

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

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No. 5: 2024-2025

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Board Meeting

August 20, 2024

3:00 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Johnson
Dr. Perez
Dr. Duardo
Dr. Johnson

- A. Call to Order
- B. Pledge of Allegiance
- C. Ordering of the Agenda
- D. Approval of the Minutes
 - 1. August 13, 2024
 - 2. August 10, 2024 Minutes (Board Retreat)

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 Board Resolution No. 2 in Recognition of Attendance Awareness Month, September 2024
- B. Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month
- C. Adoption of Board Resolution No. 4 in Recognition of Native American Day on September 27, 2024
- D. Adoption of Board Resolution No. 5 to Recognize September 21-27, 2024, as United Against Hate Week
- E. Adoption of Board Resolution No. 6 to Recognize September 2024 as National Suicide Prevention Month

VII. RECOMMENDATIONS

Dr. Ramirez
Dr. Duardo

- A. Approval of Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report
- B. Approval of Position Recommendation Report PRR 1.0 – August 2024

VIII. INFORMATIONAL ITEMS

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

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Johnson
- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Anamta M. v. ABCUSD
 - 2. Genesis V. v. Azusa USD
 - 3. Sergio J. v. Azusa USD
 - 4. Makayla B. v. Bonita USD
 - 5. Carlos R. v. Redondo Beach USD
 - 6. Karleo E. v. Hacienda La Puente USD
 - 7. Kayleen E. v. Hacienda La Puente USD

Dr. Johnson

X. ADJOURNMENT

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

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

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

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

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:02 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mrs. Foggy-Paxton led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that Appeals Nos. 1-4 had been released by the district and that appeal No 14 had been withdrawn by the parent.

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

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

APPROVAL OF THE MINUTES -

- July 16, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to approve the July 16, 2024 minutes as presented.

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

***Abstained:** Dr. Johnson.*

Mr. Peter joined Board meeting at 3:19 p.m.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena said she today was the first day at LACHSA. She was happy to see some of the Executive Cabinet members there on the first day of school and to start the year strong.

Ms. Jimena said that last week, she along with Board Members and Executive Cabinet, attended the Legislative visits in Sacramento. She said she was able to advocate for AB 2181, which provides an option for Juvenile Court School students and educational options. She said it was a great experience and was glad to meet some of the legislators.

Dr. Chan said she too attended the legislative visits last week and meet personally with legislators. She said that LACOE is visible and thanked Dr. Duardo and the legislative team for doing a great job in putting together this advocacy day.

Mr. Cross mentioned the Board Retreat last week and said it was exceptional. He said that it has been a pleasure to serve on the current LACOE Board; one of the finest boards he has served. He especially wanted to thank the Executive Cabinet for their participation.

Mrs. Foggy-Paxton thanked staff for a productive retreat and for the exciting work that is happening in the Juvenile Court Schools and programs. She looks forward to visiting schools soon.

Mrs. Foggy-Paxton said that she had an opportunity yesterday to participate in a focus group for the Greater Los Angeles Education Foundation for the Inglewood Funds. She said that there were representatives from across the community that serve in after school programs, STEM Camps, and had the CEO of the Greater LA Daughter Foundation, who is also a parent and resident of Inglewood attend. She said she was excited to hear and have conversations about how we can do better to keep our students in Inglewood in school, keeping them engaged and preparing them to go off to college.

Ms. Forrester said that their legislative visit last week included visiting eight members of the legislature. She said that LACOE representatives were tough and that Ms. Jimena is a strong voice and advocate for LACOE. She said that every legislator mentioned that Ms. Jimena not only spoke to the legislation LACOE is supporting, but she was a strong advocate with a strong voice, experienced, and asked good questions. She said Ms. Jimena was a great role model for advocating on behalf of LACOE and Ms. Forrester said she was very proud to be on the delegation.

Ms. Forrester said she saw signs that came from the California Federation of Teachers and were on some legislators doors. She brought one back for any board member that wants one.

Ms. Forrester said she appreciated the discussions that happened during the Board retreat. She said that it is sometimes a difficult job with issues that arise, but it is great to see how staff is working through issues.

Dr. Montano said that she attended the California Latino School Boards Association in Monterey. She congratulated CLSBA for putting together a great conference in a beautiful location. She said that they had some great workshops. She said she was part of a

workshop presentation with Dr. Tracy Noriego, Equity and Diversity Chair for ACSA. She said was able to co-present and co-develop a workshop, entitled, Three Paths of Ethnic Studies. She said she enjoyed the conference and was glad to attend with other educators that are concerned with issues related to student success for our largest student demographics.

Dr. Johnson thanked Dr. Monte Perez for leading board meeting last month as he attended the California Association of Black School Educators in Napa. He said that Dr. Kanika White and Pam Gibbs also attended and presented and shared some of the ideas and priorities that we have prioritized at LACOE, under the leadership of Dr. Duardo with respect to LACOE's Strategic Plan.

Dr. Johnson said another item he wanted to speak about specifically is in being consistent with two of our Board Members who have expressed concern with respect to the situations that is happening in the Middle East. He said he created a statement he thinks could be somewhat a suggested resolution in the future, which will be inclusive for all children. Dr. Johnson read the following statement:

"I wanted to address the concerns you raised regarding the situation in the Middle East and the impact on children experiencing atrocities in that region.

While we share a deep concern for the welfare of all children, it is important to note that taking a perceived formal position on geopolitical issues falls outside the purview of the Los Angeles County Office of Education Board of Education.

However, recognizing the universal concern for the safety, wellness, and well-being of children, I propose an alternative approach. We can draft a Board resolution in October (which is around the corner), coinciding with Child Health Day as recognized in the United States. This resolution can inclusively express our support for the health and safety of children worldwide, drawing attention to the plight of children affected by war and other crises without making political references.

This approach allows us to affirm our commitment to the well-being of all children and acknowledge their suffering, while remaining within the scope of our educational mission. By doing so, we can highlight our collective support for the global community and emphasize the importance of protecting and nurturing children everywhere.

I look forward to discussing this further and collaborating on drafting a resolution that reflects our shared values and commitment."

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

Dr. Duardo thanked the County Board for being so proactive (attending conferences, participating in Board Retreat, going on legislative visits), and for their work in advocating for students. Dr. Duardo said that Ms. Jimena was a rock star in Sacramento and it was evident as many expressed it.

First Day of School – 2024-25

- Yesterday was the first day of school for IPoly.
- Today was the first day of school for LACHSA. It was great to see Jimena and her sister who is a 9th grader.
- I love seeing everyone's first day of school pictures!

Philanthropic Support

- On Friday, I received news that we secured funding from the FEDCO Board of Directors for two proposals we submitted.
- We received awards of:
 - \$150,000 for our Student Empowerment Initiative that includes hosting LACOE's first-ever Student Empowerment Summit for all L.A. County secondary school students and a Know Your Rights Campaign.
 - \$350,000 for our Los Padrinos Future Forward Initiative that focuses on strengthening partnerships with school districts and community partners as our students transition out of juvenile court schools.
- Thank you to CCF and FEDCO.

Golden State Pathways Program

- The LACOE Career Technical Education unit recently hosted an introductory meeting for potential Golden State Pathways Program (GSPP) Grantees on July 24, 2024, which garnered a strong turnout with over 100 registrants from 23 districts, 10 charter schools, three community colleges, and other educational agencies.
- The meeting focused on crucial topics such as student career and college readiness, the GSPP, dual enrollment, and apprenticeships. Anticipation is being built for the upcoming 2024-25 CTE Launch on August 21st, which promises to be a great event.

Migrant Education Residential Summer Programs

- Over the past two weeks, our Migrant Education Program offered 40 high school students the amazing opportunity to participate in a 5-day Third Space Youth Institute residential program at USC. Our staff was able to take 32 parents to the closing ceremony to celebrate their children's achievements.
- In addition, 60 Migrant Education students in grades 4-6 also enjoyed an enriching outdoor education camp in Julian.

Charter School

- Indra Ciccarelli, Director of LACOE's Charter Schools Office received the inaugural
- Authorizer Exemplar Award from the California Charter School Authorizers at their 2024 conference for his outstanding contributions to authorizing.

- The CCAP's 2024 conference was held in June in Irvine, California.
- Dr. Yvonne Chan as well as other LACOE Charter Schools Office colleagues attended this event.
- Mr. Ciccarelli's colleagues praised his passion for ensuring that charter schools provide all students with access to excellent and equal educational opportunities through strong, fair, and transparent oversight.

COMMUNICATIONS: ASSOCIATIONS

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

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Morgan Cardenas represented the Head Start Policy Council and provided a report the County Board on the business of the Head Start Policy Council.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Ms. Florence Avognon; Ms. Tina Sanipe; and Mr. Fernando Islas (parent of student who attends El Rancho USD); and Ms. Martina Rodriguez.

PRESENTATIONS (None)

HEARINGS (None)

REPORTS / STUDY TOPICS

REPORT ON THE DA VINCI RISE HIGH SCHOOL, GRADES 9-12

Ms. Vibiana Andrade, General Counsel and Charter School Staff provided the report to the County Board.

Mr. Erin Whalen, Assistant Superintendent of Student Services and Co-Founder of Da Vinci RISE High School, Grades 9-12, provided a report to the County Board.

Ms. Naomi Lara, Principal of Da Vinci RISE High School, Grades 9-12 also addressed the County Board.

There was discussion by the County Board regarding this item.

UPDATE ON THE BUSINESS ENHANCEMENT SYSTEM TRANSFORMATION (BEST) PROJECT

Mr. Jose R. Gonzalez, Chief Technology Officer and Ms. Yumeka Seabrooks, Enterprise Business System Project Director, BEST provided an update to the County Board related to the BEST Project.

The County Board had questions related to this item.

The County Board asked why LACOE is not asking charter schools to be a part of the BEST project. Ms. Seabrooks indicated that she would provide a response to the County Board at a future date.

There were no public speakers for this item.

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL OF CERTIFICATION OF SIGNATURES - 2024-25

The Superintendent recommended that the County Board approve the Certification of Signatures for 2024-25.

ADOPTION OF BOARD RESOLUTION NO. 1: 2024-25, APPROVAL FOR TRANSFER OF OWNERSHIP OF A MODULAR BUILDING

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

ACCEPTANCE OF PROJECT FUNDS NO. 6

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 6.

ACCEPTANCE OF PROJECT FUNDS NO. 7

The Superintendent recommended that the County Board approve the Acceptance of Project Funds No. 7.

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

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

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

Mr. Peter left Board meeting at 5:46 p.m.

RECOMMENDATIONS

ADOPT THE SUPERINTENDENT'S RECOMMENDATION TO APPROVE THE MATERIAL REVISION TO THE CHARTER OF LASHON ACADEMY, GRADES TK-8, WITH ATTACHED STAFF REPORT

The Superintendent recommended that the County Board Approve the Recommendation to Approve the Material Revision to the Charter of Lashon Academy, Grades TK-8.

Ms. Vibiana Andrade, Office of General Counsel, provided the report to the County Board. Per AB 1505, equal amount of time was provided to Mr. Josh Stock to address the County Board.

