mental health and LACOE has expanded its Employee Assistance Services for Education (EASE) program, which provides counseling and support for school employees; and

NOW, THEREFORE, BE IT RESOLVED, that the Los Angeles County Board of Education and the Los Angeles County Office of Education Superintendent declare September 2025 as National Suicide Prevention Month to increase public understanding of the importance of mental health, promote early identification and intervention and encourage education communities to actively engage in suicide prevention and mental health support; and encourage educational communities to foster environments that protect students' mental health and wellbeing.

ADOPTED this 19th day of August 2025, by the Los Angeles County Board of Education in Downey, California.

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

James Cross
Board President

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

E. Acceptance of Gifts No. 17

The Superintendent recommends that the County Board accept an in-kind donation valued at \$27,657.23 from Kaplan Early Learning to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. Kaplan Early Learning is providing classroom furniture and learning materials to support the event and enhance Transitional Kindergarten (TK) classrooms, directly contributing to the event's mission of promoting joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play.

Gift Donor Title	Amount	Funding Type	Recipient
Kaplan Early Learning for HSEL	\$27,657.23	Gift- In kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with classroom furniture and learning materials from Kaplan Early Learning.	Kaplan Early Learning	Head Start & Early Learning	August 7-8, 2025

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

F. Acceptance of Gifts No. 18

The Superintendent recommends that the County Board accept an in-kind donation valued at \$444.51 from the Kern County Superintendent of Schools, 21st Century California School Leadership Academy (21CSLA) to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

The UPK Program Manager and two UPK Coordinators attended the 21CSLA professional development offered by Kern County on May 13, 2025. Kern County Superintendent of Schools utilized their 21CSLA budget line to cover lodging fees associated with travel for the UPK Leadership Network event. This donation directly supported professional development for the following LACOE staff attendees:

- Norma Graciano, Program Manager, Early Learning Outcomes
- Christiana Park, UPK Coordinator II
- Norma Monroy, UPK Coordinator II

Gift Donor Title	Amount	Funding Type	Recipient
Kern County Superintendent of Schools, 21st Century California School Leadership Academy for HSEL	\$441.51	Gift – In kind	LACOE UPK Program Manager and UPK Coordinators attending Kern County professional development

Purpose	Donor	Grantee	Event Date
The purpose is to support professional development through lodging for the UPK Leadership Network event.	21CSLA	Head Start & Early Learning	May 13, 2025

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

G. Acceptance of Gifts No. 19

The Superintendent recommends that the County Board accept an in-kind donation of math, science, sensory, social-emotional, and literacy materials valued at \$3,500 from Scholar's Choice to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the Universal Pre-Kindergarten (UPK) Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This collaborative event between LACOE and LAUSD is designed to bring together Transitional Kindergarten educators. It promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. Donated materials will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Scholar's Choice_HSEL in-kind gift	\$3,500	Gift- In kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with math, science, sensory, social-emotional, and literacy materials at the UPK Institute event.	Scholar's Choice	Head Start & Early Learning	August 7-8, 2025

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

H. Acceptance of Gifts No. 20

The Superintendent recommends that the County Board accept an in-kind donation valued at \$4,500 from WestEd to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. WestEd is donating six hours of presentation time during the UPK Conference, as well as handouts for participants attending their training sessions. They valued this donated time and materials at \$4,500. WestEd's presentations will focus on authentic assessment and individualizing instruction using the DRDP (Desired Results Developmental Profile), aligning with the event's mission to promote joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play.

Gift Donor Title	Amount	Funding Type	Recipient
WestEd for HSEL	\$4,500	Gift- In kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with presentations and handouts from WestEd on authentic assessment and instruction using the DRDP.	WestEd	Head Start & Early Learning	August 7-8, 2025

Board Meeting – August 19, 2025

Item VI. Consent Calendar Recommendations

I. Approval of Certification of Signatures – 2025-2026

The Superintendent recommends that the County Board approve the following persons to sign warrants, orders for salary payments, contracts and official documents as specified for the Los Angeles County Office of Education for the 2025-2026 fiscal year.

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

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

1. James Cross, Board President, and Theresa Montaña, Vice-President (All official documents authorized by the Board)
2. Debra Duardo, Superintendent (All Documents)
3. Ruth Pérez, Deputy Superintendent (All Documents)
4. Nkeiruka Benson, Interim Chief Financial Officer (All Documents)
5. Kanika D. White, Chief Human Resources Officer (Notices of Employment)
6. Marjam Clark, Director, Accounting and Budget Development, (Commercial Warrants, Liability Claims Bank Account, Revolving Cash Bank Account, Selected Federal/State Forms/Reports, Mandated Cost Claims)
7. Rocio Morales, Assistant Director, Accounting and Budget Development (Commercial Warrants, Liability Claims Bank Account, Revolving Cash Bank Account, Selected Federal/State Forms/Reports, Mandated Cost Claims)

8. Michelle Sanchez, General Accounting Manager, Accounting and Budget Development (Selected Federal/State Financial Reporting and Revolving Cash Bank Account)
9. Terri Lyttaker, Controller (All Federal/State/Local Reports, Signature of Controller, Warrants, Purchase Orders and Some Contracts not to exceed \$500,000)
10. Lesley Jiang, Assistant Controller (All Federal/State/Local Reports, Signature of Assistant Controller, Warrants, Purchase Orders and Some Contracts not to exceed \$500,000)
11. Jema Estrella, Director, Facilities and Construction (All Federal/State Local Applications/ Forms/Reports)
12. George T. Glass III, Real Estate Coordinator, Facilities and Construction (All State/Local Reports)
13. Sachiko Enomoto, Interim Director, School Financial Services (Selected Federal/State Forms/Reports, All Warrants)
14. Sheila Robinson, Procurement Services Coordinator, Controller's Office (Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000)
15. Anne Brache, Procurement Services Coordinator, Controller's Office (Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000)
16. Lilibeth Morelos, Procurement Services Coordinator, Controller's Office (Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000)
17. Michael Choi, Administrative Services Officer, Controller's Office (Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$500,000)

Los Angeles County Office of Education

Certification of Signatures

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

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

Signature _____
Secretary of the Board/Superintendent

Section I -- Signatures of Members of Governing Board

These approved signatures are valid for the period of August 2025 to August 2026, in accordance with the governing board approval date above.

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

Signature of the President of the Board of Education
TYPED NAME James Cross

Signature of the Vice President of the Board of Education
TYPED NAME Theresa Montaña

Section II -- Signatures of Office Personnel (authorized to sign warrants, orders for salary payment, notices of employment, and contracts)

Signature of Superintendent
TYPED NAME Debra Duardo
DOCUMENTS AUTHORIZED <i>All Documents</i>

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

Signature of Interim Chief Financial Officer – Business Services
TYPED NAME Nkeiruka Benson
DOCUMENTS AUTHORIZED <i>All Documents</i>

Signature of Chief Human Resources Officer
TYPED NAME Kanika D. White
DOCUMENTS AUTHORIZED: <i>Notices of Employment</i>

* California Education Code 42632

Signature of Director, Accounting and Budget Development
TYPED NAME Marjam Clark
DOCUMENTS AUTHORIZED <i>Commercial Warrants, Liability Claims Bank Account, Revolving Cash Bank Account, Selected Federal/State Forms/Reports, Mandated Cost Claims</i>

Signature of Assistant Director, Accounting and Budget Development
TYPED NAME Rocio Morales
DOCUMENTS AUTHORIZED <i>Commercial Warrants, Liability Claims Bank Account, Revolving Cash Bank Account, Selected Federal/State Forms/Reports, Mandated Cost Claims</i>

General Accounting Manager, Accounting and Budget Development
TYPED NAME Michelle Sanchez
DOCUMENTS AUTHORIZED <i>Selected Federal/State Financial Reporting and Revolving Cash Bank Account</i>

Signature of Controller
TYPED NAME Terri Lyttaker
DOCUMENTS AUTHORIZED <i>All Federal/State/Local Reports, Signature of Controller, Warrants, Purchase Orders and Some Contracts not to exceed \$500,000</i>

Signature of Assistant Controller
TYPED NAME Lesley Jiang
DOCUMENTS AUTHORIZED <i>All Federal/State/Local Reports, Signature of Assistant Controller, Warrants, Purchase Orders and Some Contracts not to exceed \$500,000</i>

Signature of Director, Facilities and Construction
TYPED NAME Jema Estrella
DOCUMENTS AUTHORIZED <i>All Federal/State/Local Applications/Forms/Reports</i>

Signature of Real Estate Coordinator, Facilities and Construction
TYPED NAME George T. Glass III
DOCUMENTS AUTHORIZED <i>All State/ Local Reports</i>

Signature of Interim Director, School Financial Services
TYPED NAME Sachiko Enomoto
DOCUMENTS AUTHORIZED <i>Selected Federal/State Forms/Reports, All Warrants</i>

Signature of Procurement Services Coordinator, Controller's Office
TYPED NAME Sheila Robinson
DOCUMENTS AUTHORIZED <i>Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000</i>

Signature of Procurement Services Coordinator, Controller's Office
TYPED NAME Anne Brache
DOCUMENTS AUTHORIZED <i>Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000</i>

Signature of Procurement Services Coordinator, Controller's Office
TYPED NAME Lilibeth Morelos
DOCUMENTS AUTHORIZED <i>Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000</i>

Signature of Procurement Services Coordinator, Controller's Office
TYPED NAME Daniel Ding
DOCUMENTS AUTHORIZED <i>Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$80,000</i>

Signature of Financial Operations Team Leader, Grants Project Management, Accounting and Budget Development
TYPED NAME Jacqueline Pielin
DOCUMENTS AUTHORIZED <i>Selected Federal/State Financial Reporting</i>

Signature of Administrative Services Officer, Controller's Office
TYPED NAME Michael Choi
DOCUMENTS AUTHORIZED <i>Procurement Transactions: Contracts, Purchase Orders and Agreements, not to exceed \$500,000</i>

VII. Recommendations

A. Approval of the Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report

The Superintendent recommends that the County Board approve the Head Start and Early Learning Division 2024-25 Self-Assessment Improvement Plan.

REPORT:

The Head Start Act and Program Performance Standards require that, at least once a year, grant recipients and delegate agencies conduct a self-assessment to assess: (1) progress in meeting program and school readiness goals, (2) compliance with performance standards throughout the program year and (3) effectiveness of the professional development and family engagement systems in promoting school readiness. This year, LACOE completed the self-assessment based on a review and analysis of program and monitoring data collected over the 2024-25 program year. Additionally, each delegate agency conducted individual self-assessments, with their results integrated into the LACOE Self-Assessment report. The process involved the Governing Body, Policy Council, LACOE management and staff and delegate staff.

Various strengths and highlights were identified during this project period that included: (1) providing a ChildPlus training for delegate agencies to maximize the use of the internal monitoring module, (2) developing a logic model to guide the development and implementation of a new internal data system to be adopted by LACOE, (3) identifying technology needs of delegate agencies and supporting the implementation of Smart Boards in the classroom as well as improving Wi-Fi accessibility, (4) the development of a model ECE classroom through collaboration with Downey USD and (5) hosting four Universal Prekindergarten (UPK) institutes to support school districts, charters, and early learning providers.

LACOE did not identify any areas for continuous quality improvement to address in a Division Quality Improvement Plan (QIP). However, LACOE did identify areas to further enhance and support through efforts implemented as part of the Division Work Plan. Specifically, areas identified by LACOE that will be included in the Division Work Plan focus on monitoring processes specific to: (1) inconsistencies with

Board Meeting – August 19, 2025

Approval of Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report

- 2 -

non-compliance issuances and (2) misalignment of monitoring support levels and training and technical assistance documentation.

The attached Self-Assessment Report: Program Year 2024-25 provides results for the 2024-25 LACOE Head Start and Early Learning Division Self-Assessment.

SELF-ASSESSMENT REPORT

Program Year 2024-25

**Los Angeles County Office of Education
Head Start and Early Learning Division**



**Los Angeles County
Office of Education**



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Executive Summary

The Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division conducted its annual Self-Assessment as required by the Head Start Act and Program Performance Standards. Specifically, LACOE evaluated progress toward program goals, compliance with standards and the effectiveness of professional development and family engagement systems in promoting school readiness. Results of this Self-Assessment are based on a review and analysis of program and monitoring data collected over the 2024-25 program year. Additionally, each delegate agency¹ conducted individual self-assessments, and their findings were integrated into this comprehensive LACOE report. The process was collaborative and included active participation from the Governing Body, Policy Council, LACOE leadership and staff, as well as delegate agency staff.

LACOE and its delegate agencies conducted the self-assessment process between May and June 2025. The assessment identified both program's strengths and opportunities for continuous quality improvement. The strengths highlight progress toward the goal of becoming a model program for delivering high-quality services to children and families. The identified areas for improvement serve as drivers for meaningful change and opportunities to enhance and innovate service delivery. These identified areas will be addressed through a Division Quality Improvement Plan (Division QIP), other operational plans, policies, procedures, or team work plans.

Through the self-assessment process, the review and analysis of program data provided an opportunity to critically reflect on the effectiveness of efforts implemented to meet program goals, objectives, and visionary anchors outlined for the five-year project period. The following

¹ Delegate agencies: ABC USD (ABC), Bassett USD (Bassett), Blind Children's Center (BCC), Children's Institute Inc. (CII), El Monte City SD (El Monte), Foundation for Early Childhood Education (Foundation), Garvey SD (Garvey), Mexican American Opportunity Foundation (MAOF), Mountain View SD (Mt. View), Norwalk-La Mirada USD (Norwalk), Pacific Asian Consortium in Employment (PACE), Para Los Niños (PLN), Plaza de la Raza Child Development Services (Plaza), Pomona USD (Pomona), and St. Anne's Family Services (St. Anne's). YMCA of Metropolitan Los Angeles (YMCA) was a new delegate agency in start-up mode during this program year.

highlights demonstrate how LACOE and its delegate agencies supported progress toward these priorities:

- Strengthened partnerships to better assess and respond to community needs. LACOE and delegates collaborated to gather input through surveys and data analysis to inform future regional service events and partnerships.
- Enhanced operational efficiencies through improvements to monitoring systems by advancing the use of the ChildPlus monitoring module.
- Expanded efforts to attract, develop, and retain a highly qualified workforce. LACOE developed new partnerships with higher education and workforce development agencies and provided reflective practice coaching and Conscious Discipline training. Delegates reported improvements in staff well-being, professional growth, and retention strategies.
- Advanced the integration of technology to create 21st-century learning environments. LACOE identified needs for interactive technology at PACE sites and collaborated on model classroom designs. Delegates expanded access to technology and training, including Smart Boards and educational platforms to support learning in underserved communities.
- Promoted safe, nurturing environments through social-emotional learning and family engagement strategies. Delegates implemented Conscious Discipline workshops for parents and staff and focused on key initiatives such as dual language learning and mental health supports.