The following individuals address the County Board in opposition to this item: Ms. Mimi Hess; Mr. Paul McDermott; Mr. Hans Johnson.

The following individuals address the County Board in support to this item: Ms. Martha Luna*, Ms. Genesis Tapia*. Mr. Yochanana Kaber; and Ms. Rosemarie Olarte. Mr. Omar Sepulveda provided Spanish translation services to parents*.

The County Board had questions related to this item.

It was **MOVED** by Dr. Perez, **SECONDED** by Dr. Chan, and **CARRIED** to approve the Material Revision to the Charter of Lashon Academy, Grades TK-8.

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

***No vote:** Ms. Jimena, Ms. Forrester, Dr. Montano, and Dr. Perez.*

APPROVAL OF THE ADOPTION OF THE 2024-25 TEXTBOOKS AND INSTRUCTIONAL MATERIALS LIST FOR EDUCATIONAL PROGRAMS AND SPECIAL PROGRAMS SUPPORT AND TRANSFORMATION

The Superintendent recommended that the County Board Approve the Recommendation to the Adoption of the 2024-25 Textbooks and Instructional Materials List for Educational Programs and Special Programs Support and Transformation.

It was **MOVED** by Dr. Perez, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Recommendation to the Adoption of the 2024-25 Textbooks and Instructional Materials List for Educational Programs and Special Programs Support and Transformation.

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

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs provided a Governmental Relations update to the County Board.

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

Dr. Duardo indicated that the next Board meeting would be on August 20, 2024.

The County Board took a short break.

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

BRYCE D. V. BONITA 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents, Mr. Michael Dewhurst and Mrs. Deann Dewhurst. Mr. Steven Patterson, Senior Director of Student Services, represented Bonita 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

BEAU W. V. CHARTER OAK 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents, Mr. Todd Wygand and Mrs. Rachel Wygand. There was no representative from Charter Oak Unified School District.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Interdistrict Attendance Appeal.

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

DUKE W. V. CHARTER OAK 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his parents, Mr. Todd Wygand and Mrs. Rachel Wygand. There was no representative from Charter Oak Unified School District.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Interdistrict Attendance Appeal.

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

YASMIN B. M. V. SULPHUR SPRINGS UNION 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her great grandparents, Mr. Richard Bogert and Mrs. Diana Bogert. Dr. Jay Greenlinger, Assistant Superintendent of Pupil Services, and Mr. Paul Frisina, Executive Director of Special Education and Support Services, represented Sulphur Springs Union 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

ANJOELIE F. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her father, Mr. Steve Fragosa. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

~~BETHANY M. V. AZUSA UNIFIED SCHOOL DISTRICT~~ – Parent Withdrew

ALAYNA A. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her mother Ms. Marcella Arrellano. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

MAYA R. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her father Mr. Nilkanth Radadia. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

Dr. Perez stepped away from Board meeting a couple minutes.

MAYA R. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her father Mr. Nilkanth Radadia. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

ISABELINA P. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her mother, Ms. Lisa Perez. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

~~**EMMA S. V. AZUSA UNIFIED SCHOOL DISTRICT**~~ – *Parent Withdrew*

ANGELINA S. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her parents Dr. Da Sun and Ms. Xin Zhang. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

EDUARDO M. 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. Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his mother Mrs. Niria Ramos. Mr. Paul Hernandez, Director of Student Support Services, 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: Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Ms. Montano, Dr. Perez, and Dr. Johnson. The Appeal was granted.

ADJOURNMENT

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

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

The meeting adjourned at 8:39 p.m.

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
BOARD RETREAT – Saturday, August 10, 2024

A Board Retreat Meeting of the Los Angeles County Board of Education was held on Saturday, August 10, 2024 at the Los Angeles County Descanso Gardens.

PRESENT: Dr. Chan, Mr. Cross, Ms. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Perez, Ms. Jimena, and Mr. Peter.

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant, Office of the Superintendent; the Los Angeles County Office of Education Executive Cabinet, and Dr. Maria G. Ott, Consultant.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 9:00 a.m.

ORDERING OF THE AGENDA

Dr. Johnson asked if we could reorder the agenda and move the Update on LACOE's 3-year Strategic Plan to 10:30 a.m. after the Board Break.

It was **MOVED** by Mr. Cross, **SECONDED** by MS. Forrester, and **CARRIED** to reorder the agenda as requested.

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

COMMUNICATIONS: BOARD / SUPERINTENDENT / PUBLIC (None)

Dr. Duardo welcomed the County Board and Executive Cabinet Members. She said that staff would provide some program updates requested by the County Board and highlight some of the strategic outcomes, accomplishments, and challenges.

Dr. Duardo welcomed Dr. Maria Ott and thanked her for facilitating the Board Retreat this year.

III. REPORTS / STUDY TOPICS

A. Board Retreat

- | | |
|--------------------|---|
| 8:00 a.m. | 1. Arrival - Breakfast |
| 8:30 a.m. | 2. Welcome / Get to Know You Activity |
| 8:45 a.m. | 3. Strategic Plan: <ul style="list-style-type: none">• Update on LACOE 3-Year Strategic Plan<ul style="list-style-type: none">◦ The Future of Juvenile Court Schools (School Transformation, Student Engagement and School Redesign, Teacher Pipeline and Retention, etc.) – <i>Dr. Chan, Dr. Perez, Mrs. Foggy-Paxton</i> |
| 10:00 – 10:15 a.m. | Break |
| 10:15 a.m. | 4. Discussion Topics: <ul style="list-style-type: none">• Role, Responsibility and Authority of the Superintendent and County Board• Interdistrict Appeals Process (e.g., delegating authority for appeals, adding days to do appeals) – <i>Dr. Johnson</i>• Update on education related bills, what is coming up, where are we with those bills that have been approved by the County Board, and in particular, bills such as Proposition 28, Prop 98, Amended Bill 2918, etc. – <i>Ms. Jimena, Dr. Montañó</i> |

Mr. Peter left the Board meeting at 10:30 a.m.

10:00 – 10:15 a.m. **Break**

10:15 a.m. **4. Discussion Topics:**

- Role, Responsibility and Authority of the Superintendent and County Board
- Interdistrict Appeals Process (e.g., delegating authority for appeals, adding days to do appeals) – *Dr. Johnson*
- Update on education related bills, what is coming up, where are we with those bills that have been approved by the County Board, and in particular, bills such as Proposition 28, Prop 98, Amended Bill 2918, etc. – *Ms. Jimena, Dr. Montañño*

11:30 – 11:45 a.m. **Break**

11:45 a.m. **5. Discussion Topics (Continued):**

- The Future of County Boards of Education – *Dr. Perez*
- CSBA Membership – *Dr. Perez*
- County Education Innovations – *Dr. Perez*
- Teacher and Classified Staff Housing Projects – *Dr. Perez*

12:45 p.m. **6. Board/Superintendent Updates**

- Greater Los Angeles Education Foundation Update – *Dr. Perez*
- Ad Hoc Committee Update – *Mr. Cross*

ADJOURNMENT

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

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

The meeting adjourned at 1:23 p.m.

Board Meeting – August 20, 2024

Item VI. Consent Calendar Recommendations

A. Adoption of Board Resolution No. 2 in Recognition of Attendance Awareness Month, September 2024

The Superintendent recommends that the County Board adopt Resolution No. 2 as part of the regular County Board meeting on August 20, 2024; and further recommend that the Board recognize September 2024, as Attendance Awareness Month in order to recognize that regular school attendance is essential to student achievement, and Attendance Awareness Month kicks off the school year on a positive note by highlighting the importance of school attendance on students' academic success. School districts and charter schools are encouraged to create attendance awareness campaigns that meet the diverse and unique needs of their educational partners. Local Education Agencies are also encouraged to utilize the myriad resources offered by LACOE staff to create a safe, caring and inclusive school climate in which all students can thrive.

Board Resolution No. 2 is attached.

Next Steps:

- Post the September is Attendance Awareness Month Resolution on social media.
- Publicize the September is Attendance Awareness Month Resolution via Student Support Services listservs.
- Share this information at the CWA Café and other communities of practice across Student Support Services.
- Update and release an Attendance Toolkit to support districts and charters for beginning of the year practices and various efforts to continue to promote attendance throughout the school year.

BOARD RESOLUTION

No. 2: 2024-2025

Attendance Awareness Month, September 2024

- 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, starting as early as pre-kindergarten, 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, is a proven predictor of poor academic performance and a leading indicator of students dropping out; and
- WHEREAS** students who move frequently by no choice of their own, including migrant, newcomer, homeless, foster, active military families, adjudicated youth, and students receiving special education services, may have busing or mobility challenges; and
- WHEREAS** students living in poverty are more likely to face systemic barriers to attending school – such as unreliable transportation, lack of access to health care, poor nutrition, unstable or unaffordable housing, and lack of internet connectivity or electronic equipment, which leads to little or no participation in any offered alternative educational options; and
- WHEREAS** chronic absenteeism exacerbates opportunity, access, and achievement gaps for our students living in poverty who are more likely to be chronically absent and affected academically by missing school across all settings; and
- WHEREAS** chronic absenteeism undermines efforts to improve academically struggling schools since it is hard to measure improvement in classroom instruction if students are not physically in class, not completing assignments, and/or not engaged in alternative educational opportunities; and
- WHEREAS** the Los Angeles County Board of Education, Los Angeles County School Attendance Review Board, school districts, charter schools, and educational partners can reach out proactively to students with a history of chronic absence to identify and address barriers and provide support that will help them attend more regularly to connect with instructors and engage in meaningful instruction; and
- WHEREAS** chronic absenteeism can be significantly reduced when schools, families and communities work together to monitor and promote good attendance and address barriers that keep children from attending school; and

WHEREAS effective strategies for improving attendance include, but are not limited to, monitoring and sharing attendance data; partnering with students, parents, grandparents, guardians and other family members; and deploying resources that address physical and mental health, safety, transportation, connectivity, and other issues that may cause a student to repeatedly miss school; and

WHEREAS the Los Angeles County Board of Education recognizes that good attendance is essential to student achievement, and greater attention is needed to improve student attendance and reduce chronic absenteeism.

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education hereby proclaims September 2024 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 Education Agencies (LEAs) serving Transitional Kindergarten through grade 12 students to decrease chronic absenteeism across our county by at least 10% by June 2025 compared to the 2021-2022 school year; and

BE IT FURTHER RESOLVED that the Los Angeles County Office of Education has expanded child welfare and attendance support, training, outreach, and technical assistance to address chronic absenteeism and a myriad of other concerns, as LEAs continue to respond to the unprecedented impact that the COVID-19 pandemic had on 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, monitor absence data and join together with community partners to prevent and reduce chronic absenteeism, address barriers to attendance, take advantage of the robust training options offered through LACOE, including Student Support Services, Child Welfare and Attendance Senior Program Specialists to reduce chronic absenteeism and ensure that all children are provided the opportunity to learn, grow and thrive whether in person or through alternative educational options, as appropriate.

ADOPTED this 20th day of August 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – August 20, 2024

Item VI. Consent Calendar Recommendations

B. Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month

The Superintendent recommends that the County Board take action and approve Board Resolution No. 3, and proclaim September 15 to October 15, 2024 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:
 - Teaching Reading in Spanish a la Spanish, September 24 – 26, 8:00am – 3:00pm, at the Los Angeles County Arboretum
 - Implementación de Common Core en Español - Grades 4 and 5, September 26 8:00am – 3:00pm, at the Santa Barbara County Education Office
 - Implementacion de Common Core en Espanol - Grades 6, 7 and 8, October 10, 8:00am – 3:00pm, at the Ventura County Office of Education
 - Implementacion de Common Core en Espanol - Session #2 Acentos - Grades 4-8 (Virtual), October 17, 3:30pm – 5:30pm
 - Implementacion de Common Core en Espanol - Session #3 Ortografia - Grades 4-8 (Virtual), October 24, 3:30pm – 5:30pm
 - Implementación de Common Core en Español - Grades TK-2, November 12, 8:00am – 3:00pm at Los Angeles County Office of Education
 - Implementación de Common Core en Español - Grades 3-5, November 13, 8:00am – 3:00pm at Los Angeles County Office of Education
 - Implementación de Common Core en Español - Grades 6-8, November 14, 8:00am – 3:00pm at Los Angeles County Office of Education
 - Implementación de Common Core en Español - Session #2 Acentos - All Grades (Virtual), November 19, 4:00pm – 6:00m
 - Implementación de Common Core en Español - Session #3 Orthography- All Grades (Virtual) November 21, 4:00pm – 6:00pm
 -
- Books Highlighted:

Elementary

- **Lola Levine is Not Mean!:** by Monica Brown
- **Stella Diaz Has Something to Say:** by Angela Dominguez

- **My Papi Has a Motorcycle:** by Isabel Quintero and Zeke Pena
- **Planting Stories: The Life of Librarian and Storyteller Pura Belpré:** by Anika Aldamuy and Paola Escobar
- **Dreamers:** by Yuyi Morales
- **Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation:** by Duncan Tonatiuh

Young Adult (Middle and High School)

- **I Am Not Your Perfect Mexican Daughter:** by Erika L. Sanchez
- **Furia:** by Yamile Saied Méndez
- **Trejo: My Life of Crime, Redemption, and Hollywood:** by Danny Trejo, Donal Logue
- **Undocumented: A Worker's Fight:** by Duncan Tonatiuh
- **Once I Was You: A Memoir of Love and Hate in a Torn America:** by Maria Hinojosa
- **Finding Latinx: In Search of the Voices Redefining Latino Identity:** by Paola Ramos

• Websites with Lesson Plans and Activities Hispanic Heritage Month Resources:

- [Facing History & Ourselves](#)
- [Teaching Books.net](#)
- [National Museum of the American Latino](#)
- <https://www.hispanicheritagemonth.gov/>
- <https://lovehasnolabels.com/act/race/hispanic-community>
- <https://minorityhealth.hhs.gov/hispanic-heritage-month-2024>
- <https://www.hispanicstar.org/toolkit>
- <https://www.visitlongbeach.com/blog/hispanic-heritage-month-in-long-beach/>
- <https://molaa.org/>
- <https://lapl.org/libros-fest>
- <https://www.hispanicheritagemonth.gov/for-teachers.html>

• Events Highlighted:

- [Inglewood Hispanic Heritage Festival](#)
- [Celebrate Hispanic Heritage Month - Montclair Place SALVA Hispanic Heritage Festival](#)

BOARD RESOLUTION

No. 3: 2024-25

National Hispanic Heritage Month

- WHEREAS** The Los Angeles County Office of Education takes pride in recognizing and celebrating September 15 to October 15, 2024 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, 2024 as National Hispanic Heritage Month and encourage activities to celebrate this occasion in our education communities.
- ADOPTED** this 20th day of August 2024 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – August 20, 2024

Item VI. Consent Calendar Recommendations

C. Adoption of Board Resolution No. 4 in Recognition of Native American Day on September 27, 2024

The Superintendent recommends that the County Board take action and approve Board Resolution No. 4 and proclaim September 27, 2024 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:

- SDCOE Native American Studies Model Curriculum (NASMC) Project Listening Circles, 4:00pm – 5:00pm, 8/6/24, 9/3/24, 10/1/24, 11/5/24, 12/3/24, Link to Register - <https://sdcoe.k12oms.org/902-228838>
- Moompitam American Indian Festival: <https://www.aquariumofpacific.org/events/info/moompetam/>
- California Native American Day Events: <https://www.nativeamericanday.org/>

Resources:

- California Indian Culture and Sovereignty Center (CICSC) - <https://www.csusm.edu/cicsc/index.html>
- California Indian Museum and Cultural Center - <https://cimcc.org/>
- California Indian Education for All - <https://www.caindianeducationforall.com/>
- Facing History and Ourselves - <https://www.facinghistory.org/ideas-week/18-teacher-resources-native-american-history-culture>

- 30 Ways You Can Celebrate American Indian Heritage Month - <https://www.weareteachers.com/celebrate-native-american-heritage-month/>
- Teaching Books for Schools (search Native American) - <https://school.teachingbooks.net/>

Books for Elementary Age Students:

- *Finding My Dance*, by Thundercloud
- *We Are Grateful: Otsalihetiga*, by Traci Sorrell
- *We Are Still Here: Native American Truths Everyone Should Know*, by Traci Sorrell
- *We Are Water Protectors*, by Carole Lindstrom and Michaela Goade

Books for Middle and High School

- *Code Talker: A Novel About the Navajo Marines of WWII*, by Joseph Bruchac
- *She Persisted: Maria Tallchief*, by Christine Day and Chelsea Clinton
- *The Star That Always Stays*, by Anna Rose Johnson
- *Dreaming in Indian: Contemporary Native American Voices*, by Roxanne Dunbar-Ortiz
- *#Not Your Princess: Voices of Native American Women*, by Mary Beth Leatherdale and Lisa Charleyboy

BOARD RESOLUTION

No. 4: 2024-25

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 27, 2024; 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 27, 2024 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 20th day of August 2024 by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – August 20, 2024

Item VI. Consent Calendar Recommendations

- D. Adoption of Board Resolution No. 5 to Recognize September 21-27, 2024, as United Against Hate Week

The Superintendent recommends that the County Board adopt Resolution No. 5 as part of the regular County Board meeting on August 20, 2024; and further recognized September 21-27, 2024, as United Against Hate Week and encourages communities to observe this day with appropriate programs and activities that include seven days of action by people in every community to stop the hate and implicit biases that are a dangerous threat to the safety and civility of our schools and surrounding communities.

Resolution No. 5 follows on the next page.

Next Steps:

- Disseminate both the L.A. vs Hate School and the Explore Justice Toolkits to LEA staff via various listservs, including Equity, Diversity and Inclusion and Student Support Services.
- Post and promote United Against Hate Week on social media.
- Promote United Against Hate Week with and provide resources to Counselors and Student Support Services Administrators during job-alike meetings.
- Uplift activities and strategies to build awareness and reduce hate within the school community.

BOARD RESOLUTION
No. 5: 2024-25
United Against Hate Week

- WHEREAS,** there has been an alarming increase in expressions of hate and hate ideologies as a means of intimidation in our communities; and
- WHEREAS,** the danger of hate, racism, and bigotry grow more apparent every day and the need for local action could not be more urgent
- WHEREAS,** attacks on immigrants, people of color, women, places of worship, the LGBTQIA community and our most vulnerable are now more frequent, resulting in an increase in hate crimes and hate related incidents.
- WHEREAS,** United Against Hate Week is a call for seven days of local civic action by people in every community to stop the hate and implicit biases that are a dangerous threat to the safety and civility of our neighborhoods, towns and cities.
- WHEREAS,** LA vs Hate United Against Hate Week was created in direct response to the rise in hate crimes and bias incidents that pose a dangerous threat to the safety and civility of Los Angeles County neighborhoods.
- WHEREAS,** United Against Hate Week has spread to over 200+ communities including all of Los Angeles County, faith-based groups, LGBTQ and human rights organizations and is beginning to takeoff throughout California and in communities across the U.S.
- WHEREAS,** awareness can be increased by posting signs, distributing resources, hosting events, sharing stories and connecting with schools and neighborhood civic institutions.
- WHEREAS,** the week of action is designed to raise awareness about the dangers of hate and the need for respect and civil discourse among all county residents and students.
- WHEREAS,** this is a great opportunity to engage youth around civic engagement and involvement in social justice issues related to reducing incidents of hate within their communities.

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education recognizes September 21-27, 2024, as United Against Hate Week and encourages communities to observe this day with appropriate programs and activities that include seven days of action by people in every community to stop the hate and implicit biases that are a dangerous threat to the safety and civility of our schools and surrounding communities in solidarity with the United Against Hate Week Coalition.

ADOPTED this 20th day of August 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – August 20, 2024

Item VI. Consent Calendar Recommendations

E. Adoption of Board Resolution No. 6 to Recognize September 2024 as National Suicide Prevention Month

The Superintendent recommends that the County Board adopt Resolution No. 6 as part of the regular County Board meeting on August 20, 2024; and further recognized the month of September 2024 as National Suicide Prevention Month and encourages communities to observe this day with appropriate programs and activities that raise awareness of suicide prevention and reduce mental health stigma.

Resolution No. 6 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 training opportunities and resources throughout September and the school year, supporting the efforts to address mental health challenges, reduce stigma, and provide suicide prevention education across the county. This will include utilization of the Be Sensitive, Be Brave curriculum, Youth Mental Health First Aid, as well as planning, co-leading and facilitating professional development offered through the Los Angeles County Suicide Prevention Network Education Workgroup.
- **LACOE's Mental Health and School Counseling (MHSC) Unit** will offer suicide prevention model policy workshops for LEAs to model their educational practices to support student wellness.

BOARD RESOLUTION

No. 6: 2024-25

Recognizing September 2024 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 2024 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 20th day of August 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – August 20, 2024

Item VII. Recommendations

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

The Superintendent recommends that the County Board approve the Head Start and Early Learning Division 2023-24 Self-Assessment Improvement Plan.

REPORT:

The Head Start Act and Program Performance Standards require that, at least once a year, grantees 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 five-year project period (2019-2024). 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 were identified related to effective program services, including: (1) establishing inclusive demonstration sites at three delegates, (2) enhancing the referral system database to include tracking methods and serve as a gathering point of referrals for enrollment, (3) adjusting the Desired Results Developmental Profile (DRDP) child assessment system to ease educator workload, (4) bridging the gap between communities and regional centers through the use of mobile units to deliver services, and (5) adapting nature-inspired classroom environments at two delegates.

LACOE did not identify any areas for 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 and Workforce Development and Professional Learning Plan. Specifically, areas identified by LACOE that will be included in these plans focus on enhancement of data systems; supports related to delegate agency training and coaching; and strengthening internal communication.