Various strengths and highlights were identified during this project period that included: (1) providing a ChildPlus training for delegate agencies to maximize the use of the internal monitoring module, (2) developing a logic model to guide implementation of a centralized data system, (3) identifying technology needs of delegate agencies and supporting the implementation of Smart Boards in the classroom as well as improving Wi-Fi accessibility, (4) the development of a model ECE classroom through collaboration with Downey USD and (5) hosting

four Universal Prekindergarten (UPK) institutes to support school districts, charters and early learning providers.

LACOE did not identify any areas for continuous quality improvement to address in a Division QIP. However, LACOE did identify areas to further enhance and support through efforts implemented as part of the Division Work Plan. Specifically, areas identified by LACOE that will be included in the Division Work Plan focus on monitoring processes related to non-compliance issuances and documentation of technical assistance provided across monitoring support levels.

Introduction

The Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division conducted its annual Self-Assessment as required by the Head Start Act and Program Performance Standards. Specifically, LACOE evaluated progress toward program goals, compliance with standards and the effectiveness of professional development and family engagement systems in promoting children's school readiness. For the 2024-25 program year, LACOE conducted a comprehensive review and analysis of program and monitoring data collected throughout the year. Each delegate agency also carried out its own self-assessment, and the findings were incorporated into this consolidated report.

Through this annual evaluation, LACOE reflects on its progress by analyzing implementation strategies, recognizing program strengths, and identifying areas requiring improvement. These insights help guide data-driven decisions and ensure that services continue to meet the evolving needs of children and families across Los Angeles County.

Process and Methodology Summary

From May through June 2025, the Los Angeles County Office of Education (LACOE) conducted its annual self-assessment to evaluate program progress and ensure ongoing improvement. Each delegate agency also completed an individual self-assessment, and all findings were consolidated into this comprehensive report. This collaborative process engaged key stakeholders, including the Governing Body, Policy Council, LACOE leadership and staff and delegate agency staff.

Self-assessment teams reviewed and analyzed data collected throughout the 2024-25 program year. Data sources included:

- Training and Technical Assistance: Based on activities outlined in LACOE's Workforce and Professional Development Plan, as well as training delivered through monitoring follow-ups and delegate agency requests.
- Assessments: Child-level data from tools such as the Desired Results Developmental Profile (DRDP) and Ages and Stages Questionnaire (ASQ).
- Monitoring Data: Findings from quarterly reports and service area reviews using the Online Planning and Reporting Application (OPRA) system.
- Program Information Report: Information from the Program Information Report (PIR) and visual data dashboards (Strategic Data Power BI) reflecting services and outcomes.
- Service Delivery Systems: Data reports from ChildPlus related to services provided to children and families.

Analysis of these data sources helped identify program strengths, accomplishments, and areas in need of continuous quality improvement. Findings that require action will be addressed through a Division Quality Improvement Plan (Division QIP) or another operational plan. Additionally, findings may also be addressed through policies and procedures, or team work plans.

- Division QIP: Targeted response plan to address systemic issues identified through the Self-Assessment process that is inclusive of activities, timelines, and resources.
- Division Work Plan: Strategic and operational roadmap that defines program goals and objectives for the five-year project period, along with activities to support their achievement.
- Workforce Development and Professional Learning (WDPL) Plan: Identifies trainings calendared for the program year across the five training and technical assistance arms of the Division:
 - WDPL: Provides sequential, long-term training and coaching for staff capacity building, inclusive of targeted training and coaching.

- Inclusive Early Education Expansion Program (IEEEP): Enhances infrastructure and staff capacity to support inclusive education for children with disabilities through a six-part implementation model.
- California Preschool Instructional Network (CPIN): Delivers targeted training aligned with the goals of state-funded preschool programs.
- Quality Start Los Angeles (QSLA): Supports early learning programs through coaching aligned with the Quality Counts CA Rating Matrix.
- Universal Pre-Kindergarten Career Development Initiative (UPK-CDI): Aims to improve the pipeline to prekindergarten employment and opportunities for development and advancement within the field through several career pathways that include career development, mentorships, and tuition support.
- Policies and Procedures: Created by LACOE to guide consistent, compliant, and high-quality operations across all service areas. Specifically, Grantee Instructional Memorandums (GIMs) are formal directives outlining policy updates, procedural expectations, and compliance requirements for delegate agencies. Standard Operating Procedures (SOPs) are internal documents that define processes for LACOE staff to ensure consistency, accountability, and alignment with federal and state regulations.
- Team Work Plans: Developed and utilized by service area teams to effectively guide the implementation of key strategies, address identified challenges, monitor progress, and promote accountability throughout the program year.

The Self-Assessment Report is organized into the following key sections:

- Achievement of Visionary Anchors through Program Goals and Objectives
- Promoting School Readiness Through Professional Development
- Promoting School Readiness Through Family Engagement
- Compliance Throughout the Program Year
- Addressing Areas for Continuous Quality Improvement

Achievement of Visionary Anchors Through Program Goals and Objectives

Over the course of the 2024-25 program year, LACOE has consistently made progress toward achieving the program goals outlined in its strategic plan. These goals center on: (1) strengthening communities through a human-centered approach, (2) implementing an all-inclusive approach that eradicates duplication and fosters collaborative communication, (3) promoting early childhood education as an attractive career path where staff are valued, compensated and supported to achieve mastery of their profession, (4) embracing 21st-century learning environments and experience that prepare children and families to navigate the modern world, (5) redefining the educational system as a learning continuum that starts at birth and (6) supporting the school readiness and success of young learners.

The program goals adopted set the path to accomplishing the visionary anchors identified as intended outcomes in our strategic planning process. According to our visionary anchors, by the end of our project period we will have:

1. Strengthened Communities Through a Human-Centered Approach with Children and Families at the Center
2. Integrated Operational Efficiencies in Systems and Work Processes
3. Attracted, Built and Retained a Highly Qualified and Engaged Workforce
4. Developed Innovative Approaches to Support Unique Populations
5. Provided Safe, Rich, Nurturing Learning Environments
6. Transformed a Belief System and Structure That Embraces and Values Early Childhood Education (ECE)

The review and analysis of program data during self-assessment provided the opportunity to critically examine and reflect on the effectiveness of activities implemented in achieving the objectives adopted for the 2024-25 project year and making progress toward achieving the goals

and expected outcomes of the project period. Various strengths and highlights were identified during this program year that included: (1) Providing targeted ChildPlus training to enhance monitoring practices, (2) Developing a logic model to guide the design of a new internal data system, (3) Addressing technology needs through the implementation of Smart Boards and improved Wi-Fi access, (4) Establishing a model ECE classroom in collaboration with Downey USD, and (5) Hosting four Universal Prekindergarten (UPK) institutes to support school districts, charters and early learning providers. For detailed updates on progress toward achieving visionary anchors, please refer to Appendix A.

Promoting School Readiness through Professional Development

This section highlights LACOE's progress in promoting school readiness by implementing professional development activities during the 2024-25 program year. The findings are based on an analysis of data from the Workforce Development and Professional Learning (WDPL) Plan. Key areas of focus included scheduled training sessions offered by LACOE, delegate agency requests for training and technical assistance (T&TA) and the total hours of technical assistance delivered through program monitoring, as documented in the Online Planning and Reporting Application (OPRA) system.²

Training and Technical Assistance

LACOE's approach to promoting school readiness emphasizes strengthening the skills, knowledge and experiences of both LACOE and delegate agency staff to enhance the quality-of-service delivery. All T&TA efforts are designed to support the development and retention of a highly

² OPRA (Online Planning and Reporting Application): An internal tool used by LACOE's Head Start and Early Learning Division to support monitoring, data management, and reporting activities. OPRA is used to track technical assistance, training requests and other program efforts.

qualified early-learning workforce and to ensure staff are well-equipped to fulfil their roles and responsibilities effectively.

T&TA is offered to a broad range of personnel, including early childhood educators, service area experts, administrators, support staff, and parent leaders. Support is delivered through methods such as content-specific coordinator meetings, Communities of Practice, coaching networks, simulated trainings, online and on-site college courses, e-learning modules, webinars, Saturday workshops, conferences and one-on-one or group consultations. Professional development is delivered both in-person and virtually, using a variety of formats including large and small group instruction. An annual training calendar, developed by LACOE, outlines key offerings made available to all delegate agencies. Additional training topics not reflected in the calendar can be requested through a training request or provided as part of ongoing support by monitoring staff.

Technical assistance (TA) focuses on individualized support tailored to specific staff or program needs. TA is typically provided through monitoring activities across service areas but may also be requested independently when additional support is needed. Delegate agencies can submit TA requests to receive targeted assistance from LACOE consultants, either on-site or virtually.

This section includes the following areas:

- ChildPlus System
- Education
- ERSEA and Community Outreach
- Family and Community Engagement
- Fiscal Management and Facilities
- Health and Nutrition
- Mental Health and Disabilities

Over the course of the 2024-25 program year, LACOE delivered 320 professional development trainings across multiple areas, reaching approximately 8,633 participants. In addition to

scheduled offerings, LACOE responded to 59 T&TA requests submitted by delegate agencies. As part of ongoing program monitoring efforts, LACOE staff also provided approximately 998 hours of targeted technical assistance to support delegate needs. The following section provides a summary of T&TA outcomes by area.

ChildPlus System

The review of ChildPlus data indicates that LACOE successfully provided training to delegate agency staff on key features of the ChildPlus data system. This system plays a vital role in managing and storing comprehensive data on children and families. Reports generated by ChildPlus are used to support ongoing monitoring and data-informed program planning, such as identifying service needs, tracking service delivery, and evaluating children's developmental progress. The targeted training helps build staff capacity to utilize data effectively for informed decision-making and continuous program improvement.

During the 2024-25 program year, LACOE conducted an extensive series of trainings to strengthen delegate agency staff's capacity in the use of the ChildPlus data system. The trainings conducted focused on improving the accuracy and understanding of data entry and reporting processes across several key program areas. These areas included Mental Health, Health and Nutrition, Family Services, Education, Disabilities, Center-Based and Home-Based Attendance, and Application and Enrollment. The goal of these trainings was to ensure consistent and accurate data management practices across all service areas to support effective monitoring, reporting, and continuous improvement efforts.

Overall Strengths

LACOE identified several key achievements that supported high-quality service delivery and data management across delegate agencies. Key achievements include the development of training materials, manuals and onboarding resources tailored to delegate needs. These supports were made available through platforms like PreKKid.org and complemented by access to ChildPlus

practice databases. In addition, technical assistance (TA) was timely and effective, with 100% completion of TA requests. Support was customized for onboarding new staff and delegate agencies, reflecting strong responsiveness and collaboration. Furthermore, Track-It data³ showed that the team provided consistent HelpDesk support, primarily resolving account access issues, data recovery, equipment requests and data clean-up. Such support helped streamline daily operations and reduce recurring issues. These strengths support LACOE's commitment to building workforce capacity, improving operational systems, and enhancing data-driven decision-making across its programs.

Areas for Quality Improvement

Challenges identified included limited insights into training effectiveness. Even though numerous trainings were delivered, there was limited data to assess their effectiveness in improving data quality or reducing the workload for delegate staff. In addition, some staff attended advanced trainings without prior foundational knowledge, highlighting the need for a structured training sequence or prerequisites. Delegates may benefit from completing foundational training, such as introductory overviews of ChildPlus layouts and tools, prior to enrolling in specialized sessions. These challenges will be addressed as part of the Program Data and Reporting Management team's work plan.

Summary

Results highlight LACOE's continued efforts to strengthen the use of the ChildPlus data system as a key tool for program planning, monitoring, and decision-making. The variety of training opportunities offered and the high level of staff participation across service areas reflect a strong commitment to building staff capacity and supporting delegate agencies in maintaining data accuracy and compliance. In addition to these strengths, the assessment also identified

³ Track-It-Data refers to an internal Help Desk and data tracking system used to document and monitor technical assistance requests and follow-up actions, and other program activities that support continuous quality improvement.

opportunities for growth, particularly in evaluating training effectiveness and ensuring staff are adequately prepared for advanced sessions through scaffolded training pathways.

Education

LACOE provided education training and support to delegates focused on instructional quality, data tools, curriculum planning, leadership, and staff well-being. Over the 2024-25 program year, LACOE offered training to support the implementation of Universal Prekindergarten (UPK), with training topics that included network sessions, book studies (e.g., *The Intentional Teacher*), foundational principles and the exploration of Transitional Kindergarten (TK) Learning Foundations (Language, Literacy, Math, Approaches to Learning). Additionally, training sessions to support the implementation of Classroom Assessment Scoring System (CLASS) observations were also provided, offering training on topics including CLASS PreK-3 observation training, Making the Most of Classroom Interactions (MMCI) coaching and Train-the-Trainer sessions. Training to support Desired Results Development Profile (DRDP) child assessments were also prioritized. Education-focused training also included Creative Curriculum lesson planning for both preschool and infant/toddler age groups.

Overall Strengths

Strengths identified included a variety of professional training offered to delegates focused on the foundational aspects of curriculum lesson planning, child assessments and behavioral support in the classroom. Additionally, LACOE leveraged results from a wide range of data tools (e.g., Early Learning Outcomes Safe Environments, Desired Results Developmental Profile, Classroom Assessment Scoring System) to better identify training needs. Furthermore, it was noted that technical assistance reported in OPRA offered an accurate and timely reflection of how delegate needs were being addressed.

Areas for Quality Improvement

LACOE identified that education training topics offered do not consistently reflect the issues that arise during the program year, such as those identified through unusual incident reports or monitoring. These challenges will be addressed as part of the Education team's work plan, and the Training/Professional Development and Technical Assistance Services SOP will be reviewed to assess if revisions are needed.

Summary

Findings show that while LACOE offers general professional development support through its training calendar covering areas like curriculum, behavior supports, and assessments, trends suggest a disconnect between planned training and actual needs surfaced through unusual incidents, monitoring results and other data.

ERSEA and Community Outreach

LACOE provided training focused on Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) through quarterly ERSEA coordinator meetings to support delegate program leadership. Additionally, the ERSEA team provided informal technical assistance at monthly delegate site visits. Furthermore, the Community Outreach team supported delegates through the Community Outreach All Stars training, a workshop designed to train LACOE staff, delegate staff, and parents in Head Start recruitment strategies.

Overall Strengths

Strengths identified included offering consistent and comprehensive training related to ERSEA and Community Outreach. The ERSEA and Community Outreach teams collaborated to bring

stakeholders together to support the implementation of McKinney-Vento⁴. Additionally, the Community Outreach team tailored the All Stars training to Policy Council parents to leverage their expertise in promoting the Head Start program in their communities.