The attached Self-Assessment Report: Program Year 2023-24 provides results for the 2023-24 LACOE Head Start and Early Learning Division Self-Assessment.



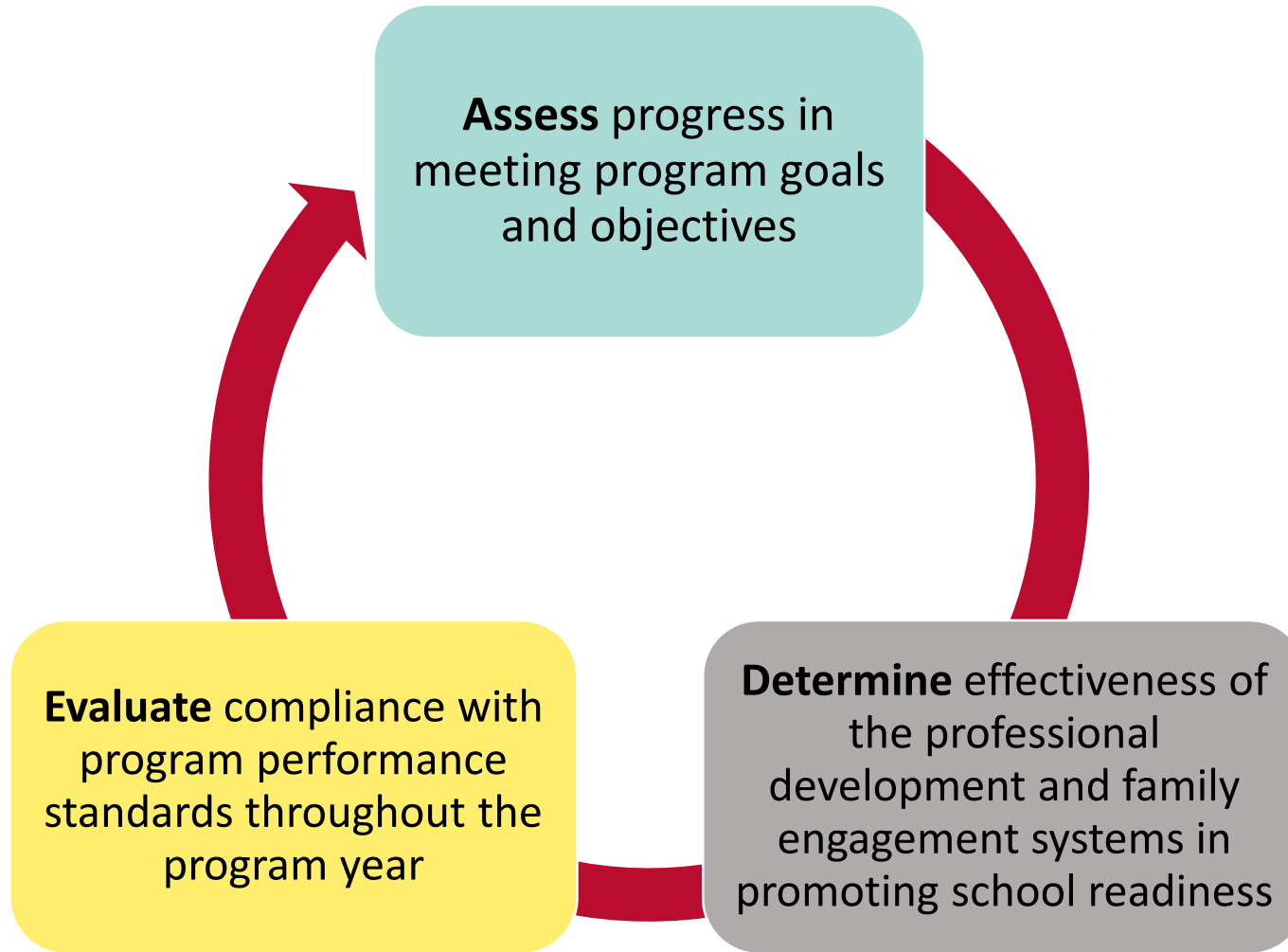
Los Angeles County
Office of Education

Head Start and Early Learning

Self-Assessment
2023-24



Self-Assessment Purpose



Self-Assessment Key Points

Last year of
funding
project
period

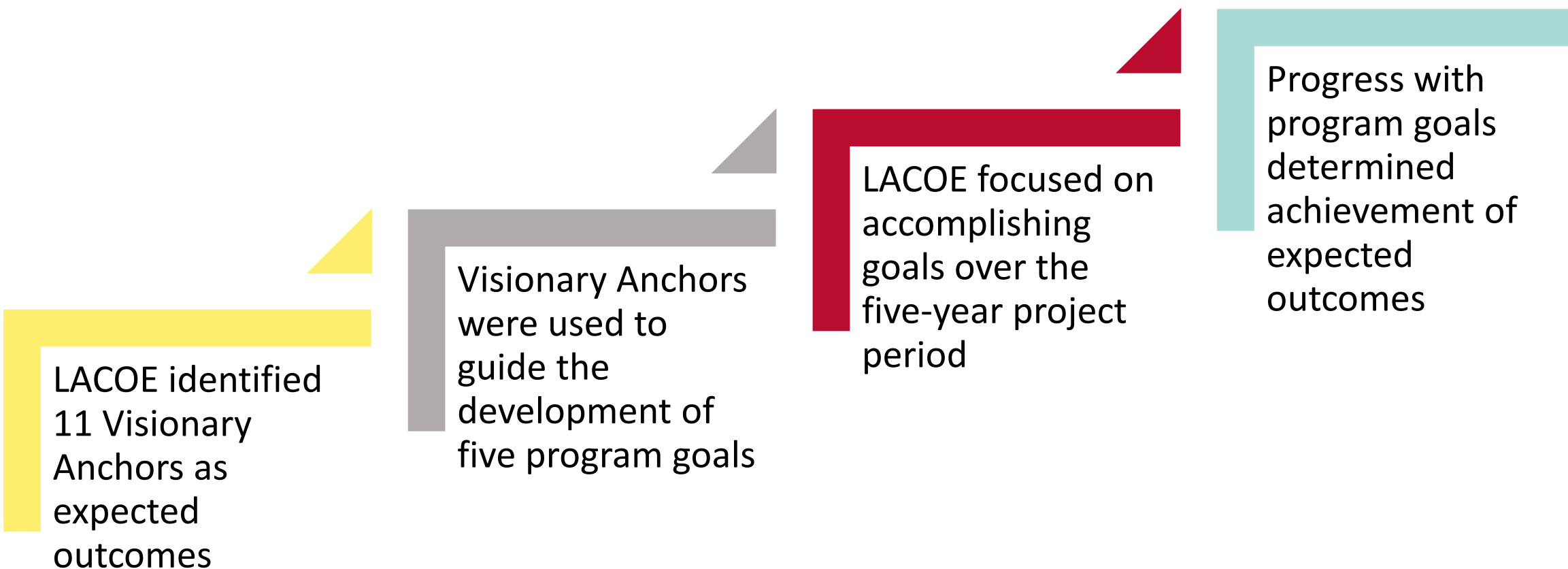
Includes
analysis
results for
2019-2024

Completed
by LACOE and
Delegates

Highlights
strengths &
areas for
improvement



Five Years of Program Achievement



LACOE identified
11 Visionary
Anchors as
expected
outcomes

Visionary Anchors
were used to
guide the
development of
five program goals

LACOE focused on
accomplishing
goals over the
five-year project
period

Progress with
program goals
determined
achievement of
expected
outcomes



Program Goals



Goal 1 Highlights

Demonstrating Child and Family Outcomes to Promote School Readiness

Hosted conferences focused on prenatal to five and early childhood education	Developed rich interactive visualizations of data in Microsoft Power BI for more robust analysis of program data	Implemented Health Champion Community Health Worker Program , utilizing a Promotora-Community Health Worker approach
Visionary Anchor 1	Visionary Anchor 8	Visionary Anchor 6

Goal 2 Highlights

Strengthening and Sustaining a Culture of Inclusive Planning and Shared Leadership

Engaged delegate representatives in multiple levels of **program planning**

Developed a **Fostering Togetherness Forum** to improve collaboration and foster inclusiveness and respect

Incorporated the use of the **Technology of Participation (ToP)** facilitation method in strategic planning sessions including representatives from LACOE and delegates in the process

Visionary Anchor 11



Goal 3 Highlights

Leveraging Resources to Create Innovative Program Delivery Systems and Space

Acted as **bridge** between community and regional centers through use of **mobile units**

Partnered with the HACLA and Children's Institute Inc. to become a People Partner in the U.S. Department of Housing and Urban Development's **Choice Neighborhoods Initiative Grant**

Established **inclusive environments** that feature **state-of-the-art facilities** tailored to children in need of **adaptive environments**

Visionary Anchor 4 & 9

Visionary Anchor 9

Visionary Anchor 4 & 10



Goal 4 Highlights

Educating Policy Makers to Create More Responsive Service Delivery Systems

Succeeded with efforts to include Supplemental Nutrition Assistance Program benefits in the OHS definition of public assistance	Traveled to Sacramento with delegate and Policy Council representatives to discuss early learning priorities with state legislators	Met with many organizations and engaged with National Head Start Association to promote and voice focus on workforce salary parity
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_____ Visionary Anchor 5 _____

_____ Visionary Anchor 7 _____



Goal 5 Highlights

Designing Compelling Marketing and Messaging to Attract & Retain Staff & Families

Completed phase 1 to **refresh branding** of Head Start services with contracted vendor

Delegate recognized as a **Program of Excellence** by the National Head Start Association

Implemented multifaceted recruitment approach through **Career Development Initiative** to build the ECE pipeline

Visionary Anchor 2

Visionary Anchor 3

Visionary Anchor 7



Delegate Strengths & Highlights



Areas to Address in LACOE Operational Plans

Division Work Plan

Data System

Behavior Supports

WDPL Plan

Internal Communication

Delegate Training

Coaching Support





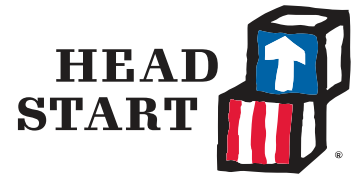
Los Angeles County
Office of Education

Thank You





**Los Angeles County
Office of Education**



Self-Assessment Report

Program Year 2023-24

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

Table of Contents

<i>Executive Summary</i>	4
<i>Introduction</i>	8
Process and Methodology Summary	8
<i>Achievement of Visionary Anchors through Program Goals and Objectives</i>	12
<i>Promoting School Readiness through Professional Development</i>	14
Training and Technical Assistance	14
ChildPlus System	16
Education	18
ERSEA and Community Outreach	20
Family and Community Engagement	22
Fiscal Management and Facilities	24
Health and Nutrition	25
Mental Health and Disabilities	27
T&TA Summary	30
<i>Promoting School Readiness through Family Engagement</i>	31
Family Partnership Process	31
Family Needs Assessments	31
Family Needs Identified	32
Family Goals	34
Transitioning Children and Families	37
Overall Strengths	38
Areas for Quality Improvement	38
Summary	38
<i>Compliance throughout the Program Year</i>	39

Overall Strengths.....	41
Areas for Quality Improvement	41
Summary	41
<i>Addressing Areas for Continuous Quality Improvement</i>	<i>42</i>
<i>Conclusion</i>	<i>45</i>
<i>Appendix A: Achievement of Visionary Anchors through Goals and Objectives.....</i>	<i>48</i>
<i>Appendix B: DRDP Results: Children at Each Developmental Level</i>	<i>59</i>

Executive Summary

In accordance with the Head Start Act and Program Performance Standards, the Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division conducted its annual self-assessment to evaluate: (1) progress in meeting program goals and objectives, (2) compliance with program performance standards throughout the year, and (3) the effectiveness of 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 five-year project period (2019-2024). Additionally, each delegate agency¹ conducted individual self-assessments, with their results integrated into the LACOE Self-Assessment report. The process involved the Governing Body,² Policy Council,³ LACOE management and staff, and delegate staff.