Areas for Quality Improvement

LACOE identified data tracking for ERSEA and Community Outreach as an opportunity for improvement. While delegates are receiving intensive training and materials through ERSEA coordinators' meetings, it is not reflected in the training data. Similarly, the outcomes of the McKinney-Vento meeting were also not captured in the training data. These challenges will be addressed as part of the ERSEA and Community Outreach team work plans. Additionally, the Training/Professional Development and Technical Assistance Services SOP will be revisited to assess if any changes need to be made to the current process.

Summary

Overall, LACOE's efforts to support delegate agencies through ERSEA and Community Outreach trainings demonstrate a strong commitment to program quality and community engagement. The consistent delivery of targeted training, including quarterly ERSEA coordinator meetings and specialized sessions like Community Outreach All Stars and the McKinney-Vento-focused meeting, reflects a comprehensive approach to meeting delegate and community needs. However, improved documentation of training participation and outcomes will ensure greater visibility into program effectiveness and support continuous quality improvement.

Family and Community Engagement

The review of Family and Community Engagement (FCE) data indicates that LACOE provided consistent training and support to delegate agencies through regularly scheduled coordinator

⁴ McKinney-Vento Act: The McKinney-Vento Homeless Assistance Act is a federal law that ensures children and youth experiencing homelessness have equal access to a free, appropriate public education by providing support services needed.

meetings and individualized technical assistance. Training efforts focused on key FCE topics aimed at building the capacity of delegate staff and strengthening their ability to engage families and communities effectively.

In the 2024-25 program year, LACOE provided comprehensive professional development opportunities in Family and Community Engagement (FCE). Regularly scheduled Family Development Credential⁵ trainings supported foundational strategies and fostered ongoing collaboration among staff. Quarterly FCE Coordinator meetings were conducted throughout the year, engaging participants in collaborative discussions focused on resource-sharing and aligning program efforts. To further build staff capacity, a series of specialized institutes and trainings were offered. These included the Abriendo Puertas Facilitator Training, a comprehensive three-day CSEFEL training on Positive Solutions for Families and the Family Engagement Institute, which provided service workers and home visitors with practical, family-centered strategies to enhance engagement and support.

Overall Strengths

During the 2024-25 program year, LACOE demonstrated strong leadership and responsiveness in promoting school readiness by equipping Family and Community Engagement (FCE) staff with training, tools, and resources to support families on a variety of topics. LACOE hosted the Family Engagement Institute offering workshops focused on advocacy, family rapport building and disability resources. Additionally, in response to the Risk Assessment Notification review (RAN⁶), LACOE ensured that delegate staff received updated guidance and training on key topics such as diapering, modified schedules, and other inquiries to ensure families felt informed and

⁵ The Family Development Credential (FDC) program is a nationally recognized training and credentialing program that equips frontline staff—such as family service workers, home visitors, case managers and others—with the skills and competencies needed to work effectively with families.

⁶ Risk Assessment Notification (RAN) review by the Office of Head Start due to a federal finding of a systemic deficiency. For LACOE, this was related to the Standards of Conduct that was cleared by OHS in December 2025.

supported. These efforts highlight LACOE's ongoing commitment to providing responsive training, engagement, and safe, welcoming environments for all families.

Areas for Quality Improvement

No systemic challenges were identified.

Summary

Overall, the Family and Community Engagement (FCE) service area demonstrated significant progress in building staff capacity and strengthening family partnerships through high-quality professional development and responsive technical assistance. LACOE's ability to adapt to shifting priorities and address the evolving needs of families reflects a strong commitment to family-centered practices.

Fiscal Management and Facilities

LACOE offered quarterly Community of Practice training focused on topics related to fiscal and facilities to support delegate agencies. Additional trainings were offered based on training requests submitted by delegates (e.g., Public Works Contractual Requirements for Vendor Contracts).

Overall Strengths

Strengths included offering consistent and specialized training opportunities to delegate agencies as well as opportunities to develop action plans using a collaborative approach. The integration of action plans and availability of consultants for individualized support further enhanced the relevance and applicability of the training. Collaborative efforts between fiscal and facilities teams also strengthened cross-functional learning.

Areas for Quality Improvement

No systemic challenges for improvement were identified.

Summary

LACOE's fiscal and facilities training provided valuable support to delegate agencies through consistent, structured community of practice sessions and targeted training based on delegate requests.

Health and Nutrition

LACOE prioritized health and nutrition as core components of school readiness by offering targeted professional development and collaborative learning opportunities to delegate agency staff. Training sessions designed to strengthen staff competencies and support overall program quality addressed critical topics such as diapering procedures, hygiene practices, inclusive practices in early learning, food allergies and the nutritional needs of children with disabilities. Throughout the year, additional training opportunities were offered to enhance professional development, including coordinator meetings focused on collaborative planning and coordination among program leaders. An annual compliance refresher was also conducted to ensure all staff remained informed and aligned with current regulatory requirements and program standards. Regularly scheduled meetings for health and nutrition coordinators fostered collaboration, knowledge sharing and alignment with regulatory guidance. These efforts reflect LACOE's commitment to equipping staff with the skills and knowledge necessary to support student health and promote readiness to learn in safe, nurturing environments.

Overall Strengths

LACOE demonstrated a strong commitment to supporting delegate agencies through a wide range of health and nutrition initiatives. The health team effectively met all training and technical assistance requests, offering both in-person and virtual sessions to accommodate delegate needs. Key trainings included specialized sessions on diapering, nutrition and mental health, and the physical and nutritional needs of children with Down syndrome.

A notable highlight was the successful certification of 41 delegate agency staff members—including parents—as trainers on best practices related to diapering and hygiene. The Nutrition team also highlighted better leveraging public outreach, which included media engagement on the television channel Univision. In addition, LACOE’s Health and Nutrition teams consistently delivered responsive support and were proactive in identifying areas for improvement, such as recordkeeping and classroom food safety, and targeted trainings (e.g., ServSafe⁷ certification) for the upcoming year. These efforts reflect LACOE’s ongoing dedication to promoting high-quality services and responsive care for all children and families across the program.

Areas for Quality Improvement

Several challenges were identified related to service delivery, data tracking, and family engagement. For example, a challenge was identified related to the data accuracy and reporting efficiencies in the ChildPlus system. Another challenge identified involved the functionality and usability of the Online Planning and Reporting Application (OPRA) system. In addition, the need to strengthen family engagement efforts related to health services was identified as a challenge. Many families required additional support to complete recommended medical follow-ups for their children, emphasizing the importance of increased health education and outreach. These challenges will be addressed as part of the Health and Nutrition team’s work plan.

Summary

The results identified in this section confirm LACOE’s continued commitment to advancing child health and nutrition as foundational elements of school readiness. Through specialized training, collaborative engagement and responsive support, LACOE equipped delegate agency staff with tools and knowledge to meet the needs of children and families. Notable progress was made through certification of trainers, distribution of toolkits and enhanced public outreach.

⁷ ServSafe is a nationally recognized food safety training and certification program developed by the National Restaurant Association. It is designed to educate food service workers on best practices for safe food handling, preparation, and storage.

Continuous support to delegate agencies, families and staff ensures continuous quality improvement to foster safe, healthy learning environments.

Mental Health and Disabilities

LACOE provided a range of mental health and disabilities related professional development opportunities, technical assistance, and individualized support to delegate agencies. Key topics related to disabilities focused on inclusive education practices and behavioral support for children with special needs (e.g., Individualized Family Service Plan or Individualized Education Program implementation, sensory processing, data entry). Additionally, mental health trainings focused on supporting social-emotional learning initiatives and trauma-informed care (e.g., Trauma Responsive and Resilience Building Practice and Supporting Young Children After the Wildfire Crisis: Practical Strategies for Resilience and Recovery).

Overall Strengths

Strengths identified include addressing delegate training needs in a responsive and timely manner. For example, the disabilities team provided responsive technical assistance opportunities, coaching and training on behavioral support. The mental health team also demonstrated community responsiveness through offerings of trauma-informed trainings in Spanish as well as training in response to the wildfires. Furthermore, the mental health team utilized staff surveys to assess professional development needs and for planning purposes.

Areas for Quality Improvement

Areas for improvement include the need to implement professional development offerings that better align to specific needs and priorities of delegate agencies. Challenges also related to participation barriers—specifically, many intended participants couldn't attend due to scheduling conflicts. These challenges will be addressed as part of the Mental Health and Disabilities team's work plan. Additionally, the Training/Professional Development and Technical Assistance Services SOP will be reviewed to assess if changes need to be made.

Summary

Overall, LACOE's Disabilities and Mental Health teams demonstrated a strong commitment to supporting delegate agencies through relevant and responsive professional development and technical assistance offerings. Trainings addressed critical topics such as inclusive practices, trauma-informed care, and behavioral support. Strengths included the use of data-informed planning, language accessibility and timely responsiveness to community events. However, challenges remain in ensuring aligned implementation of trainings with needs and improving participation.

Summary

LACOE's professional development and technical assistance efforts in the 2024-25 program year reflect a strong, systemwide commitment to advancing school readiness by building the capacity of delegate agency staff. Notable strengths include interdisciplinary collaboration and the development of actionable resources and toolkits. However, recurring challenges related to training effectiveness and participation barriers highlight opportunities for improvement. By addressing these areas, LACOE will be better positioned to ensure that professional development initiatives are both impactful and sustainable, ultimately enhancing service quality and outcomes for children and families.

Promoting School Readiness through Family Engagement

This section outlines LACOE's progress during the 2024-25 program year in strengthening the effectiveness of the family engagement system in promoting school readiness. The findings are based on an evaluation and analysis of data related to the Family Partnership Process (FPP) and the transitions of families entering and exiting the Head Start program.

Family Partnership Process

In alignment with the guidance outlined in the Family and Community Engagement (FCE) Services GIM, delegate agencies are responsible for evaluating family strengths and needs and supporting enrolled families in establishing family goals within 90 calendar days of a child's enrollment. A reassessment of family strengths and needs is required within 180 calendar days of the child's start date, utilizing LACOE's standardized digital Family Partnership Process (FPP) Reassessment tool.

The FPP Form is a comprehensive, multi-step tool designed to promote effective coordination of services and build meaningful, goal-oriented relationships between families and program staff. As part of this process, a needs assessment is conducted with each family at the beginning of the program year. Delegates use this information to:

- Support families in identifying and setting goals based on their strengths, needs and interests;
- Generate summary reports that compile aggregated data on family needs and services, which are reviewed by the governing body and policy committee; and
- Establish partnership agreements with families to track and support progress toward achieving identified goals throughout the year.

Family Needs Assessments

The review and analysis of Family Needs Assessments completed with families at delegates revealed that as of Program Year 2024-25, Quarter 3, a total of 2,803 Early Head Start (EHS) and 4,843 Head Start Preschool (HSP) family needs assessments have been completed across delegate agencies, reflecting strong implementation of the Family Partnership Process. Completion rates indicate high engagement, with 91% of enrolled EHS families and 94% of HSP families participating in the process. Table 1 presents a detailed breakdown of the needs assessments completed by each delegate agency for both EHS and HSP programs.

Table 1. Family Partnership Process: Need Assessments Completed				
Delegate Agency	Early Head Start		Head Start Preschool	
	#	%	#	%
ABC Unified School District	NA	NA	181	93%
Bassett Unified School District	58	100%	128	95%
Blind Children’s Center	39	93%	28	90%
Children’s Institute Inc.	144	94%	129	91%
El Monte City School District	123	94%	327	87%
Foundation for Early Childhood Education	154	92%	379	93%
Garvey School District	160	90%	315	93%
Mexican American Opportunity Foundation	371	96%	607	99%
Mountain View School District	84	93%	280	89%
Norwalk-La Mirada Unified School District	230	96%	474	99%
Pacific Asian Consortium in Employment	304	92%	530	96%
Para Los Niños	117	89%	203	96%
Plaza de la Raza	284	88%	482	96%
Pomona Unified School District	409	89%	677	96%
St. Anne’s Family Services	326	84%	103	94%
YMCA (New Agency)	NA	NA	NA	NA
Total	2,803	91%	4,843	94%

Data from ChildPlus report #4240 (Family Outcomes—Analysis) and ChildPlus report #9730 (Family—Parents/ Employment/Job Training, Education) from quarter 1 through quarter 3. Note: Families complete one assessment irrespective of funding stream or number of children enrolled. Data from this assessment is presented by funding stream; if a family has children in more than one program, their data will be represented multiple times.

Most delegate agencies demonstrated strong completion rates, with the majority achieving 90%. Notably, agencies such as the Bassett Unified School District, Mexican American Opportunity Foundation, and Norwalk-La Mirada Unified School District achieved rates at or above 99%. These results indicate continued commitment by delegate agencies to identify family strengths and needs in a timely manner, in alignment with program requirements.

Family Needs Identified

The Family Partnership Process plays a critical role in identifying and addressing the unique needs of families enrolled in Early Head Start (EHS) and Head Start Preschool (HSP) programs. Table 2 presents the top five needs identified by families for the 2024-25 program year, based on data collected through the third quarter. These insights help inform program planning and ensure that services are responsive to the evolving needs of the families served.

Table 2. Family Partnership Process: Top 5 Needs Identified					
Early Head Start			Head Start Preschool		
Top 5 Needs	# of Families	% of Families	Top 5 Needs	# of Families	% of Families
Food/ Clothing	932	42%	Food/ Clothing	1,905	53%
Housing Assistance	187	8%	Housing Assistance	223	6%
Childcare	140	6%	Mental Health Services	181	5%
Supporting transitions between programs (EHS to HSP, HSP to Kindergarten)	131	6%	Supporting transitions between programs (EHS to HSP, HSP to Kindergarten)	179	5%
Mental Health Services	128	6%	Childcare	149	4%

Data from ChildPlus report #4099 from quarter 1 through quarter 3. Needs reported are per child, not per family. Note: A child may have multiple needs identified. Not all families who completed a Family Needs Assessment identified needs for their children.

The data shows that food and clothing services are the top need identified by both EHS (42%) and HSP (53%) families. Other common needs include support with transitions, housing

assistance, mental health services, and childcare. These needs highlight key areas where families require continued support to promote overall well-being and school readiness.

Family Goals

The Family Partnership Process supports families in setting individualized goals that promote self-sufficiency, well-being, and positive outcomes for their children. Table 3 highlights the top five goals developed with families enrolled in Early Head Start and Head Start Preschool programs for the 2024-25 program year, based on data collected through Quarter 3. These goals reflect families' aspirations to improve their economic stability, support their children's development, and enhance overall family well-being.