LACOE and the delegates conducted the self-assessment process from May to June 2024. This self-assessment identified program strengths and areas for continuous quality improvement. The strengths validate the progress made toward becoming a model program for quality services for children and families. Conversely, the areas for continuous quality improvement function as catalysts for change and opportunities for innovative service delivery. These identified areas will be addressed in a Division Quality Improvement Plan (Division QIP) or other operational plans, policies, or procedures that will guide change.

The review and analysis of program data during self-assessment provided the opportunity to critically examine and reflect on the effectiveness of activities implemented to achieve program goals and objectives and the visionary anchors for the five-year project period. All 11 visionary

¹ Delegates: 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).

² LACOE's Governing Body consists of the County Superintendent and the County Board.

³ The Policy Council includes the Planning and Development (P&D) Committee, a Policy Council subcommittee, whose members include parents and community stakeholders.

anchors LACOE set to achieve in this five-year project period were achieved to the best extent possible, despite setbacks due to the COVID-19 pandemic, staff shortages, and competing programs in the ECE field. The following are some key highlights. LACOE and delegates:

- Led the charge to build the ECE educator pipeline through the Career Development Initiative. For example, the Assistant Teacher Pathway enrolled HS program parents in three different college programs: Teachstone Child Development Associate (CDA) Program, UCLA Extension Bridge Program, and West Los Angeles College Apprenticeship Program. The pathways successfully supported over 237 participants with 51 participants employed in the ECE field to date.
- Implemented the Health Champion Community Health Worker Program, utilizing a Promotora-Community Health Worker approach. A total of 148 parents and staff participated in the program. Certifications earned through this program facilitate opportunities for career or professional advancement. Additionally, LACOE developed training modules for the Health Champion program to help build staff capacity specific to health requirements and best practices.
- Succeeded with efforts to expand the Office of Head Start's definition of public assistance recipients to include families receiving Supplemental Nutrition Assistance Program (SNAP) benefits to be able to serve more families and children in need of Head Start programs.
- Implemented a professional wellness framework focused on building organizational systems and practices that increase staff protective factors, essential to facilitating growth and development in child and family outcomes and supporting the health and well-being of staff.
- Hosted the *ECEvolution: Shaping the Future of Early Education Conference* to uplift and inspire caregivers, educators, and families with the latest knowledge and resources to support Los Angeles County's youngest learners. The three-day conference featured a diverse array of presentations, keynote speakers, and interactive workshops, each day

tailored to meet the needs of distinct audiences within the realm of early childhood education: Administrators were the focus of Day 1, Parents and Caregivers were engaged on Day 2, and Day 3 was devoted to Educators.

- Partnered with the Housing Authority of the City of Los Angeles and Children’s Institute Inc. (CII) to become a People Partner in the U.S. Department of Housing and Urban Development’s Choice Neighborhood Initiative Grant to support families living in the Jordan Downs community in Watts.
- Partnered with the Los Angeles County Department of Children and Family Services and the Los Angeles County Prevention and Promotion Systems Governing Committee on the California Statewide Mandated Supporting Initiative that seeks to strengthen educators’ role in the mandated reporting process, specifically providing local educational agencies (LEAs) and other mandated reporting staff tools for decision making in reporting cases of suspected child abuse and neglect. This effort resulted in LACOE’s adoption of Assembly Bill 2085 training, including special content and guidance for early educators who are mandated reporters in LA County.

Various strengths and highlights were identified across this five-year project period that included: (1) establishing inclusive demonstration sites at three delegates,⁴ (2) enhancing the referral system database to include tracking methods and serve as a gathering point of referrals for enrollment, (3) adjusting the Desired Results Developmental Profile (DRDP) child assessment system to ease educator workload, (4) bridging the gap between communities and regional centers through the use of mobile units to deliver services, and (5) adapting nature-inspired classroom environments at two delegates.⁵

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

⁴ PLN, Garvey, and Pomona

⁵ Foundation and Plaza

implemented as part of the Division Work Plan and Workforce Development and Professional Learning Plan (Table 7). Specifically, areas identified by LACOE that will be included in the Division Work Plan focus on: (1) *data systems*—enhancement of the Online Planning and Reporting Application (OPRA) monitoring system to facilitate data analysis and identification of trends across various levels (e.g., grantee level and delegate levels) and (2) *delegate training supports*—supports to delegates to mitigate challenges with children’s behavior. Additional areas identified by LACOE that will be included in the Workforce Development and Professional Learning Plan focus on: (1) *internal communication*—building a culture of respectful and effective internal communication to strengthen teamwork, trust, and collaboration across teams in the division and promote more effective decision-making; (2) *delegate training supports*—supports to delegates in the collection of accurate ASQ screener data, use of results in program planning and monitoring, and increasing the number of trainings focused on family and community engagement; and (3) *delegate coaching supports*—continue supports to delegate staff, such as coaching networks.

Introduction

In accordance with the Head Start Act and Program Performance Standards, the Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division conducted its annual self-assessment to evaluate: (1) progress in meeting program goals and objectives, (2) compliance with program performance standards, and (3) the effectiveness of 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 five-year project period (2019-2024). Additionally, each delegate⁶ conducted individual self-assessments, with their results integrated into the LACOE Self-Assessment report.

During the self-assessment, reviewing and analyzing program data allows LACOE to reflect on progress by: (1) examining strategies and activities aimed at achieving program goals, (2) identifying and celebrating program strengths, and (3) pinpointing areas for continuous quality improvement. This evaluation of program operations ensures ongoing enhancements to the services provided to children and families throughout Los Angeles County.

Process and Methodology Summary

From May to June 2024, LACOE conducted its self-assessment process. Delegates also completed individual self-assessments, and findings were consolidated into this comprehensive LACOE Self-Assessment report. The process was a collaborative effort that engaged the Governing Body, Policy Council, LACOE management and staff, and delegate staff. Self-assessment teams were formed to analyze program and monitoring data collected throughout the five-year project period. Such data included results from:

⁶ Delegates: 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).

- Training and technical assistance—results based on scheduled training offerings in LACOE’s Workforce and Professional Development Plan; training and technical assistance provided as a result of monitoring visits or by delegate request.
- Assessments—child-level data such as the Desired Results Developmental Profile (DRDP) and Ages and Stages Questionnaire (ASQ); teacher-child interactions data such as the Classroom Assessment Scoring System (CLASS).
- Monitoring results from across service areas and systems—results identified in reports generated from the Online Planning and Reporting Application (OPRA) monitoring system and in quarterly monitoring reports.
- Program Data—Results from the Program Information Report, the annual report on program demographics and services provided to children and families; data visualizations (inclusive of referral data) captured in the Data Analysis for Continuous Quality Improvement (DACQI) Power BI dashboard.
- Service delivery areas—data-entry related to services provided to children and families captured in the ChildPlus system.

The results from the data analyzed identified program achievements, strengths, and areas for continuous quality improvement, forming the culmination of this five-year project period. Areas identified for continuous quality improvement through the self-assessment process will be addressed in a Division Quality Improvement Plan (Division QIP) or other operational plans, policies, and procedures. The Division QIP, a key operational plan at LACOE, outlines specific activities, designated staff members, timelines, and resources allocated to address identified improvement areas. Additional operational plans or procedures may also be selected as necessary to effectively address findings, including:

- Division Work Plan: Identifies program goals and objectives (including school readiness objectives) adopted for the five-year project period. It details projects and corresponding activities that will be implemented to achieve each objective.

- Workforce Development and Professional Learning (WDPL) Plan: Identifies trainings calendared for the program year across the four training and technical assistance (T&TA) arms of the division:
 - WDPL: Focuses training and professional development on long-term and sequential capacity building for LACOE and delegate staff, which is also inclusive of targeted training, mentoring, and coaching.
 - Inclusive Early Education Expansion Program (IEEEP): Focuses on increasing enrollment of children with a broad range of disabilities into early childhood education settings. LACOE will continue to implement a six-pronged approach that builds infrastructure and capacity through regionalized and comprehensive institutes, practice-based team coaching, practice-based individualized coaching, digital resources, inclusive infrastructure, and mobile services.
 - California Preschool Instructional Network (CPIN): Focuses and tailors T&TA to the individual needs of state-funded programs to meet defined goals and outcomes.
 - Quality Start Los Angeles (QSLA): Focuses on coaching and professional development opportunities to meet the goals of the Quality Counts CA Rating Matrix and Pathways. Capacity building efforts include meeting school readiness, teachers and training, and program environment outcomes.
- Policies and Procedures: Identifies management processes in a Grantee Instructional Memo (GIM) for delegates or Standard Operating Procedures (SOP) for internal staff created by LACOE to establish requirements and define processes for implementing various departmental procedures.
- Funding Application: Serves as the strategic plan that identifies activities and the allocation of resources for the management and implementation of program services that comply with all applicable federal, state, and local regulations by the delegates.

The following key sections comprise the Self-Assessment report:

- 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 five-year project period, LACOE has consistently made progress toward achieving the program goals outlined in its strategic plan. These goals center on: (1) promoting school readiness, (2) cultivating a culture of inclusive planning and leadership, (3) utilizing resources to innovate program delivery systems, (4) collaborating with policymakers to enhance service responsiveness, and (5) fostering the attraction and retention of staff and families.

The program goals adopted set the path to accomplishing the visionary anchors identified as intended outcomes in our strategic planning process. The visionary anchors include:

1. Establishing a seamless prenatal to college/career education continuum
2. Ensuring stakeholders understand the value and benefits of our programs through compelling marketing and messaging
3. Ensuring LACOE and delegates are nationally recognized for excellence in early education
4. Developing and implementing innovative program delivery options responsive to community needs
5. Revising policies and systems that reduce barriers for families entering our programs
6. Supporting families and preparing them to succeed
7. Identifying LACOE and delegates as desirable places to work
8. Focusing on intentional and streamlined data collection to demonstrate outcomes and inform decisions
9. Maximizing services by leveraging partner resources
10. Offering state-of-the-art facilities in high-need communities
11. Fostering a work culture intentionally built on mutual inclusiveness and respect

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 program

goals and objectives and the visionary anchors adopted for the 2019-2024 project period. All 11 visionary anchors LACOE set out to achieve were achieved to the best extent possible, despite setbacks due to the COVID-19 pandemic, staff shortages, and competing programs in the ECE field. For details on how visionary outcomes were achieved, please refer to Appendix A.