Table 3. Family Partnership Process: Top 5 Goals Developed with Families					
Early Head Start			Head Start Preschool		
Top 5 Goals	# of Families	% of Families	Top 5 Goals	# of Families	% of Families
Assistance in enrolling into an education or job training program	314	17%	Supporting transitions between programs (EHS to HSP, HSP to Kindergarten)	437	16%
Supporting transitions between programs (EHS to HSP, HSP to Kindergarten)	246	13%	Assistance in enrolling into an education or job training program	343	12%
Asset Building Services	242	13%	Asset Building Services	310	11%
Education on Nutrition	188	10%	Education on Nutrition	269	10%
Research-Based Parenting Curriculum	149	8%	Mental Health Services	268	10%

Data from ChildPlus report #4099 through Quarter 3. Goals reported are per child, not per family. Note: A child may have multiple goals identified. Not every family who completed a Family Partnership Process form developed goals for their children.

The data shows that families in both Early Head Start and Head Start Preschool set most goals related to education, transitions, and financial stability. For Early Head Start, the top goal was

assistance with enrolling in an education or job training program (17%), while for Head Start, the top goal was supporting transitions between programs (16%). Other frequently identified goals included access to asset-building services, education on nutrition, and participation in a research-based parenting curriculum. These trends highlight families’ focus on long-term self-sufficiency and support for their children’s development.

Transitioning Children and Families

Supportive transitions are essential at every stage of a child’s development because they support continuous growth and learning. When transitions are well-planned and seamless, children are better able to build on prior knowledge and adjust more easily to new environments. To strengthen this process, LACOE and delegate agency staff work collaboratively to implement consistent transition policies and practices. For the 2024-25 program year, transition activities were established for children in Early Head Start, while annual transition activities were put in place for all Head Start children. These efforts aim to ensure that children and families are well-prepared for each step in their educational journey.

A total of 2,374 children successfully transitioned to the next stage of their educational journey. Of these, 1,199 children (51%) transitioned from EHS to HSP, while 1,175 children (49%) transitioned from HSP to kindergarten. Table 4 presents an overview of the number of children who received transitioning services and support by program in 2024-25. These figures reflect balanced efforts to support smooth transitions across both program levels.

Table 4. Transitioned Children by Program					
Program Year	Total Transition	EHS to HSP		HSP to Kindergarten	
		#	%	#	%
2024-25	2,374	1,199	51%	1,175	49%

Data from ChildPlus report #2030. Data populated as of May 30.

LACOE provided key support to delegate agencies to ensure families transitioning in to and out of Early Head Start and Head Start Preschool programs felt safe, supported, and informed. Over

120 staff members attended the Family Engagement Institute, which featured workshops on advocacy, rapport building, employee engagement and disability resources. LACOE continues to meet the needs of its delegates by remaining responsive to external challenges and continuing to offer meaningful professional development and resources to support families during transition periods.

Overall Strengths

The 2024-25 Self-Assessment process highlighted key strengths in LACOE's Family and Community Engagement efforts. A primary strength is LACOE's continued responsiveness to emerging challenges, particularly in equipping delegate agency staff with timely information and resources in response to community concerns. In addition, more than 90% of families were offered opportunities to identify needs and set goals.

Areas for Quality Improvement

No systemic challenges were identified related to family and community engagement.

Summary

Findings in this section highlight the strong implementation of the Family Partnership Process across delegate agencies, with high participation rates in family needs assessments and active efforts to support school readiness through individualized goal setting and coordinated transitions. The results demonstrate that families are mostly in need of food, clothing and housing support, and goals set are mostly related to education, financial stability, and smooth program transitions in and out of Head Start Preschool. LACOE and its delegate agencies have demonstrated a consistent focus on supporting families through collaborative practices, timely training, and responsive resources.

Compliance Throughout the Program Year

During the 2024-25 program year, delegate agencies received varying levels of monitoring support across management and service delivery areas based on program and monitoring data. Most delegates operated at a Standard Level of Monitoring Support,⁸ reflecting consistent implementation of Head Start requirements. However, Enhanced and Intensive monitoring support was provided in specific areas such as Fiscal Management, Human Resources, Ongoing Monitoring & Continuous Improvement and Facilities & Safe Learning Environments to address identified challenges and ensure continuous quality improvement. Table 5 provides a more detailed breakdown of the level of monitoring support provided to each delegate⁹.

⁸ Standard Level of Monitoring Support refers to the baseline level of oversight provided to delegate agencies that consistently meet performance expectations across management and service delivery systems. There are three levels, Standard, Enhanced and Intensive support.

⁹ Delegate agencies receiving Enhanced or Intensive support from Quarter 4 of Program Year 2023-24 into the 2024-25 program year are visually distinguished with a dark border around the corresponding cells in Table 5.

Table 5. Monitoring Support Level

Management/ Service Delivery System	ABC	Bassett	BCC	CII	El Monte	Foundation	Garvey	MAOF	Mt. View	Norwalk- La Mirada	PACE	Plaza	PLN	Pomona	St. Anne's
Communication	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Disabilities	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Education	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
ERSEA	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Facilities & Safe Learning Environments	S	E	S	S	S	S	S	E	S	S	S	S	S	E	S
Family & Community Engagement	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Fiscal Management	E	E	S	S	S	S	S	E	S	S	S	I	S	S	S
Health	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Human Resources	S	S	S	S	S	S	S	S	S	S	S	S	S	I	E
Leadership & Governance	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Mental Health	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Nutrition	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Ongoing Monitoring & Continuous Improvement	S	S	S	S	S	S	S	S	S	S	S	S	E	S	S
Program Planning & Service System Design	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Recordkeeping & Reporting	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Reporting	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Training & Professional Development	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Transportation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

Data from Quarter 3 Reports 2024-25. Monitoring Levels of Support: I=Intensive, E=Enhanced, S=Standard. If a delegate had a carryover QIP from Q4 PY 2023-24 into PY 2024-25, it will be designated by a dark border surrounding cell.

Overall Strengths

Several strengths emerged from the review of Monitoring Support Levels across delegate agencies. The majority of service areas maintained a Standard level of support, reflecting consistent compliance and effective service implementation. Compared to previous years, there was a notable decrease in the number of areas requiring Enhanced or Intensive support, reflecting effective service delivery across multiple systems. Additionally, monitoring tools, required forms, and practices were reviewed and further streamlined to increase efficiency. These efforts reflect a strong commitment to quality assurance, transparency, and continuous improvement across the monitoring system.

To strengthen program accountability and ensure timely resolution of compliance issues identified as Enhanced or Intensive support, LACOE provided targeted support to delegate agencies in the areas of noncompliance through implementation of Delegate Quality Improvement Plans. Delegate agencies also received direct consultation and follow-up monitoring to support resolution efforts, with a particular focus on Standards of Conduct and Human Resources-related challenges.

Areas for Quality Improvement

Several challenges were identified related to inconsistent application of the Monitoring Support Level (MSL) and issuance of non-compliance processes across teams, underutilization of Training and Technical Assistance (T&TA) resources, and a disconnect between assigned support levels and documented technical assistance activities. These challenges will be addressed as part of the DTL Team Work Plan. Additionally, the Training/Professional Development and Technical Assistance Services SOP will be reviewed to assess whether changes need to be made.

Summary

Results for this section reflected strong progress in maintaining compliance and supporting continuous improvement across delegate agencies. Most delegate agencies operated at a Standard level of monitoring support, indicating consistent adherence to Head Start requirements. Where challenges were identified, LACOE provided targeted Enhanced or Intensive support, particularly in Fiscal Management, Human Resources, Ongoing Monitoring & Continuous Improvement and Facilities & Safe Learning Environments. Strategic improvements, including the enhancement of Delegate QIP oversight, have strengthened accountability and alignment across various systems. While several areas for improvement were identified, such as the need for better alignment between support levels and technical assistance, LACOE is committed to data-informed planning and system support to ensure high-quality service delivery.

Addressing Areas for Continuous Quality Improvement

Through the Self-Assessment process, LACOE identifies systemic issues that require attention and improvement. Some findings are addressed through a Division Quality Improvement Plan and may also guide revisions to other operational frameworks, including the Division Work Plan, WDPL Plan, team work plans and related policies and procedures. Results from the 2024-25 Self-Assessment did not identify any areas for continuous quality improvement to address in a Division QIP. However, LACOE did identify areas to further enhance and support through efforts implemented as part of the Division Work Plan (Table 6).

Table 6. Areas to Address in LACOE Operational Plans: Division Work Plan	
Area	Action Steps
Monitoring Processes <ol style="list-style-type: none"> 1. <u>Inconsistencies with non-compliance issuances</u>: inconsistent identification, monitoring, and resolution of non-compliances and variations in processes, follow-up timing, and accountability can delay solutions and weaken the impact of corrective measures. 2. <u>Misalignment of monitoring support levels and technical assistance documentation</u>: there is a disconnect between assigned Monitoring Support Levels and the technical assistance (T&TA) hours recorded in OPRA. For example, Enhanced and Intensive support levels often do not correspond to increased T&TA engagement, indicating misalignment between support designations and actual assistance provided. 	<p>Address in Goal 2 Project 1:</p> <p>Goal 2:</p> <p>Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.</p> <p>Project 1:</p> <p>Evaluated and modified as applicable current monitoring system (including tools, processes, timelines, forms, Grantee Instructional Memorandums [GIMs] and Standard Operating Procedures [SOPs]) to build a coordinated and integrated monitoring system in collaboration with delegate agency representatives.</p> <p>Activities will include developing an updated approach to Tier 1 and Tier 2 monitoring, revisions of policies and procedures and streamlining data systems.</p>

Conclusion

The 2024-25 Self-Assessment evaluated program effectiveness to ensure continuous quality improvement. This process focused on three key areas: (1) progress toward meeting established program goals and objectives, (2) compliance with federal program performance standards and

(3) the effectiveness of professional development and family engagement systems in supporting school readiness.

Goals and Objectives: Moving Toward Achievement of Visionary Anchors

The goals and objectives established for the new project period were developed with specific outcomes identified to measure success. The Self-Assessment highlighted achievements of these outcomes (also referred to as visionary anchors) throughout the 2024-25 program year.

Notable achievements by LACOE and delegates for this program year include:

- Strengthened partnerships to better assess and respond to community needs. LACOE and delegates collaborated to gather input through surveys and data analysis to inform future regional service events and partnerships.
- Enhanced operational efficiencies through improvements to monitoring systems by advancing the use of the ChildPlus monitoring module.
- Expanded efforts to attract, develop, and retain a highly qualified workforce. LACOE developed new partnerships with higher education and workforce development agencies and provided reflective practice coaching and Conscious Discipline training. Delegates reported improvements in staff well-being, professional growth, and retention strategies.
- Advanced the integration of technology to create 21st-century learning environments. LACOE identified needs for interactive technology at PACE sites and collaborated on model classroom designs. Delegates expanded access to technology and training, including Smart Boards and educational platforms to support learning in underserved communities.
- Promoted safe, nurturing and culturally responsive environments through social-emotional learning and family engagement strategies. Delegates implemented Conscious Discipline workshops for parents and staff and focused on key initiatives such as dual language learning and mental health support.

Compliance

LACOE's 2024-25 monitoring efforts demonstrated progress in maintaining compliance and supporting continuous quality improvement across delegate agencies. A key strength was the consistent implementation of Head Start requirements by most agencies, with the majority operating at a Standard level of monitoring support. The reduction in the number of areas requiring Enhanced or Intensive support, alongside LACOE's efforts to standardize monitoring procedures and strengthen accountability through clearer guidance on Quality Improvement Plans, reflects a strong organizational commitment to transparency, consistency, and service excellence.

Supporting School Readiness

During the 2024-25 program year, LACOE demonstrated a strong commitment to advancing school readiness through professional development and family engagement efforts. LACOE provided a wide range of training opportunities and individualized supports designed to strengthen the capacity of delegate agency staff, enhance program quality, and improve outcomes for children and families.

Professional Development

LACOE's professional development and technical assistance efforts during the 2024-25 program year demonstrate a clear commitment to supporting school readiness through comprehensive and responsive training across multiple service areas. Key strengths included a broad range of high-quality learning opportunities, robust participation from delegate agency staff and a strong focus on building staff capacity through data-informed planning and collaboration. The focus on providing targeted technical assistance and timely support further underscored LACOE's dedication to meeting the evolving needs of children, families, and staff.

Family Engagement

This Self-Assessment highlighted LACOE's efforts to promote school readiness through family engagement and demonstrated notable strengths in implementing a comprehensive and responsive Family Partnership Process across delegate agencies. High participation rates in family needs assessments and the successful facilitation of transitions for thousands of children reflect LACOE's commitment to supporting families through coordinated, data-driven, and culturally responsive practices. Key strengths include consistent use of data to inform services, a human-centered approach to family engagement and timely provision of resources and professional development to address community needs.

Continuous Quality Improvement

LACOE did not identify any areas for continuous quality improvement to address in a Division QIP. However, LACOE did identify areas to further enhance and support through efforts implemented as part of the Division Work Plan. Specifically, areas identified by LACOE that will be included in the Division Work Plan focus on monitoring processes to address inconsistencies related to (1) non-compliance issuances, and (2) documentation related to technical assistance provided across monitoring support levels.

Appendix A: Progress on Achieving Visionary Anchors through Goals

Visionary Anchor 1: Strengthened Communities through a Human-Centered Approach with Children and Families at the Center
Goal 1: Connect every community with thriving partnerships that leverage resources to support families and their children to achieve success throughout school and life.
LACOE
Project 1: Partnered with county agencies, nonprofits and other entities that serve under-represented communities to host regional service events, at a minimum twice per year, which include on-site screenings, services, outreach, and enrollment.
Efforts this period focused on strengthening collaboration with delegate agencies (DAs) to better assess and address community resource needs. A survey was developed and distributed to current and potential partners to gather feedback on potential activities and services for upcoming regional service events. Additionally, input was collected directly from DA directors at a directors meeting. Preliminary data on enrollment, services received and identified needs were reviewed to help prioritize regions with the highest needs. This data will inform the development of benchmarks for measuring progress moving forward. Project priorities have shifted to focus on delegate agency input regarding interest in participation and community resource needs, which is now informing the development of a collaborative model between LACOE and delegate agencies.
Additional examples of activities accomplished throughout the division include:
<ul style="list-style-type: none">• The countywide brand refresh and comprehensive outreach efforts focused on more engaging, family- and community-centered messaging, helping to build awareness, trust, and stronger connections with families through multiple platforms, including digital, media and public spaces.• Through targeted enrollment and recruitment strategies, combined with the OHS change in scope, the program successfully achieved full enrollment in Head Start Preschool and significantly increased enrollment in Early Head Start, ensuring more children and families received vital services that promote well-being and school readiness.• Service area teams demonstrated a human-centered, responsive approach by providing timely technical assistance to agencies, focusing on proactive strategies, follow-up, and proper documentation. These efforts ensured that children and families received individualized support, contributing to stronger and resilient communities.