Promoting School Readiness through Professional Development

This section outlines the progress made by LACOE related to the effectiveness of promoting school readiness through professional development across the five-year project period. Specifically, the findings presented reflect LACOE's evaluation and analysis of data pertaining to its Workforce Development and Professional Learning (WDPL) Plan. This included examining the scheduled trainings LACOE offered, the requests from delegates for training and technical assistance (T&TA), and the total hours of technical assistance provided to delegates through program monitoring as reported in the Online Planning and Reporting Application (OPRA) monitoring system, which is the main database that houses all monitoring data.

Training and Technical Assistance

LACOE's approach to supporting school readiness through professional development includes improving the skills and experiences of LACOE and delegate staff to enhance service delivery. All training and technical assistance (T&TA) provided is based on supporting the grantee and delegates in sustaining workforce staff and improving delivery of services through the improvement of required skills and knowledge needed to fulfill staff functions and responsibilities. Training and technical assistance includes support to all LACOE staff and delegate early childhood educators, content area experts, administrators, support staff, and occasionally to parent leaders. Training and technical assistance is provided through a variety of approaches including but not limited to content area coordinator meetings, communities of practice, boot camps, coaching networks, simulated trainings, online and on-site college courses, e-learning, webinars, Saturday workshops, conferences, and individual and group discussions.

Training can be delivered as direct instruction or as professional development sessions, teaching key concepts in small or large group settings, either in-person or online. Training opportunities are identified by the grantee and provided to delegates in an annual training calendar. If there are training topics of interest to delegates not represented on the training calendar, they may go

through a formal request process to submit training requests to LACOE directly. Technical assistance (TA) involves targeted consulting for individuals or programs, also delivered either in-person or online. Consultants provide individualized technical assistance opportunities to delegate staff through monitoring sessions for each content area. If there are technical assistance needs not addressed through monitoring, delegates are able to submit TA requests through LACOE's formal request process.

Examples of T&TA content provided include the following:

- ChildPlus System:
 - Data entry and reporting into ChildPlus across service areas (e.g., Family Services, Health and Nutrition)
- Education
 - Use of the Creative Curriculum Cloud by teaching staff
 - Individualization of lesson plans
 - Supporting home visitors and ongoing support for implementation of Parents as Teachers (PAT) curriculum
- ERSEA and Community Outreach:
 - Outreach "All-Stars" training
 - Program eligibility, recruitment, selection, enrollment, and attendance requirements
- Family and Community Engagement:
 - Families with children with disabilities
 - Parent training on local educational agency (LEA) expectations & school readiness
 - Transitioning to kindergarten
- Fiscal Management and Facilities:
 - Community of Practice (COP) meetings
 - Non-federal match requirements
 - Onboarding of new staff

- Health and Nutrition:
 - Medication administration
 - Food accommodation/modification and management
 - Parent nutrition education
- Mental Health and Disabilities:
 - Classroom behavioral emergencies
 - Supporting children with special needs

Over the five-year project period, LACOE provided 1,814 trainings across content areas serving an estimated 41,493 participants. Delegate staff made up 79% (32,875) of total participants that attended these trainings. Additionally, LACOE received 312 training and technical assistance requests from the delegates through the formal T&TA request process. Furthermore, LACOE staff reported dedicating 5,450 hours of technical assistance to delegates as a result of program monitoring. Following is an overview of the T&TA results for each of the content areas listed above.

ChildPlus System

Findings from the review of ChildPlus data demonstrated that LACOE provided training opportunities that focused on specific topics related to ChildPlus to strengthen the skills of delegate staff. The ChildPlus data system is an essential tool that stores all child and family data collected. Reports from this system are used for monitoring and program planning, for example to identify needs, track services provided, and assess children's developmental progress.

Over the five-year project period, LACOE focused on providing technical assistance support to delegates by improving efforts to track help desk requests submitted from delegates specific to the ChildPlus system. Additionally, LACOE increased the number of ChildPlus virtual training courses and accessibility of training resources online through the prekkid.org website. ChildPlus trainings focused on navigation of ChildPlus modules across specific content areas and data-

entry. Types of trainings offered across specific modules included overviews of the DRDP assessment module that also addressed accessibility of the module and completing data entry. Such training was offered to LACOE and delegate monitoring staff. Another example are trainings offered specific to data entry for health and nutrition. Topics covered specific to that content area included a review of basic navigation in the health and nutrition modules in ChildPlus, a review of the menu structure and configuration of data entry defaults, use of the Health Event listing functionality, and general use of the Health Services module to track health history, physical exams, allergies, and data entry of nutrition assessments. Further, LACOE offered training focused on data entry for center-based and home-based program options. This training focused on providing an overview of general navigation of the ChildPlus system, review of the menu structure for entering home-based visits and socializations, and data entry of attendance data for center-based classrooms.

Overall Strengths

LACOE identified several key achievements related to innovative program delivery to meet community needs, such as adapting to new work environments during the COVID-19 pandemic and the gradual return to in-office settings. Specifically, the use of virtual, hybrid, and self-paced supports and trainings for delegates was identified as a strength. Additionally, LACOE maximized services by leveraging partner resources to transition the OPRA monitoring system into a new developmental stack.

Delegates also identified strengths in this area. For example, a strength highlighted by Pomona USD was the ability to enhance training/meeting participation and engagement by employing creative ways to present through software applications such as PowerPoint, Kahoot, Bingo, and other platforms. This experience highlighted the team's knowledge, expertise, and ability to rise to challenges with the support of LACOE.

Areas for Quality Improvement

LACOE did not identify any challenges to address in a Division QIP or other operational plan from the review and analysis of data in this section.

Summary

LACOE demonstrated several strengths in the area of ChildPlus training and technical assistance over the five-year project period. As LACOE continues to improve T&TA systems, it will focus on providing more comprehensive training on best practices for data entry and monitoring that includes training tailored for intermediate levels. Training needs on topics related to Office of Head Start (OHS) and California Department of Education (CDE) data entry compliance will also continue to be a focus. LACOE will continue to enhance the resources available to staff and delegates by exploring the development of additional self-guided tutorials, implement a more systematic process that shortens the turnaround time from ticket/request creation to resolution, and update processes to include evaluations on the effectiveness of training support.

Education

Findings from the review of Education data demonstrated that LACOE provided training and support to delegates by providing regularly offered coordinator meetings and individualized technical assistance. LACOE provided training opportunities on specific topics related to education to strengthen the skills of delegate staff.

Over the five-year project period, LACOE focused training efforts on providing support to education coordinators on DRDP and CLASS assessments, implementation of the Creative Curriculum Cloud system to support lesson planning, and support for dual language learners. Additionally, training opportunities also included a focus on supporting the coaching network. Examples of notable trainings offered include the Home-Based Option Forum that focused on supporting programs in developing practices to engage in safe home visit interactions and boost parent educator confidence in resuming in-person home visits after the pandemic. Further, education trainings offered focused on implementation of the Creative Curriculum with infants,

toddlers, and preschoolers that included Language and Literacy, Daily Resources, Intentional Teaching Experiences, Mighty Minutes, and Book Discussion Cards. Trainings also included a focus on early learning environments specific to designing responsive learning environments, outdoor learning environments, and physical environments and structure. These resources provided teachers with comprehensive and developmentally appropriate practices to promote learning experiences that support the development of the whole child.

Overall Strengths

Strengths identified included the standardized approach used to streamline data collection to identify trends and inform decision-making, development of monitoring reports, development of a CLASS implementation plan in collaboration with teams across the division, and creation of a coaching system. Additional highlights from the 2019-24 project period include the development and implementation of early learning protocols for distance learning in response to the COVID-19 pandemic that provided the flexibility of curriculum resources across program options and maintained family engagement in school readiness activities. For example, delegates were encouraged to use digital platforms (e.g., YouTube, ClassDojo, Zoom, and Learning Genie) to engage families and children in learning activities, something not occurring before the pandemic. Furthermore, LACOE's focus on trainings related to curricula (e.g., Creative Curriculum, Parents as Teachers) and development of reports that reflect delegate performance and monitoring activities, resulted in more engagement and investment from delegates with Tier 1 monitoring⁷ tools focused on curriculum fidelity and learning environments.

Over the five-year project period, LACOE supported delegate capacity building through professional learning opportunities and coaching. An example of a strength highlighted by Children's Institute Inc. (CII) in this area was the continued refinement of their coaching model to help staff provide consistent high-quality services. CII also highlighted the development of a

⁷ Tier 1 monitoring approaches refers to the monitoring structure implemented by LACOE to ensure program compliance. Tier 1 monitoring occurs at the delegate level and ensures monitoring oversight of service delivery and program compliance.

differentiated Professional Development Model tailored to each staff member's unique needs. In addition, Norwalk-La Mirada Unified School District emphasized the strength of providing training for teaching staff on foundational strategies for working with younger preschool children. Furthermore, Para Los Niños highlighted the use of team alignment meetings to plan a year-long calendar of general training and professional learning sessions.

Areas for Quality Improvement

LACOE identified a need to continue support of delegate staff as related to coaching supports. This area will be addressed in the Workforce Development and Professional Learning Plan as detailed in Table 7. LACOE did not identify any challenges to address in a Division QIP in the review and analysis of data related in this section.

Summary

LACOE demonstrated several strengths in the area of training and technical assistance in education over the five-year project period. As LACOE continues to improve T&TA systems, it will continue to engage delegates in promoting children's school readiness through: (1) increasing training boosters for education staff specific to Creative Curriculum and Parents as Teachers in order to improve curriculum fidelity, (2) strengthening e-learning modules for coaching networks, and (3) aligning T&TA data with technical assistance tracking in the OPRA monitoring system.

ERSEA and Community Outreach

Findings from the review of ERSEA and Community Outreach data demonstrated that LACOE provided training and support to delegates through offering regularly scheduled coordinator meetings and individualized technical assistance support. The ERSEA and Community Outreach teams focused on providing training opportunities that focused on specific topics related to ERSEA and Community Outreach to strengthen the skills of delegate staff.

Over the five-year grant period, LACOE focused on providing support to delegates through offering training opportunities that promote recruitment, enrollment, and attendance. For example, the Community Outreach team offered several opportunities for LACOE and delegate staff to receive the All-Stars Training where staff learned how to develop effective messaging, engaging methods on how to interact with families during various situations, and set up materials for different events. Additionally, the ERSEA team provided opportunities for LACOE staff and delegates to support the OHS enrollment initiative and focused trainings on addressing expectations for enrollment, analysis of chronic absences data, support for ChildPlus enrollment and application modules, reviewing community assessment results, and the impact of COVID on attendance for center-based programs.