Visionary Anchor 1: Strengthened Communities through a Human-Centered Approach with Children and Families at the Center

Goal 1: Connect every community with thriving partnerships that leverage resources to support families and their children to achieve success throughout school and life.

Delegate Agencies

Examples of activities accomplished by delegates to achieve this goal include:

- **ABC** invited parents and community members to read books quarterly and participate in city library events. Engagement exceeded expectations, with parents supporting literacy activities on gardening and insects. Students visited the library, participated in a special reading event, and received library cards to encourage summer reading.
- **Bassett** is building a comprehensive list of community partners to support families, including those with disabilities. Collaborations are underway with organizations like Baby2Baby and the Regional Center, with plans to formalize these through memoranda of understanding (MOUs).
- **CII** is establishing partnerships aligned with the top five family needs identified through Service Needs and Interests Profile (SNIP) survey data. Current MOUs and collaborations address food, employment, social support, and male involvement.
- **Garvey's** Child Development Program is expanding interdepartmental partnerships. It currently operates five TK-partnered classes and one Special Education (SPED) TK model. Next year, it will launch a dual immersion model, increasing to eight partnered classes.
- **Plaza** partnered with LACOE to host a community service event at the Magnolia Center, offering health screenings, educational activities, and recruitment support. Key partners included Veritas, BMO Financial, WIC and AltaMed Dental, among others.

Visionary Anchor 2: Integrated Operational Efficiencies in Systems and Work Processes

Goal 2: Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.

LACOE

Project 1: Evaluated and modified as applicable current monitoring system (including tools, processes, timelines, forms, Grantee Instructional Memorandums [GIMs] and Standard Operating Procedures [SOPs]) to build a coordinated and integrated monitoring system in collaboration with delegate agency representatives.

Visionary Anchor 2: Integrated Operational Efficiencies in Systems and Work Processes

Goal 2: Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.

LACOE continued efforts to strengthen and standardize its monitoring systems to support continuous quality improvement. The committee evaluated the current monitoring structure, including Tier 1 and Tier 2 tools, timelines, and the implementation of the Monitoring for Continuous Quality Improvement (MCQI) GIM. From June 10 to 12, LACOE staff participated in a comprehensive training series focused on the ChildPlus monitoring module. The training covered configuring alerts, generating reports, and using dashboards to support continuous quality improvement.

Project 2: Designed a data management and reporting system by first evaluating the accessibility, user-friendliness and meaningfulness of reports generated to inform program planning, decision-making, services provided, meet grant reporting requirements and facilitate data sharing.

LACOE established a strategic approach to evaluating existing data reporting systems across the division by developing a logic model to guide this work. Two teams were identified to pilot a new data system as part of this effort. An inventory of data collected by the Career Development Initiative (CDI) team was completed, including a review of the purpose and usage of the data. This same process will be applied to the Delegate Professional Support (DPS), Quality Start Los Angeles (QSLA), Universal Prekindergarten (UPK) and Inclusive Early Education Expansion Program (IEEEP) teams to identify reporting needs and support the development of a shared, streamlined system for more efficient and consistent reporting across the division. A draft SOP has also been developed to support implementation.

Additional examples of activities accomplished throughout the division include:

- The Early Learning Outcomes (ELO) team refined and reduced monitoring tools and forms, aligning efforts toward a long-term vision of a uniform, streamlined monitoring system. They also addressed workload concerns by adjusting the DRDP child assessment system, further enhancing efficiency.
- ChildPlus reports were semi-automated, significantly reducing processing time to under an hour. Efforts to lower HelpDesk tickets and improve HelpDesk processes also contributed to more efficient and responsive system operations. These combined actions improved workflows, reduced staff burden, and enhanced overall system functionality.

Visionary Anchor 2: Integrated Operational Efficiencies in Systems and Work Processes

Goal 2: Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.

Delegate Agencies

Examples of activities accomplished by delegates to achieve this goal include:

- **Garvey** uses data in its planning process and will introduce an Integrated Service Area Planning Report next year to further support this work.
- **MAOF's** cross-functional team—including ERSEA, Facilities and Parent Involvement—meets monthly to review program data and trends. Additional subgroup and multidisciplinary meetings address service gaps and improvement opportunities. In Year 2, the focus will be on developing standardized templates and indicators to guide data discussions and track progress.

Visionary Anchor 3: Attracted, Built and Retained a Highly Qualified and Engaged Workforce

Goal 3: Promote Early Childhood Education as an attractive career path where staff are valued, compensated and supported to achieve mastery of their profession.

LACOE

Project 1: Developed, expanded, and renewed at least twenty partnerships in communities to establish ECE professional pathways that remove barriers.

The Career Development Initiative (CDI) team established a new site-based experiential learning partnership through QSLA and is finalizing a BA degree partnership with Pacific Oaks College for UPK-CDI. Efforts will continue to expand partnerships with community-based agencies that support early childhood education professionals.

Project 2: Establish “System of Care” for HSEL and its delegates focused on the well-being of programs, staff, children, and families.

Organizational Wellness & Behavior Supports

Survey data informed the April strategic planning session, with committee recommendations developed. A draft of the Positive Behavior Support (PBS) GIM was created, and DA interviews are underway. Key definitions were clarified, GIMs updated and a monitoring process for modified schedules is in development. A reflective practice contractor was secured to support DAs.

Conscious Discipline

Introductory training was delivered to LACOE and DA staff, with additional sessions for EHS teachers. Agencies accessed self-paced courses and coaching to support implementation.

Additional examples of activities accomplished throughout the division include:

Visionary Anchor 3: Attracted, Built and Retained a Highly Qualified and Engaged Workforce

Goal 3: Promote Early Childhood Education as an attractive career path where staff are valued, compensated and supported to achieve mastery of their profession.

- Professional development efforts, such as the “Food for Thought: How Nutrition Fuels the Mind” training and the creation of the Leadership Institute series, contributed to building staff knowledge and leadership skills.
- The promotion of LACOE’s Head Start program on Univision “Noticias” supported recruitment efforts by highlighting the program’s value to the broader community.
- The ChildPlus on-site training strengthened staff expertise in data systems, and the onboarding tool used for the new disabilities coordinators was effective in ensuring smooth transitions and role preparedness.

Delegate Agencies

Examples of activities accomplished by delegates to achieve this goal include:

- **BCC** distributed a staff wellness survey, and results showed strong improvements from September to May. Notably, 100% of staff feel supported, and reports of extreme stress and work-life imbalance dropped significantly. Nearly all staff (97%) feel they have someone to talk to about work-related stress, reflecting a positive and supportive work environment.
- **CII** supported six substitute teachers in obtaining their Associate Teacher Permit or higher this year, with 15 others actively working toward it. Five staff were promoted as a result, demonstrating progress in workforce development.
- **Garvey**, in collaboration with HR and union partners, reviewed and adjusted salaries for Teachers, Teacher Assistants, Family Health Service Workers and management to promote retention.
- **Plaza** continues to strengthen its ECE workforce pipeline through an MOU with ELAC and active participation in the LACOE CDI Pathway Initiative. The agency mentors candidates and aligns internal practices to support recruitment and staff development.

Visionary Anchor 4: Developed Innovative Approaches to Support Unique Populations

Goal 4: Embrace and create 21st-century learning environments and experiences that prepare children and families to navigate the modern world.

LACOE

Project 1: Supported one delegate agency by creating smart facilities measured by at least one element in the outdoor and/or indoor environment to enhance teacher abilities for the creation of high-quality learning experiences that increase both staff and children’s access to the modern world.

LACOE identified current interactive technologies used in classrooms and is conducting further research to determine the best options for pre-K settings. Technology selection will be a collaborative effort involving the education, IT, and facilities teams. An assessment of PACE

Visionary Anchor 4: Developed Innovative Approaches to Support Unique Populations

Goal 4: Embrace and create 21st-century learning environments and experiences that prepare children and families to navigate the modern world.

centers revealed that 14 of 15 centers require new or additional Smart Boards, with a total of 23 needed. Additionally, 4 centers were identified as needing improved Wi-Fi and/or internet connectivity.

Project 2: Create a model ECE classroom in collaboration with Downey Unified School District.

LACOE created a model ECE classroom in collaboration with Downey Unified School District. The classroom was completed in early spring and toured by LACOE and Downey Administration to observe the finalized setup which was very well received.

Additional examples of activities accomplished throughout the division include:

- A targeted training on the health and nutritional needs of children with Down Syndrome strengthened staff capacity to support this unique population. Additionally, LACOE health successfully certified 41 DA staff members, including representatives from education, health, and FCE, as well as two parents, to provide training on “Changing Diapers, Pull-Ups and Soiled Clothing.” Each DA also received a Diapering Tool Kit to support these efforts.
- Fully executed contract with California State University Los Angeles—Nursing students will support DAs.

Delegate Agencies

Examples of activities accomplished by delegates to achieve this goal include:

- **BCC** staff participated in professional development to enhance technological skills, creativity, and innovation. All education staff are registered on the Workforce Registry, have participated in Creative Curriculum professional development throughout the year and are using the DRDP online platform for documentation and lesson planning.
- **MAOF** aimed to equip five preschool classrooms with electronic devices featuring multilingual educational programs in math, science, and the arts. The Associate Director engaged with Parent Square (a parent communication app) and Hatch (a technology-based learning platform), with proposals prepared for implementation in the 2025-26 program year. MAOF adjusted its objectives to first focus on building internal 21st-century infrastructure before expanding parent engagement through technology. Future plans include parent surveys developed in collaboration with Parent Square and Hatch.
- **Plaza** has implemented specialized technology in three preschool classrooms located in communities identified as digital deserts. Smart Boards were purchased and installed at these sites, and staff received introductory training via Zoom.

Visionary Anchor 5: Provided Safe, Rich, Nurturing Learning Environments
Goal 5: Redefine the educational system as a learning continuum that starts at birth and confers lifelong benefits.
LACOE
Project 1: Convened an ECE Champions Taskforce, including representatives of ECE, K-12, workforce, caregivers, parents, and unions to begin developing a roadmap to bridge disparate educational systems.
The UPK Leadership Team advanced cross-sector alignment through hosting bimonthly meetings with Executive Cabinet participation. Additionally, LACOE hosted four UPK Institutes engaging up to 450 education stakeholders from school districts, charters, and early learning providers. LACOE representatives also attended 24 legislative meetings and organized a senatorial staff site visit.
Additional examples of activities accomplished throughout the division include:
<ul style="list-style-type: none"> • Over \$20M in Targeted Funding opportunities provided to meet safe environment requirements, enhance facilities, and make corrections based on identified non-compliances.
Delegate Agencies
<p>Examples of activities accomplished by delegates to achieve this goal include:</p> <ul style="list-style-type: none"> • CII launched a Conscious Discipline (CD) parent initiative aimed at promoting the lifelong benefits of social-emotional well-being. The Family Engagement Team provided workshops titled “7 Parenting Skills of Conscious Discipline” in both English and Spanish, with parents participating in activities focused on skills such as assertiveness, empathy, and composure. • Foundation focused on building a cohort of Policy Committee (PC) parents and offered a six-week Conscious Discipline training series to support emotional intelligence and promote positive environments at home and school. Nine CD sessions were delivered, and participating families received “Feeling Buddies” as incentives, along with guidance on how to use them at home. • MAOF established an Early Childhood Education Taskforce composed of agency leaders to advocate for the importance of Dual Language Learning and STEAM in early education. Professional development trainings were provided throughout the year to build staff capacity. While parents are not yet formal members of the taskforce, relevant topics have been introduced at council meetings and during family information sessions. Benchmark assessments focused on Spanish language acquisition and arts-based concept development are currently in progress. • Plaza established a Health and Mental Health Services Advisory Committee in collaboration with neighboring Head Start agencies. However, due to staffing transitions, progress on developing a parent training system informed by data trends has been delayed.

Visionary Anchor 6: Transformed a Belief System and Structure That Embraces and Values Early Childhood Education (ECE)

Goal 6: Support the school readiness and success of young learners.

LACOE

Goal 6 was slightly revised in the latter part of the 2024-25 program year to reflect the work being done to support the school readiness of all children enrolled. Preliminary work on this goal includes establishing an Inter-Departmental Categorical Program Agreement (IDCPA) between LACOE's Well-Being and Support Services team and the Head Start and Early Learning (HSEL) division to provide services that promote attainment of HSEL teaching and learning-related division goals. Additionally, LACOE developed 6 CoP meetings to set goals, planning, and progress monitoring with DAs. Further, children's developmental progress was analyzed. Children's developmental progress is assessed using the DRDP (2015) tool, with data managed in the ChildPlus system. Results from fall and spring rating periods show that infants and toddlers in LACOE programs made developmental progress across all domains, particularly in Approaches to Learning–Self-Regulation, Cognition and Social and Emotional Development. Preschool children also demonstrated progress across all developmental domains. Most were rated "Building Earlier" in the first rating period and "Building Middle" by the spring, with Physical Development and Health reaching "Building Later." Dual language learners were assessed in the English Language Development domain, progressing from "Developing English" to "Building English" (See Appendix B for details).

Delegate Agencies

- Goal 6 is led by LACOE with participation from delegates.

Appendix B: DRDP Results: Children at Each Developmental Level

2024-25 DRDP Domain Rating Comparison Table- Infant/ Toddler (P1 & P3)

Domain	Rating Periods	# of children	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier
Approaches to Learning Self-Regulation	1st	2,347	5%	15%	41%	0%	29%	9%
	3rd	2,200	3%	8%	30%	0%	34%	21%
Social and Emotional Development	1st	2,339	5%	15%	37%	0%	33%	9%
	3rd	2,194	3%	8%	27%	0%	36%	23%
Language and Literacy Development	1st	2,370	5%	16%	28%	17%	21%	12%
	3rd	2,204	3%	8%	22%	15%	23%	24%
Cognition, Including Math and Science	1st	2,335	5%	18%	40%	0%	30%	7%
	3rd	2,167	3%	10%	29%	0%	39%	16%
Physical Development-Health	1st	2,340	4%	12%	13%	20%	37%	13%
	3rd	2,180	2%	6%	8%	16%	37%	25%

*Note: Bold indicates the median, a value separating the higher half from the lower half of a data sample, a population.
Data based on ChildPlus report #5041, 5/30/25.*

2024-25 DRDP Domain Rating Comparison Table- Preschool (P1 & P3)

Domain	Rating Period	# of children	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Early Infancy ————— Kindergarten Entry											
Approaches to Learning Self-Regulation	1st	4,365	0%	2%	11%	0%	25%	26%	27%	8%	1%
	3rd	4,248	0%	1%	4%	0%	12%	18%	30%	23%	13%
Social and Emotional Development	1st	4,377	0%	2%	7%	0%	20%	36%	25%	9%	1%
	3rd	4,253	0%	0%	2%	0%	8%	22%	28%	25%	14%
Language and Literacy Development	1st	4,372	0%	1%	7%	7%	17%	40%	21%	6%	1%
	3rd	4,240	0%	1%	2%	3%	8%	26%	27%	24%	11%
Cognition, Including Math and Science	1st	4,296	0%	1%	9%	0%	25%	35%	23%	6%	0%
	3rd	4,189	0%	1%	3%	0%	11%	23%	31%	21%	11%
Physical Development-Health	1st	4,378	0%	1%	1%	3%	12%	36%	29%	15%	3%
	3rd	4,229	0%	0%	0%	1%	4%	17%	25%	32%	20%

Note: Bold indicates the median, a value separating the higher half from the lower half of a data sample, a population.

Data based on ChildPlus report #5041, 5/30/25.

2024-25 DRDP English Language Development Domain Rating Percentages- Preschool

Domain	Rating Periods	# of children	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
English-Language Development	1st	2,786	3%	7%	24%	23%	31%	13%
	3rd	2,857	1%	4%	11%	18%	38%	28%

Note: Bold indicates the median, a value separating the higher half from the lower half of a data sample, a population.

Data based on ChildPlus report #5041, 5/30/25.

Head Start & Early Learning

Self-Assessment 2025



Los Angeles County
Office of Education







**Annual process
and essential
component of
the planning
cycle**

**Identifies key
strengths &
opportunities
for
improvement**

**Completed by
LACOE and
Delegate
Agencies**



Visionary Anchors

1

Strengthen communities through a human-centered approach with children and families at the center.

2

Attract, build and retain a highly qualified and engaged workforce.

3

Provide safe, rich, nurturing and culturally responsive learning environments.

4

Integrate operational efficiencies in systems and work processes.

5

Develop innovative approaches to support unique populations.

6

Transform a belief system and structure that embraces and values Early Childhood Education (ECE).





Connect every community with thriving partnerships that leverage resources to support families and their children to achieve success throughout school and life.

1

Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication and propels our continuous evolution as trailblazers in the field.

2

Promote Early Childhood Education as an attractive career path where staff are valued, compensated equitably and supported to achieve mastery of their profession.

3

Embrace and create 21st-century learning environments and experiences that prepare children and families to navigate the modern world.

4

Redefine the educational system as a learning continuum that starts at birth and confers lifelong benefits.

5

Support the school readiness and success of young learners.

6



- Identified priority regions through data review and analysis
- Focused on engaging DAs to assess and address community resource needs through survey feedback
- Developed a Collaborative Service Model with DAs

Goal 1



- Enhanced monitoring systems for Continuous Quality Improvement
- Developed a logic model to guide the evaluation of data systems
- Initiated a division-wide reporting system with DPS, QSLA, UPK, IEEEP, CDI

Goal 2



- Expanded Partnerships with Pacific Oaks College
- Enhanced Staff Wellness by planning toward establishing "System of Care" for LACOE and DA staff
- Strengthened Behavioral Supports through Conscious Discipline training

Goal 3



- Identified interactive tools to support Pre-K curriculum
- Enhanced classroom learning environments
- Established a model ECE classroom in Downey USD

Goal 4



- Hosted meetings and UPK Institutes for districts, charter schools and early learning providers
- Conducted legislative meetings and hosted a senatorial staff site visit

Goal 5



- Reviewed and analyzed data for planning
- Developed 6 Community of Practice (CoP) meetings to set goals, plan and monitor progress with DAs

Goal 6





- Goal 1:**
- **ABC:** Promoting literacy and community engagement
 - **Bassett:** Building community partnerships for family support
 - **CII:** Aligning services with family needs
 - **Garvey:** Expanding TK and Dual Immersion models



- Goal 2:**
- **Garvey:** Strengthening planning with data integration
 - **MAOF:** Cross-functional data review and improvement planning



- Goal 3:**
- **BCC:** Promoting staff wellness and supportive work environment
 - **CII:** Advancing workforce development and career growth
 - **Garvey:** Promoting equity through compensation adjustments
 - **Plaza:** Strengthening the ECE workforce pipeline



- Goal 4:**
- **BCC:** Enhancing staff capacity through technology and training
 - **MAOF:** Laying the foundation for tech-enhanced learning
 - **Plaza:** Bridging the digital divide in underserved communities



- Goal 5:**
- **CII:** Empowering families through Conscious Discipline
 - **Foundation:** Building parent leadership through SEL training
 - **MAOF:** Advocating for DLL and STEAM in early education
 - **Plaza:** Strengthening mental health collaboration



- Goal 6:**
- **All delegate agencies:** Committed to advancing Goal 6 by working together with LACOE to implement a shared vision that supports the success of all children

Accomplishments move us closer to the visionary anchors we aspire to achieve for a lasting impact.



Monitoring Processes

Enhance consistency with non-compliance issuance

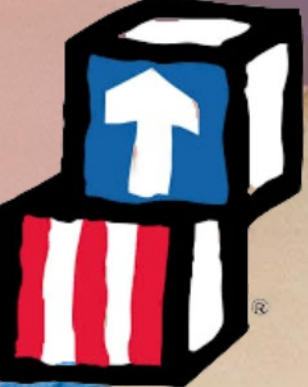
Improve alignment of monitoring support levels and technical assistance documentation



Thank you



Los Angeles County
Office of Education



Board Meeting – August 19, 2025

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – August 19, 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
August 2025 - June 30, 2026**

AUGUST 19 2025	AUGUST 19 2025
<p>3:00 Board Meeting</p> <p>Consent Rec: Adoption of Resolution No. 2 in Recognition of Attendance Awareness Month – September 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month - September 15, 2025 to October 15, 2025</p> <p>Consent Rec: Approval of Board Resolution No. 4 in Recognition of Native American Day on September 26, 2025</p> <p>Consent Rec: Approval of Board Resolution No. 5 to Recognize September 2025 as National Suicide Prevention Month</p> <p>Consent Rec: Acceptance of Gifts No. 17</p> <p>Consent Rec: Acceptance of Gifts No. 18</p> <p>Consent Rec: Acceptance of Gifts No. 19</p> <p>Consent Rec: Acceptance of Gifts No. 20</p> <p>Consent Rec: Approval of Certification of Signatures - 2025-26</p> <p>Rec: Approval of the Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report</p> <p>Closed Session: Conference with Legal Counsel – Anticipated Litigation – Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9 (one matter)</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Faora L. v. Pasadena USD (Mandarin Interpreter) 2. Christopher G. v. Los Angeles USD (Spanish Interpreter) 3. Julio L. v. Los Angeles USD (Spanish Interpreter) 4. Ariana D. v. Los Angeles USD (Spanish Interpreter) 5. Ainiri S. v. Los Angeles USD (Spanish Interpreter) 6. David A. v. Los Angeles USD (Spanish Interpreter) 7. Anderson A. O. v. Inglewood USD (Spanish Interpreter) 8. Adeline A. O. v. Inglewood USD (Spanish Interpreter) 9. Daniela E. v. Azusa USD (Spanish Interpreter) 10. Katherine G. v. Azusa USD (Spanish Interpreter) 11. Malena C. v. Azusa USD 12. Vincent T. v. Azusa USD 13. Darla C. v. Bassett USD 14. Robert T. v. Bassett USD 15. Zak B. v. Pasadena USD 16. Tyler H. v. Pasadena USD 17. Halen S. v. Pasadena USD 18. Julian S. v. West Covina USD 19. Karen D. v. Long Beach USD 20. Kai C. v. Long Beach USD 21. Kylie Y. v. San Gabriel USD 22. Mateo V. P. v. Inglewood USD 23. Brion B. v. Inglewood USD 24. Bryce S. v. Inglewood USD 25. Landon C. v. Inglewood USD 26. Sebastian V. v. Inglewood USD 27. Sophia M. v. Inglewood USD 28. Josiah W. v. Inglewood USD 29. Andrew A. v. Paramount USD 30. Liliana R. v. Covina Valley USD 31. Thomas C. v. Bonita USD 32. David L. D. v. Walnut Valley USD 33. Gianna G. v. Los Angeles USD 34. Julius M. v. Los Angeles USD 35. Pharoah J. v. Los Angeles USD 36. Melody M. v. Los Angeles USD 37. Derreon L. v. Los Angeles USD 38. Catrice B. v. Los Angeles USD 39. Aaron T. v. Los Angeles USD 40. Leonardo P. v. Los Angeles USD 41. Janeliz M. v. Los Angeles USD 42. Leonardo P. v. Los Angeles USD 43. Jahaira L. v. Los Angeles USD 44. Dulee M. v. Los Angeles USD 	<p>Interdistrict Attendance Appeal (Cont'd)</p> <ol style="list-style-type: none"> 45. Faith O. v. Los Angeles USD 46. Kensli G. v. Los Angeles USD 47. Luna D. v. Los Angeles USD 48. Maddox F. v. Los Angeles USD 49. Logan S. v. Los Angeles USD 50. Natalie C. v. Los Angeles USD 51. Isabella B. v. Los Angeles USD 52. Sergio S. v. Los Angeles USD 53. Orion R. v. Los Angeles USD 54. Madison M. R. v. Los Angeles USD 55. Antonio P. v. Los Angeles USD 56. Mii'Queen B. v. Los Angeles USD 57. Aniyah C. C. v. Los Angeles USD 58. Ja'cob W. v. Los Angeles USD 59. Iris D. v. Los Angeles USD 60. Mia D. v. Los Angeles USD 61. Josiah J. v. Los Angeles USD 62. Simone A. v. Los Angeles USD 63. Stefen S. v. Los Angeles USD 64. Cora S. v. Los Angeles USD 65. Wizdom B. v. Los Angeles USD 66. Shawn B. v. Los Angeles USD 67. Khali S. v. Los Angeles USD 68. Princecavir S. v. Los Angeles USD 69. Oliver H. v. Los Angeles USD 70. Katalina W. F. v. Los Angeles USD 71. Trinity B. v. Los Angeles USD 72. Selah V. v. Los Angeles USD 73. Ethan L. v. Los Angeles USD 74. Romi S. V. v. Los Angeles USD 75. Chase F. v. Los Angeles USD 76. Zander G. v. Los Angeles USD 77. Oliver M. L. v. Los Angeles USD 78. Elena P. v. Los Angeles USD 79. Astrid W. v. Los Angeles USD 80. Saa Z. v. Los Angeles USD 81. Zahir T. P. v. Los Angeles USD 82. Rafael P. v. Los Angeles USD 83. Jameson M. v. Los Angeles USD 84. Thomas N. v. Los Angeles USD 85. Saira I. G. v. Los Angeles USD 86. Daphne R. v. Los Angeles USD 87. Emma H. v. Los Angeles USD 88. Kyra A. v. Los Angeles USD 89. Kyle S. v. Los Angeles USD 90. Alina H. v. Los Angeles USD 91. Samantha V. v. Los Angeles USD 92. Jacob E. v. Los Angeles USD 93. Abigail E. v. Los Angeles USD 94. Heidy R. v. Los Angeles USD 95. Ximena R. v. Los Angeles USD 96. Dahlia V. v. Los Angeles USD 97. Olivia V. v. Los Angeles USD 98. Kidus W. v. Los Angeles USD 99. Nahom W. v. Los Angeles USD 100. Rufael W. v. Los Angeles USD