Overall Strengths

Strengths identified include the development of customized *Outreach All-Stars* training to enhance focus areas for specific delegate recruitment. Another strength identified was the hosting of networking information meetings twice a year with LACOE delegates and their respective school district McKinney-Vento liaisons. Furthermore, the collaboration between the Community Outreach team and the ERSEA team to present at ERSEA coordinator trainings as a partner in the enrollment process was identified as a strength.

Over the five-year project period, a key highlight at the delegate level was the success in reaching out to families and maximizing recruitment efforts to achieve full enrollment. For example, ABC Unified School District exemplified this strength by utilizing social media posts, texts, emails, and phone calls to connect with families and maintain full enrollment. Additionally, Pacific Asian Consortium in Employment highlighted hosting Summer School Readiness events, featuring job fairs, health and dental resources, recruitment efforts, mental health activities and resources, COVID-19 vaccines, and educational activities to attract families. Furthermore, Plaza demonstrated strength through participation in job and recruitment fairs at Los Angeles City College, the Asian American Economic Development Center, and East Los Angeles College.

Areas for Quality Improvement

LACOE did not identify any challenges to address in a Division QIP or other operational plan from the review and analysis of data in this section.

Summary

LACOE demonstrated several strengths in the area of training and technical assistance over the five-year project period. As LACOE continues to improve T&TA systems, the ERSEA and Outreach teams will continue to provide support to delegates in efforts to recruit new families and achieve full enrollment.

Family and Community Engagement

Findings from the review of Family and Community Engagement (FCE) data demonstrated that LACOE provided training and support to delegates through offering regularly scheduled coordinator meetings and individualized technical assistance support. LACOE focused on providing training opportunities on specific topics related to FCE to strengthen the skills of delegate staff.

Over the five-year project period, LACOE provided training support to delegates on the use of Distance and Virtual Learning (later called Connected Learning) and various virtual platforms, which facilitated ongoing connectivity with families to support early learning and development during the COVID-19 pandemic. LACOE consistently held quarterly FCE coordinator meetings that served to maintain communication between LACOE FCE staff and delegates and provided a platform for delegates to receive feedback and build rapport over the five-year project period. Examples of notable trainings offered to LACOE and delegate staff included the Family Services and Home Visitors Institute that focused on increasing the knowledge and skills of Family Service Workers and Home Visitors in providing direct services related to health and education topics for parents. For example, health-related topics included making the most of age-appropriate Bright Futures materials and resources and overviews on the impact of anemia, lead, and oral health on

a child's overall health. Nutrition-related topics included prolonged bottle feeding and reading food labels, as well as the impact of health on enrollment and attendance. Additionally, the Abriendo Puertas/Opening Doors (AP/OD) Facilitators Training Institute was offered to Family Service Workers to become certified curriculum facilitators. Topics included in this facilitator training focused on learning the curriculum as well as education facilitation skills, and reporting results using the pre- and post-program impact tool. Finally, the Family Development Credential was offered to delegate staff to develop skills and competencies needed to empower families to attain healthy self-reliance and interdependence within their communities. Topics focused on family development, communication, mindfulness, self-care, diversity, strength-based assessments, family goals, helping families access services, home visiting, and community support.

Overall Strengths

LACOE identified several key strengths in the area of FCE, such as offering the Family Development Credential Leadership Conference and the Family Engagement Institute trainings annually to build a work culture of mutual inclusiveness and respect. One of the most well-attended events was the Family Development Credential Leadership Conference that took place over three days in fall 2023. Another highly attended training was the Family Engagement Institute held in spring 2024, which had over 90 participants including family service workers, administrative staff, parent educators, coordinators, supervisors, and health service staff. Furthermore, the quarterly FCE coordinator meetings were identified as a strength because of the inclusion of community partners that support family success that delegates were able to directly access.

Areas for Improvement

LACOE did not identify any challenges to address in a Division QIP or other operational plan from the review and analysis of data in this section.

Summary

The Family and Community Engagement team demonstrated several strengths in the area of training and technical assistance over the five-year project period. As LACOE continues to improve T&TA systems, the FCE team will continue to explore training offerings that focus on family and community engagement and assess any revisions needed to the Family and Community Engagement ChildPlus module to capture additional information that may be needed.

Fiscal Management and Facilities

Findings from the review of Fiscal and Facilities data demonstrated that LACOE provided training and support to delegates by providing training opportunities that highlighted specific topics related to Fiscal and Facilities to strengthen the skills of delegate staff.

Over the five-year project period, Fiscal and Facilities engaged LACOE and delegate staff in trainings related to the funding application and provided individualized delegate training to address issues related to delegate quality improvement plans and comprehensive review findings. Additionally, the Fiscal and Facilities teams offered a series of Community of Practice meetings. Topics related to the COP meetings included planning for program design highlighting the relationship between classrooms and funding, budget and facilities management, construction project management, essentials of procurement, and fiscal projections. The COPs also provided the opportunity for delegates to share insights and best practices. The meetings were well received and engaging with thought-provoking discussions about relevant issues.

Overall Strengths

LACOE's support to delegates to maintain safe environments conducive to children's learning over the five-year project period was identified as a strength. Delegates received targeted funding opportunities to enhance classrooms, improve health and safety of facilities, prepare for the OHS Focus Area 2 review, and prepare classrooms for return after the COVID-19 pandemic.

Similarly, an example of a strength highlighted by CII in this area was the installation of touchless soap and towel dispensers at all sites and modified classrooms to align with Centers for Disease Control and Prevention (CDC) guidelines for COVID-19. Mexican American Opportunity Foundation (MAOF) highlighted providing training on best practices for maintaining clean and safe environments to custodial staff, onsite staff, and family child care providers. Furthermore, Garvey SD highlighted their dedication to reviewing and analyzing unusual incident data and safe environment findings to identify trends, revise policies, and update procedures and practices as a strength.

Areas for Improvement

LACOE did not identify any challenges to address in a Division QIP or other operational plan from the review and analysis of data related in this section.

Summary

LACOE demonstrated several strengths in the area of training and technical assistance over the five-year project period. As LACOE continues to improve T&TA systems, its Fiscal and Facilities teams will continue to provide opportunities for internal and delegate staff to participate in collaborative trainings that address the needs of fiscal and facilities management. Additionally, individualized support to delegates will be offered through weekly technical assistance opportunities.

Health and Nutrition

Findings from the review of Health and Nutrition data demonstrated that LACOE provided training and support to delegates through offering frequently occurring coordinator meetings and individualized technical assistance support. LACOE's Health and Nutrition teams focused on providing training opportunities on topics related to health and nutrition to strengthen the skills and knowledge of delegate staff.

Over the five-year project period, health services focused on providing direct support to delegates, including preservice trainings to address staffing shortages and medication administration. Also, delegates received training on Train-the-Trainer programs emphasizing hearing and vision screenings and Individual Health Plan (IHP) development. Numerous Memoranda of Understanding (MOUs) were established with various organizations to facilitate these training programs. Key partnerships developed included: (1) Veritas Healthcare, Inc., (2) Western University School of Dentistry, (3) West Coast Dental, (4) UCLA Health Services, and (5) DHAP (Registered Dental Hygienist in Alternative Practice).

Nutrition services focused on training delegates to improve food preparation and meal delivery for the families they served throughout the five-year project period. These trainings included time-saving food preparation tips, providing various healthy options for busy parents, Grab-and-Go tips for delegates during the COVID-19 pandemic, and techniques for feeding children with sensory differences. Moreover, nutrition trainings have evolved based on needs identified by delegates and as proposed by the Office of Head Start.

Overall Strengths

The ability to adapt T&TA to meet the needs that arose from the COVID-19 pandemic was identified as a strength. Another strength identified included the introduction of new trainings for delegates that support children with identified disabilities or special needs. LACOE is committed to serving and addressing the health and nutrition needs of children, families, and staff.

Over the five-year project period, delegates continued to support families and children in health and nutrition. For example, CII identified the provision of monthly nutrition education, parent educational handouts, and opportunities for gardening in conjunction with family engagement activities as a strength. Foundation highlighted adding books on health topics, such as oral health, nutrition, and healthy habits, to the lending library as a strength. In addition, El Monte City School

District highlighted an area of strength specific to hosting a resource fair for all families, offering information on COVID safety protocols, vaccine safety, oral health, and nutrition. Furthermore, Bassett Unified School District demonstrated strengths in this area by ensuring that health screening equipment was up to date, purchased a new hearing screening device, and provided training to ensure screenings were conducted with fidelity.

Areas for Quality Improvement

LACOE did not identify any challenges to address in a Division QIP or other operational plan from the review and analysis of data in this section.

Summary

LACOE provided a variety of training topics and direct support to delegates when challenged with coverage in Health and Nutrition areas. Key to the depth of training support provided were the partnerships leveraged to facilitate training. Strengths related to LACOE's Health and Nutrition teams' ability to adapt and tailor trainings to address challenges and infuse new training content to support children with special needs will continue to ensure delegates sustain strong health and nutrition systems to meet the needs of children and families served.

Mental Health and Disabilities

Findings from the review of Mental Health and Disabilities data demonstrated that LACOE provided training and support to delegates through offering frequently occurring coordinator meetings and individualized technical assistance support. The Mental Health and Disabilities teams focused on providing training opportunities that focused on specific topics related to mental health and disabilities to strengthen the skills of delegate staff.

Over the five-year project period, mental health services responded to the needs of the community by offering training focused on trauma and resiliency. Notable trainings included the Department of Mental Health (DMH) Toxic Stress and Resiliency training which provided an introduction to infant and early childhood mental health, socioemotional development and

atypical development, regulation as intervention and attachment, and toxic stress and resiliency. Additionally, trainings focused on behavior management addressing topics related to the ABCs of Behavior, factors that influence behaviors, proactive strategies, responding to behaviors, reinforcement vs. reduction behavior, replacement behavior, and behavior support plans. Further, trainings also addressed trauma-responsive and resiliency-building practices for early childhood educators, providing an overview of the neurobiology of trauma and the impact of toxic stress on child and adult neuroplasticity. Topics included understanding the impact of trauma on young children's brains, behavior, learning and development, trauma-informed teaching strategies for early childhood programs, and creating strength-based environments that support children's health, healing, and resiliency.

Disabilities services focused on providing support to implementing inclusive practices and providing training opportunities that focused on supporting challenging behavior and understanding children with special needs. Notable examples of trainings include providing teachers and program staff with tools and a greater understanding of inclusion through the Inclusion Institute. Topics included ASQ assessment tools, supporting inclusive practices, universal design for learning, and adaptation. Additionally, trainings offered included understanding and supporting challenging behavior, which provided strategies for identifying behavior, defining what behaviors are considered challenging and what are not considered challenging, providing strategies to help with challenges in the classroom, and reflecting on and understanding personal functions of behavior. Finally, training was offered to support understanding children with special needs, focusing on providing information about supporting inclusive practices in the classroom and identifying strategies in working with children with different disabilities and enhancing family support and engagement.