8/19/25

SEPTEMBER 2	2025	SEPTEMBER 2 (Cont'd)	2025
3:00 Board Meeting		Interdistrict Attendance Appeal (Cont'd)	
Interdistrict Attendance Appeal		81. Ella S. v. Redondo Beach USD	
1. Martin I. v. Los Angeles USD (Arabic Interpreter)		82. <u>Andrew A. v. Paramount USD</u>	
2. <u>Faora L. v. Pasadena USD (Mandarin Interpreter)</u>		83. <u>David L. D. v. Walnut Valley USD</u>	
3. Giselle A. v. Los Angeles USD (Spanish Interpreter)		84. Joaquin R. v. Walnut Valley USD	
4. Sarahi G. v. Los Angeles USD (Spanish Interpreter)		85. Lynn R. v. Walnut Valley USD	
5. Javier C. v. Los Angeles USD (Spanish Interpreter)		86. Keila S. L. v. San Marino USD	
6. Valentina C. v. Los Angeles USD (Spanish Interpreter)		87. Kyler M. v. San Marino USD	
7. Evelyn O. v. Los Angeles USD (Spanish Interpreter)		88. Lexon H. v. San Marino USD	
8. Isaac G. v. West Covina USD (Spanish Interpreter)		89. Aliyah L. v. San Marino USD	
9. Elizabeth G. v. Lennox SD (Spanish Interpreter)		90. Calian G. v. San Marino USD	
10. Nathan Z. v. Long Beach USD (Spanish Interpreter)		91. Kensington B. v. San Marino USD	
11. Angel Z. v. Long Beach USD (Spanish Interpreter)		92. Miles H. v. San Marino USD	
12. Gustavo B. v. Inglewood USD (Spanish Interpreter)		93. Luke R. v. San Marino USD	
13. <u>Anderson A. O. v. Inglewood USD (Spanish Interpreter)</u>		94. Mia F. v. San Marino USD	
14. <u>Adeline A. O. v. Inglewood USD (Spanish Interpreter)</u>		95. Shant M. v. San Marino USD	
15. Reyansh P. v. Glendora USD		96. Harper H. v. San Marino USD	
16. Jordyn W. v. El Monte UHSD		97. Elijah K. v. San Marino USD	
17. Sebastian D. v. Bassett USD		98. Huxley P. v. San Marino USD	
18. Sophia G. v. Bassett USD		99. Nova Z. v. San Marino USD	
19. Aliyah D. v. Bassett USD		100. Lucy H. v. San Marino USD	
20. Juventino G. v. Bassett USD		101. Owen S. v. San Marino USD	
21. Alyssa G. v. Bassett USD		102. Bryce S. v. San Marino USD	
22. Malaquias R. v. Lancaster SD		103. Rachel H. v. San Marino USD	
23. Charles R. v. Lancaster SD		104. Monica H. v. San Marino USD	
24. Jessiah H. R. v. Lancaster SD		105. Adriana E. v. San Marino USD	
25. Jayden L. v. Azusa USD		106. Bianca E. v. San Marino USD	
26. Vincent T. v. Azusa USD		107. Abigail M. v. San Marino USD	
27. Abigail C. v. Azusa USD		108. Maximilian M. v. San Marino USD	
28. Orion G. v. Azusa USD		109. Fiona W. v. San Marino USD	
29. Amelia R. v. Asuza USD		110. Juliet W. v. San Marino USD	
30. Ezra G. v. Azusa USD		111. Zaniya J. v. Los Angeles USD	
31. <u>Sebastian V. v. Inglewood USD</u>		112. Adan R. v. Los Angeles USD	
32. <u>Sophia M. v. Inglewood USD</u>		113. Brooklyn B. v. Los Angeles USD	
33. <u>Josiah W. v. Inglewood USD</u>		114. Shayan S. v. Los Angeles USD	
34. Chelsea R. v. Inglewood USD		115. Landon A. v. Los Angeles USD	
35. Musodiq A. v. Inglewood USD		116. Christen S. v. Los Angeles USD	
36. Jazheel A. M. v. Inglewood USD		117. Isaac T. v. Los Angeles USD	
37. Allison H. v. Inglewood USD		118. Quinn K. v. Los Angeles USD	
38. Kameron P. v. Inglewood USD		119. Lidan F. v. Los Angeles USD	
39. Veralicia S. v. Inglewood USD		120. Osagie U. v. Los Angeles USD	
40. Aiden T. v. Inglewood USD		121. Maya K. v. Los Angeles USD	
41. Deon W. v. Inglewood USD		122. Tyler T. v. Los Angeles USD	
42. Daryl M. v. Inglewood USD		123. Jasahn F. v. Los Angeles USD	
43. Anavi B. E. v. Inglewood USD		124. Kaeden K. v. Los Angeles USD	
44. Mackenzie L. J. v. Inglewood USD		125. Nicolas R. v. Los Angeles USD	
45. Alexander D. v. Inglewood USD		126. Keylah S. v. Los Angeles USD	
46. Ezra G. v. Inglewood USD		127. Roem B. v. Los Angeles USD	
47. Anthony M. v. Inglewood USD		128. Alina F. v. Los Angeles USD	
48. Sofia P. v. Inglewood USD		129. Jacob G. v. Los Angeles USD	
49. Virniquee H. v. Inglewood USD		130. Viron F. v. Los Angeles USD	
50. Noah G. v. Inglewood USD		131. Zoe S. v. Los Angeles USD	
51. Kaia H. v. Inglewood USD		132. Marco Z. v. Los Angeles USD	
52. Anthony H. v. Inglewood USD		133. Abigail C. v. Los Angeles USD	
53. Janae H. v. Inglewood USD		134. Devon N. A. v. Los Angeles USD	
54. Vanessa H. v. Inglewood USD		135. Kennedy T. v. Los Angeles USD	
55. Raya H. v. Inglewood USD		136. Richard R. A. v. Los Angeles USD	
56. Lavender H. v. Inglewood USD		137. Raphael R. v. Los Angeles USD	
57. <u>Liliana R. v. Covina-Valley USD</u>		138. Sophia V. v. Los Angeles USD	
58. Angel T. K. v. Covina-Valley USD		139. David C. v. Los Angeles USD	
59. Archie M. K. v. Covina-Valley USD		140. Steevany H. A. v. Los Angeles USD	
60. <u>Julian S. v. West Covina USD</u>		141. Eleanor P. v. Los Angeles USD	
61. Alec M. v. Covina-Valley USD		142. Mason R. v. Los Angeles USD	
62. Natalia R. v. El Rancho USD		143. Sophia C. v. Los Angeles USD	
63. Ariel B. B. v. Whittier UHSD		144. Dylan H. v. Los Angeles USD	
64. <u>Zak B. v. Pasadena USD</u>		145. Rogelio C. M. v. Los Angeles USD	
65. <u>Tyler H. v. Pasadena USD</u>		146. Sasha S. v. Los Angeles USD	
66. <u>Halen S. v. Pasadena USD</u>		147. Ethan K. v. Los Angeles USD	
67. Alexander B. v. Pasadena USD		148. Jack H. v. Los Angeles USD	
68. Lucine A. v. Pasadena USD		149. Tucker S. v. Los Angeles USD	
69. Holden K. E. v. Pasadena USD		150. Shayan F. S. A. v. Los Angeles USD	
70. Cameron O. v. Manhattan Beach USD		151. Logan H. v. Los Angeles USD	
71. Nicholas M. v. Manhattan Beach USD		152. Allison V. v. Los Angeles USD	
72. Mya B. v. Montebello USD		153. Paul M. v. Los Angeles USD	
73. Jonathan B. v. Montebello USD		154. River C. v. Los Angeles USD	
74. Ariel B. v. Montebello USD		155. Marcos J. v. Los Angeles USD	
75. Jayden M. v. Montebello USD		156. Lochlan F. v. Los Angeles USD	
76. Victoria M. v. Montebello USD		157. Jashaya B. v. Los Angeles USD	
77. Nathan C. v. Alhambra USD			
78. Jacob J. M. v. Long Beach USD			
79. Kason L. v. Long Beach USD			
80. Zane B. v. Lawndale ESD			
September 1, 2025: Labor Day			
8/19/25			

SEPTEMBER 2 (Cont'd)	2025	SEPTEMBER 9	2025
Interdistrict Attendance Appeal (Cont'd)		3:00 Board Meeting	
158. Rafael G. v. Los Angeles USD		Public Hearing (Time Certain 4 p.m.): On 2025-26 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools)	
159. Charles M. v. Los Angeles USD		Presentation: Learn and Earn Mentor Program Recognition	
160. Charles M. v. Los Angeles USD		Consent Rec: Adoption of Board Resolution No. 5 to Recognize Sunday, Sept 15, 2025 to Saturday, Sept 21, 2025 as National Community Schools Coordinators Appreciate Week (CAW) – CSI	
161. Shayan H. v. Los Angeles USD		Consent Rec: Adoption of Board Resolution No. 6: Clean Air Day	
162. Elijah O. v. Los Angeles USD		Rec: Recommendation for Adoption of Resolution No. 7 for 2025-26 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) with Attached Staff Report	
163. Matteo G. v. Los Angeles USD		<u>Closed Session: Student Record 1</u>	
164. Eliah M. v. Los Angeles USD		<u>Closed Session: Student Record 2</u>	
165. Lianne I. v. Los Angeles USD		Interdistrict Attendance Appeal	
166. Elena A. S. v. Los Angeles USD		1. Alexis P. v. Compton UD (Spanish Interpreter)	
167. Chloe B. v. Los Angeles USD		2. Daily P. Compton UD (Spanish Interpreter)	
168. Zyion B. v. Los Angeles USD		3. Angel N. R. Inglewood USD (Spanish Interpreter)	
169. Jaida H. v. Los Angeles USD		4. Ruby T. Compton USD (Spanish Interpreter)	
170. Josefina O. v. Los Angeles USD		5. Diego O. v. Los Angeles USD (Spanish Interpreter)	
171. Emilia C. v. Los Angeles USD		6. Mateo O. v. Los Angeles USD (Spanish Interpreter)	
172. Everett C. v. Los Angeles USD		7. Camila J. v. Whittier City SD	
173. Ry'Leigh G. v. Los Angeles USD		8. Elias L. v. Montebello USD	
174. Efrain P. v. Los Angeles USD		9. Camila M. v. Montebello USD	
175. Luna G. R. v. Los Angeles USD		10. Dusty H. v. Long Beach USD	
176. Alina N. v. Los Angeles USD		11. Catalina A. v. Azusa USD	
177. Madison T. v. Los Angeles USD		12. Andres R. v. Bassett USD	
178. Avah T. v. Los Angeles USD		13. Cecilia J. v. Bassett USD	
179. Aryana G. v. Los Angeles USD		14. Olivia G. v. Bassett USD	
180. Maite G. v. Los Angeles USD		15. Elizabeth C. v. Burbank UD	
181. Elijah B. v. Los Angeles USD		16. Lindsey C. v. Burbank USD	
182. Tysine B. v. Los Angeles USD		17. Raegan Y. W. v. San Marino USD	
183. Naday P. v. Los Angeles USD		18. Noor A. v. San Marino USD	
184. Guy P. v. Los Angeles USD		19. Shay D. R. v. San Marino USD	
185. Melanie L. v. Los Angeles USD		20. Mia R. v. San Marino USD	
186. Emily L. v. Los Angeles USD		21. Eli C. v. San Marino USD	
187. Olivia A. v. Los Angeles USD		22. Catherine D. v. San Marino USD	
188. David A. v. Los Angeles USD		23. Zane B. v. San Marino USD	
189. Brielle G. v. Los Angeles USD		24. Caelan C. v. San Marino USD	
190. Briana G. v. Los Angeles USD		25. Atlas C. v. San Marino USD	
191. Tatiana M. v. Los Angeles USD		26. Abraham A. v. Inglewood USD	
192. Angel M. v. Los Angeles USD		27. Brian G. v. Inglewood USD	
193. Exequiel M. v. Los Angeles USD		28. Isaak S. v. Inglewood USD	
194. Xavier T. v. Los Angeles USD		29. Eric H. v. Inglewood USD	
195. Angel T. v. Los Angeles USD		30. Jennifer H. v. Inglewood USD	
196. Noa S. v. Los Angeles USD		31. Alaia U. v. Inglewood USD	
197. Neev S. v. Los Angeles USD		32. Zoey C. v. Inglewood USD	
198. Michael M. v. Los Angeles USD		33. Leah V. v. Inglewood USD	
199. Benjamin M. v. Los Angeles USD		34. Jayden R. v. Inglewood USD	
200. Adam M. v. Los Angeles USD		35. Karley S. v. Inglewood USD	
201. Danny R. v. Los Angeles USD		36. Rowan P. v. Inglewood USD	
202. Melody R. v. Los Angeles USD		37. Kassen J. v. Inglewood USD	
203. Angel B. v. Los Angeles USD		38. Elias R. v. Inglewood USD	
204. Grace A. v. Los Angeles USD		39. Iris R. v. Inglewood USD	
205. Cainan A. v. Los Angeles USD		40. Nazir N. v. Los Angeles USD	
206. Leo Z. v. Los Angeles USD		41. Sissy B. G. v. Los Angeles USD	
207. Gael Z. v. Los Angeles USD		42. Priscilla G. v. Los Angeles USD	
208. Krisztian S. v. Los Angeles USD		43. Mia B. v. Los Angeles USD	
209. Nikolett S. v. Los Angeles USD		44. Eric N. v. Los Angeles USD	
		45. Devin J. B. v. Los Angeles USD	
		46. Ahton B. v. Los Angeles USD	
		47. Daniel N. A. v. Los Angeles USD	
		48. Nrauden A. v. Los Angeles USD	
		49. Yahell G. v. Los Angeles USD	
		50. Nathaniel O. v. Los Angeles USD	
		51. Anakin W. v. Los Angeles USD	
		52. Everett N. v. Los Angeles USD	
		53. Isreal M. v. Los Angeles USD	
		54. Cashmere S. v. Los Angeles USD	
		55. Yvonne R. M. v. Los Angeles USD	
		56. Aida R. v. Los Angeles USD	
		57. Ayaan G. B. v. Los Angeles USD	
		58. Noah S. v. Los Angeles USD	
		59. Vanessa V. v. Los Angeles USD	
		60. Abraham V. v. Los Angeles USD	
		61. Yadira E. T. v. Los Angeles USD	
		62. Melani E. v. Los Angeles USD	
		63. Jay'Cob N. v. Los Angeles USD	
		64. Jay'Son N. v. Los Angeles USD	
		65. Nico C. v. Los Angeles USD	
		66. Shylo C. v. Los Angeles USD	

SEPTEMBER 16 3:00 Board Meeting	2025	SEPTEMBER 16 (Cont'd) Interdistrict Appeals (Cont'd)	2025
Presentation: Learn and Earn Mentor Program Recognition		64. Jayceon B. v. Inglewood USD	
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: 2025-26, to Recognize October __, 2025, as Week of the School Administrator in Los Angeles County		65. Royal M. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2025 as Filipino American History Month		66. Eamon G. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __ to Recognize October __, 2025, as Larry Itliong Day		67. Dezaray M. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2025 as National Bullying Prevention Month		68. Sofia C. M. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __: Digital Citizenship Week, October 20-24, 2025		69. Roselyn G. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __: National Disability Employment Awareness Month, October 2025		70. Byron C. R. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __: National Dropout Prevention Month, October 2025		71. Nicolas C. R. v. Inglewood USD	
Consent Calendar: Approval of Board Resolution No. __: Cybersecurity Month, October 2025		72. Jacob F. v. Inglewood USD	
Consent Rec: Approval of Board Resolution No. __ in Recognition of National Child Health Day on October 7, 2025		73. Chaez F. v. Inglewood USD	
Consent Rec: Adoption of Board Resolution No. __: United Against Hate Week		74. Melanie M. v. ABCUD	
Consent Rec: Adoption of Board Resolution No. __ in Recognition of Head Start Awareness Month, October 2025		75. Kevin G. v. Downey USD	
Interdistrict Attendance Appeal		76. Aiden R. v. Montebello USD	
1. Zeno P. v. Los Angeles USD (Korean Interpreter)		77. Tatiana T. v. Centinela Valley UHSD	
2. Seorin K. v. Pasadena USD (Korean Interpreter)		78. Iva N. W. v. Little Lake City SD	
3. Siwon K. v. Pasadena USD (Korean Interpreter)		79. Summer N. W. v. Little Lake City SD	
4. Luke K. v. Pasadena USD (Korean Interpreter)		80. Seth N. W. v. Little Lake City SD	
5. Iris G. v. Lennox SD (Spanish Interpreter)		81. Amberlyn N. W. v. Little Lake City SD	
6. Gregory C. v. Lenox SD (Spanish Interpreter)		82. Parker N. V. v. Los Angeles USD	
7. Jayden D. v. El Monte UHSD (Spanish Interpreter)		83. Brooklyn C. v. Los Angeles USD	
8. Ambar A. C. v. Downey USD (Spanish Interpreter)		84. Kemel T. v. Los Angeles USD	
9. Leonardo J. v. Mountain View SD (Spanish Interpreter)		85. Lois K. v. Los Angeles USD	
10. Melanie O. v. Inglewood USD (Spanish Interpreter)		86. Bridget B. v. Los Angeles USD	
11. Mateo S. v. Inglewood USD (Spanish Interpreter)		87. Yassin H. v. Los Angeles USD	
12. Sophia G. v. Inglewood USD (Spanish Interpreter)		88. Whitley C. v. Los Angeles USD	
13. Daiana D. J. M. B. v. Inglewood USD (Spanish Interpreter)		89. Mariam A. v. Los Angeles USD	
14. Sebastian R. v. Los Angeles USD (Spanish Interpreter)		90. Angelo B. v. Los Angeles USD	
15. Antony M. v. Los Angeles USD (Spanish Interpreter)		91. Ella O. v. Los Angeles USD	
16. Aiden N. C. v. Los Angeles USD (Spanish Interpreter)		92. Patrick Z. v. Los Angeles USD	
17. Jazmin I. v. Los Angeles USSD (Spanish Interpreter)		93. Scarlett M. R. v. Los Angeles USD	
18. Elijah G. v. Mountain View SD		94. Kyle F. v. Los Angeles USD	
19. Jacob G. v. Mountain View SD		95. Tiziano Z. v. Los Angeles USD	
20. Isaiah L. v. El Monte UHSD		96. Silas T. v. Los Angeles USD	
21. Eliaana Z. v. Pasadena USD		97. Jordynn D. v. Los Angeles USD	
22. Dylan O. v. Pasadena USD		98. Mila D. A. v. Los Angeles USD	
23. Nova S. v. Pasadena USD		99. Dominic S. v. Los Angeles USD	
24. Zane H. v. Pasadena USD		100. Anthony E. v. Los Angeles USD	
25. Julian T. v. Long Beach USD		101. Nathan K. v. Los Angeles USD	
26. Jayden W. v. Long Beach USD		102. Alejandro B. v. Los Angeles USD	
27. Jacob A. v. Long Beach USD		103. Aiden F. v. Los Angeles USD	
28. Anthony J. v. Long Beach USD		104. Arianna S. v. Los Angeles USD	
29. Luka L. v. San Marino USD		105. Hudson C. v. Los Angeles USD	
30. Bella B. v. San Marino USD		106. Legacy El E. v. Los Angeles USD	
31. Luca D. v. San Marino USD		107. Brett H. v. Los Angeles USD	
32. Lavender W. v. San Marino USD		108. Erik G. v. Los Angeles USD	
33. Cora M. v. San Marino USD		109. Olivia C. v. Los Angeles USD	
34. John C. v. Bassett USD		110. Milan J. v. Los Angeles USD	
35. Marcos C. J. v. Bassett USD		111. Robyn M. v. Los Angeles USD	
36. Carlos M. v. Bassett USD		112. Gisselle B. v. Los Angeles USD	
37. Tylynn H. v. Hawthorne SD		113. Joseph S. v. Los Angeles USD	
38. Christyl H. v. Hawthorne SD		114. Kamila O. v. Los Angeles USD	
39. Jacob A. v. Montebello USD		115. Adan B. v. Los Angeles USD	
40. Avianna P. v. Montebello USD		116. Nema M. v. Los Angeles USD	
41. Sloane B. v. El Segundo USD		117. Mia C. v. Los Angeles USD	
42. Alessio R. v. Las Virgenes USD		118. Benjamin A. v. Los Angeles USD	
43. Milagros G. v. Charter Oak USD		119. Samantha P. v. Los Angeles USD	
44. Beier H. v. Azusa USD		120. Ace A. C. v. Los Angeles USD	
45. Cassandra G. v. Azusa USD		121. Emarie R. v. Los Angeles USD	
46. Joleigh R. F. v. Azusa USD		122. Giselle D. C. v. Los Angeles USD	
47. Arianna J. v. Walnut Valley USD		123. Elliana S. B. v. Los Angeles USD	
48. Alison M. v. Whittier UHSD		124. Leah J. v. Los Angeles USD	
49. Damian M. v. Compton USD		125. Aram S. v. Los Angeles USD	
50. Blain W. v. Torrance USD		126. Salvador G. v. Los Angeles USD	
51. Blas W. v. Torrance USD		127. Ny'Aire H. v. Los Angeles USD	
52. Nathan A. v. Inglewood USD		128. Adrian M. J. v. Los Angeles USD	
53. June P. v. Inglewood USD		129. Adalyn B. v. Los Angeles USD	
54. Josue A. v. Inglewood USD		130. David G. v. Los Angeles USD	
55. Aija W. v. Inglewood USD		131. Crtis C. v. Los Angeles USD	
56. Lyric P. v. Inglewood USD		132. Sofia A. v. Los Angeles USD	
57. Nairobi F. v. Inglewood USD		133. Ariel A. v. Los Angeles USD	
58. Andrew R. v. Inglewood USD		134. Sansa C. v. Los Angeles USD	
59. Alan M. v. Inglewood USD		135. Maverick J. v. Los Angeles USD	
60. Nicholas G. v. Inglewood USD		136. Aiden A. v. Los Angeles USD	
61. Rohar F. v. Inglewood USD		137. Ayden T. v. Los Angeles USD	
62. Dwayne B. v. Inglewood USD		138. Rupsana C. v. Los Angeles USD	
63. Leilani G. v. Inglewood USD		139. Enzo G. v. Los Angeles USD	
		140. Erie H. v. Los Angeles USD	
		141. Leeai R. v. Los Angeles USD	
		142. Annaliese R. v. Los Angeles USD	
		143. Setrag B. v. Los Angeles USD	
		144. Ayden P. v. Los Angeles USD	
		145. Presley R. v. Los Angeles USD	
		146. Mario B. v. Los Angeles USD	
		147. Johnanthony M. v. Los Angeles USD	
		148. Audrey M. v. Los Angeles USD	
		149. Lavi C. v. Los Angeles USD	

SEPTEMBER 16 (Cont'd) Interdistrict Appeals (Cont'd) 150. <u>Orel A. C. v. Los Angeles USD</u> 151. <u>Abigail S. v. Los Angeles USD</u> 152. <u>Michael S. v. Los Angeles USD</u> 153. <u>Wednesday A. v. Los Angeles USD</u> 154. <u>Charles A. v. Los Angeles USD</u> 155. <u>Brandon S. v. Los Angeles USD</u> 156. <u>David S. v. Los Angeles USD</u> 157. <u>Kyle C. v. Los Angeles USD</u> 158. <u>Katelyn C. v. Los Angeles USD</u> 159. <u>Stehanie G. v. Los Angeles USD</u> 160. <u>Sophia G. v. Los Angeles USD</u> 161. <u>Kasey B. v. Los Angeles USD</u> 162. <u>Donna P. v. Los Angeles USD</u> 163. <u>Kenneth U. v. Los Angeles USD</u> 164. <u>Emily U. v. Los Angeles USD</u> 165. <u>William W. v. Los Angeles USD</u> 166. <u>Wesley W. v. Los Angeles USD</u> 167. <u>Eve L. v. Los Angeles USD</u> 168. <u>Evan L. v. Los Angeles USD</u> 169. <u>James T. v. Los Angeles USD</u> 170. <u>Vaughn T. v. Los Angeles USD</u> 171. <u>Haelen K. v. Los Angeles USD</u> 172. <u>Aria A. K. v. Los Angeles USD</u> 173. <u>Leonidas K. v. Los Angeles USD</u> 174. <u>Jasen H. v. Los Angeles USD</u> 175. <u>Jaylene H. v. Los Angeles USD</u> 176. <u>Richard C. v. Los Angeles USD</u> 177. <u>Steven C. v. Los Angeles USD</u> 178. <u>Francisco R. v. Los Angeles USD</u> 179. <u>Sophia R. v. Los Angeles USD</u>	2025	
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OCTOBER 7 3:00 Board Meeting Rpt: Report on Policies Expulsion Appeal 1. Case No. 2425-0006 v. Norwalk-La Mirada USD OCTOBER 14 3:00 Board Meeting Presentation: Week of the School Administrator in Los Angeles County Consent Rec: Adoption of Board Resolution No. __: 2025-26 GANN Limit – BS Rec: Approval of First Reading of Policies Rec: Approval of LACOE FY 2025-26 Unaudited Actuals Financial Reports Rec: Approval of HSELDP Policy Council Bylaws with Attached Staff Report	2025	OCTOBER 21 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, July 1 to September 30, 2025 Consent Rec: Adoption of Board Resolution No. __: National Homeless Youth Awareness Month, November 2025 Consent Rec: Adoption of Board Resolution No. __: California Sikh American Awareness and Appreciation Month, November 2025 Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Heritage Month, November 2025 Consent Rec: Approval of Board Resolution No. __ in Recognition of the 50 th Anniversary of The Individuals with Disabilities Education Act (IDEA) , November 29, 2025 Rec: Approval of Second Reading and Adoption of Policies
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NOVEMBER 4 3:00 Board Meeting <i>November 11, 2025: Veteran's Day</i> <i>November 26, 2025: In Lieu of Admission Day</i> <i>November 27, 2025: Thanksgiving Day</i> November 28, 2025: The day after Thanksgiving Day	2025	NOVEMBER 11 (Holiday) NOVEMBER 18 3:00 Board Meeting Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Williams Legislation 2025 Annual Report of Findings for the 2025-26 School Visits and Monitoring Consent Rec: Adoption of Board Resolution No. __: National Special Education Day, December 2, 2025 Consent Rec: Adoption of Board Resolution No. __: International Migrants Day, December __, 2025 Consent Rec: Adoption of Board Resolution No. __: Computer Science Week: December 8-14, 2025 Rec: Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report Rec: LACOE 2025-26 State Legislative Agenda
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<p>DECEMBER 2 2025 3:00 Board Meeting Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2025-26 with Attached Staff Report</p> <p><i>December 24, 2025: Christmas Eve</i> <i>December 25, 2025: Christmas Day</i> <i>December 31, 2025: New Year's Eve</i></p>	<p>DECEMBER 9 2025 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2025 (Enclosure) Rec: Approval of First Interim Report 2025-26 With Attached Staff Report (Enclosure)</p> <p>DECEMBER 16 3:00 Board Meeting Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2026 Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2026 Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2026 Consent Rec: Adoption of Board Resolution No. __: International Holocaust Remembrance Day Rec: Approval of Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application with Attached Staff Report</p>
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<p>JANUARY 6 2026 3:00 Board Meeting Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2026</p> <p><i>January 1, 2026: New Year's Day</i> <i>January 19, 2026: Martin Luther King, Jr. Day</i></p>	<p>JANUARY 13 2026 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December __, 2026 Rpt: Local Control and Accountability Plan Parent Engagement Update Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>JANUARY 20 3:00 Board Meeting Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February __, 2026 Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2026 Consent Rec: Adoption of Board Resolution No. 29 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions</p>
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<p>FEBRUARY 3 3:00 Board Meeting</p> <p>FEBRUARY 10 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education Presentation: Recognition of National School Counselors in Los Angeles County Rpt: Mid-Year Update for LCAP to the School Year 2025-26</p> <p><i>February 16, 2026: President's Day</i></p>	<p>FEBRUARY 17 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Preview of 2025-26 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: World Disability Day, March 15, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: World Down Syndrome Day, March 21, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women's History Month, March 2026 Rec: Approval of Educational Programs 2025-26 Textbooks and Instructional Materials Disposal List</p>
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<p>MARCH 3 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2026 as Public Schools Month Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Autism Awareness Day, April 2, 2026</p> <p>MARCH 10 3:00 Board Meeting Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Report 2025-26 With Attached Staff Report (Enclosure)</p> <p><i>March 30, 2026: Cesar Chavez Day</i></p>	<p>MARCH 17 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as "Sexual Assault Awareness Month" and April __, 2026 as "Denim Day" at the Los Angeles County Office of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2026 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2026 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2026 Rec: Approval of Second Reading and Adoption of Policies Rec: 2025-26 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report Rec: Approval of Head Start/Early Head Start 2026-27 Consolidated Funding Application with Attached Staff Report</p>
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<p>APRIL 7 3:00 Board Meeting</p> <p>APRIL 14 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2026</p>	<p>2026</p> <p>APRIL 21 3:00 Board Meeting Presentation: 2025-26 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____ to recognize May __, 2026, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____ to recognize May ____, 2026 as Classified School Employees Week in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____: May Day, May __, 2026 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2026, as National School Nurse Day Consent Rec: Adoption of Board Resolution No. ____: to recognize May 1, 2026, as Inclusive Post Secondary Education Day Consent Rec: Adoption of Board Resolution No. ____: to recognize May 2026, as National Foster Care Month Consent Rec: Adoption of Board Resolution No. ____: Asian American and Pacific Islander Heritage Month, May 2026 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2026 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. ____: National Mental Health Month, May 2026 Consent Rec: Resolution No. __ to Recognize May 2026 as Jewish American Heritage Month Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p>
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<p>MAY 5 3:00 Board Meeting Presentation: Day of the Teacher 2026 Presentation: History Day Awards 2026</p> <p><i>May 25, 2026: Memorial Day</i></p>	<p>2026</p> <p>MAY 12 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2026 Los Angeles County Regional Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2026-27 Fiscal Year</p> <p>MAY 19 3:00 Board Meeting Presentation: Recognition of 2025-26 Science and Math Competition and Other Events Consent Rec: Adoption of Board Resolution No. ____: LGBTQ Pride Month, June 2026 Consent Rec: Adoption of Board Resolution No. ____: Immigrant Heritage Month, June 2026</p>
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8/19/25

<p>JUNE 2 2026 3:00 Board Meeting 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, 2026 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, 2026-2027, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 9 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: 2026-27 Proposed Budget Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Rpt: Los Angeles County Office of Education’s Proposed Budget 2026-27 (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)</p> <p><i>June 19, 2026: Juneteenth Day</i></p>	<p>JUNE 16 2026 3:00 Board Meeting Presentation: Academic Bowl 2026 Rpt: Local Control Funding Formula (LCFF) Local Indicators Report Consent Rec: Adoption of Board Resolution No. __: 2026-27 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 2026-27 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>
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8/19/25

Board Meeting – August 19, 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 July 23, 24, and 29, 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. Daniela E. ^	Mr. Tom Steele	10	Mrs. Alejandra Escobar and Mr. Axel Escobar, parents	<u>Azusa USD</u>	Ms. Erin Kremer, Administrator of Student Support Services and Special Education	Bonita USD
2. Katherine G. ^	Mr. Tom Steele	12	Ms. Petronila Gomez, mother	<u>Azusa USD</u>	Ms. Erin Kremer, Administrator of Student Support Services and Special Education	Covina-Valley USD
3. Malena C.	Mr. Steve Tabor	K	Ms. Melissa Nevarez and Mr. Victor Corrales, parents	<u>Azusa USD</u>	Ms. Erin Kremer, Administrator of Student Support Services and Special Education	Glendora USD
4. Vincent T.	Mr. Tom Steele	K	Ms. Julie Garcia and Mr. Eduardo Tinoco, parents	<u>Azusa USD</u>	Ms. Erin Kremer, Administrator of Student Support Services and Special Education	Bonita USD
5. Darla C.	Mr. Steve Tabor	11	Mrs. Stephanie Torres and Mr. Robert Torres, parents	<u>Bassett USD</u>	Mr. Gamal Salama, Director of Student Services	Rowland USD
6. Robert T.	Mr. Steve Tabor	9	Mrs. Stephanie Torres and Mr. Robert Torres, parents	<u>Bassett USD</u>	Mr. Gamal Salama, Director of Student Services	Rowland USD

^Interpreter Requested