Overall Strengths

Highlights during this five-year project period include adding support to delegates by increasing the frequency of coordinator meetings and incorporating mental health topics into the agenda,

such as Psychological First Aid, Domestic Violence/Child Abuse during the COVID-19 pandemic, and the Human Resources forum. Another highlight was the inclusion of mental health training at the McKinney-Vento LACOE Collaborative that was facilitated by LACOE's ERSEA and Community Outreach staff, and which reached a broader audience. Collaborations with LA Best Babies Network and First 5 LA to provide trauma-informed responsive and resilience-building training to over 600 home visitors throughout LA County were also identified as a strength. Furthermore, LACOE leveraged the use of partnerships to help facilitate access to services, trainings, resources, and personnel/interns. Such partnerships and activities included:

- Support from LACOE Employee Assistance Service for Education (EASE) to about 502 LACOE and delegate employees, which included participation of 409 employees at EASE workshops/meetings
- Support from LACOE Wellbeing and Support Services with 11 mental health interns to support 9 delegates with staff training and classroom observations
- Training on Essential Wellness by the Department of Public Health to 60 family child care providers across LA County
- Partnership with California State University, Los Angeles College of Professional and Global Education to provide a 10-week online pilot course on Inclusive Practices in Early Childhood Education to address the complexities of educating children with special needs in an inclusive environment
- Hosted a networking and training session with IEEEP Partners and all 7 LA County Regional Centers. The event promoted inclusion/recruitment of children with special needs, showcased inclusive environments, and created a space to forge relationships between key personnel at the Regional Centers, IEEEP partners, and LACOE

Finally, a key strength identified included the hosting of two Conscious Discipline academies that supported the training of over 200 delegate staff and increased mental health supports to teachers in the use of Conscious Discipline strategies.

Areas for Quality Improvement

LACOE identified a need to support delegates on best practices to mitigate challenges with supporting children's behavior. LACOE also identified a need to better support delegates in the collection of accurate ASQ screener data that can be analyzed in combination with other program data. LACOE will address these areas for improvement in operational plans as detailed in Table 7. LACOE did not identify any challenges to address in a Division QIP in the review and analysis of data related in this section.

Summary

The Mental Health and Disabilities teams demonstrated several strengths in the area of training and technical assistance over the five-year project period. As LACOE continues to improve T&TA systems, the Mental Health and Disabilities teams will focus on offering additional training topics beneficial to delegates (e.g., behavior management, speech, foundational strategies in classroom settings). Additionally, focusing on EHS and understanding age and developmentally appropriate behaviors to support children's social-emotional learning will also be a focus for mental health and disabilities trainings.

T&TA Summary

Findings from the data collected over the five-year project period demonstrate LACOE's commitment to support delegates as results showed a wealth of training and technical assistance opportunities provided. Ongoing improvements made to the way training data was collected and how training and technical assistance hours were tracked over the project period present a challenge when comparing the data year-to-year. Thus, data trends observed may be an underrepresentation of the trainings and technical assistance provided. However, with the improvements made over the 2019-2024 project period, it is expected that future training data collected will be a more accurate account of the work that is done to support delegates through T&TA.

Promoting School Readiness through Family Engagement

This section outlines the progress made by LACOE related to effectiveness of the family engagement system in promoting school readiness across the five-year project period. Specifically, the findings presented reflect LACOE's evaluation and analysis of data pertaining to the Family Partnership Process (FPP) and families transitioning into and out of Head Start.

Family Partnership Process

According to the guidance outlined in the Family and Community Engagement (FCE) Services GIM, each delegate evaluates family strengths and needs, offering enrolled families the chance to establish family goals within 90 calendar days of the child's enrollment. Delegates are required to reassess family strengths and needs within 180 calendar days of the child's enrollment date (start date) using the standardized LACOE digital Family Partnership Process (Reassessment).

The multi-step FPP Form serves as the primary tool used by each delegate to facilitate effective coordination of services and foster genuine relationships between families and staff. Within this framework, a needs assessment, a component of the FPP Form, is conducted with enrolled families at the start of each program year. Delegates utilize this assessment to: (1) assist families in setting goals based on identified strengths, needs, and interests, (2) compile summary reports that aggregate information on needs and services for review by the governing body and policy committee, and (3) establish a partnership agreement with families to monitor ongoing progress toward achieving these goals.

Family Needs Assessments

The review and analysis of Family Needs Assessments completed with families at delegates revealed that over the five-year project period, 35,495 assessments were conducted. Every family was given an opportunity to complete an assessment to identify strengths, needs, and develop family goals. On average, 86% of families enrolled in a LACOE program chose to

participate. Table 1 presents an overview of the number of families that completed a needs assessment during this period.

Table 1. Family Partnership Process: Needs Assessment Completed for Each Program Year										
Grants	2019-20		2020-21		2021-22		2022-23		2023-24	
	#	%	#	%	#	%	#	%	#	%
EHS	1,214	83%	1,113	84%	867	64%	1,775	85%	2,586	86%
EHS-CCP*	271	77%	151	77%	--	--	--	--	--	--
EHS X*	103	65%	84	47%	--	--	--	--	--	--
EHS-CCP X*	--	--	--	--	167	49%	506	78%	--	--
HS	7,355	95%	5,329	90%	4,001	72%	5,301	91%	4,672	90%
Total	8,943	92%	6,677	87%	5,035	70%	7,582	89%	7,258	88%

Data from ChildPlus report #4240 (Family Outcomes—Analysis) and ChildPlus report #9730 (Family—Parents/ Employment/Job Training, Education). Note: Families complete one assessment irrespective of funding stream or number of children enrolled. Data from this one assessment is presented by funding stream; if a family has children in more than one program (e.g., HS and EHS), their data will be represented multiple times. In addition, EHS-CCP and EHS X grants were merged into a single EHS-CCP X grant in PY 2021-22. This grant was then merged with EHS in PY 2023-24.

Although Family Needs Assessments are conducted and addressed, the quality of these efforts has become a growing concern from the review of monitoring data and from discussions with delegates. Specifically, several delegates continue to face challenges that impact service delivery quality due to staffing issues.

Family Needs Identified

The review and analysis of data on family needs revealed that over the five-year project period, 14,966 families reported needing assistance. The most prevalent needs identified during this period were related to food and clothing across all programs, followed by housing assistance and parenting education. Table 2 offers an overview of the top three needs identified over the five-year project period.

Table 2. Family Partnership Process: Top 3 Needs Identified for Each Program Year								
Program Year	EHS		EHS-CCP		EHS X		HS	
	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)
2019-20	Food/Clothing	189 (38%)	Food/Clothing	37 (23%)	Food/Clothing	14 (14%)	Food/Clothing	640 (22%)
	Parenting Education	46 (9%)	Parenting Education	20 (12%)	Parenting Education	13 (13%)	English as a Second Language	331 (11%)
	Transportation	35 (7%)	Mental Health Services	16 (10%)	English as a Second Language	12 (12%)	Parenting Education	280 (10%)
2020-21	Food/Clothing	667 (59%)	Food/Clothing	98 (61%)	Food/Clothing	59 (52%)	Food/Clothing	1,546 (53%)
	COVID-19 Support	57 (5%)	Emergency Assistance	9 (6%)	Parenting Education	9 (8%)	COVID-19 Support	254 (9%)
	Housing Assistance	51 (5%)	Housing Assistance	8 (5%)	Mental Health Services	8 (7%)	Housing Assistance	148 (5%)
2021-22	Food/Clothing	25 (47%)	Food/Clothing	4 (24%)	--	--	Food/Clothing	20 (29%)
	Mental Health Services	6 (11%)	English as a Second Language	4 (24%)	--	--	Mental Health Services	11 (16%)
	Housing Assistance	6 (11%)	Assistance in enrolling into an education or job training program	2 (12%)	--	--	Education-preventive medical & oral health	7 (10%)
2022-23	Food/Clothing	687 (55%)	Food/Clothing	148 (38%)	--	--	Food/Clothing	787 (45%)
	Housing Assistance	72 (6%)	Assistance in enrolling into an education or job training program	44 (11%)	--	--	Housing Assistance	153 (9%)

Table 2. Family Partnership Process: Top 3 Needs Identified for Each Program Year								
Program Year	EHS		EHS-CCP		EHS X		HS	
	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)	Top 3 Family Needs	#(%)
	School Readiness	62 (5%)	School Readiness	37 (10%)	--	--	Supporting transitions between programs	96 (6%)
2023-24	Food/Clothing	1,071 (59%)	--	--	--	--	Food/Clothing	964 (53%)
	Housing Assistance	115 (6%)	--	--	--	--	Education on nutrition	129 (7%)
	School Readiness	74 (4%)	--	--	--	--	Housing Assistance	109 (6%)

Data from ChildPlus report #4099. 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. In addition, EHS-CCP and EHS X grants were merged into a single EHS-CCP X grant in PY 2021-22. This grant was then merged with EHS in PY 2023-24. Data for the combined EHS-CCP X grant for program years 2021-22 and 2022-23 is included in the EHS-CCP column.

Families who identified needs as part of the Family Needs Assessment conducted with delegates were connected to direct services or community agencies for assistance. Delegates obtain such support for families through established Memoranda of Understanding (MOUs) and partnerships with local agencies that specialize in addressing various family needs.

Family Goals

The review and analysis of data on established family goals showed that over the five-year project period, over 15,000 goals were developed with families across all programs. Most goals were established with families whose children were enrolled in non-profit delegates, with an estimate of 10,490 goals developed. School district delegates developed approximately 4,642 goals during this period. The goal-setting process aims to address barriers affecting family well-being and achievements, often related to eligibility for Head Start or Early Head Start services. Top goals developed with families throughout the five-year project period include family well-being within

all programs,⁸ followed by school readiness⁹ and family as learners.¹⁰ Table 3 provides an overview of the top three goals developed with families over the five-year project period.

Table 3. Family Partnership Process: Top 3 Goals Developed with Families for Each Program Year								
Program Year	EHS		EHS-CCP		EHS X		HS	
	Top 3 Goals	#(%)	Top 3 Goals	#(%)	Top 3 Goals	#(%)	Top 3 Goals	#(%)
2019-20	Family Well-Being	482 (62%)	Family Well-Being	101 (49%)	Family Well-Being	52 (57%)	Family Well-Being	2,010 (56%)
	Parenting Education	117 (15%)	Family as Learners	50 (24%)	Family as Learners	17 (19%)	Family as Learners	625 (17%)
	Positive Parent-Child Relationship	56 (7%)	Positive Parent-Child Relationship	40 (20%)	Supporting Transitions between Programs	13 (14%)	Positive Parent-Child Relationship	456 (13%)
2020-21	Family Well-Being	404 (67%)	Family Well-Being	40 (70%)	Family Well-Being	55 (52%)	Family Well-Being	1,512 (62%)
	Family as Learners	73 (12%)	Positive Parent-Child Relationship	8 (14%)	Supporting Transitions between Programs	15 (14%)	Family as Learners	312 (13%)
	Positive Parent-Child Relationship	56 (9%)	Family as Learners	6 (11%)	Family as Learners	14 (13%)	Families as Lifelong Educators	205 (8%)
2021-22	School Readiness	18 (20%)	Discussion on child's screening & assessment results & their child's progress	5 (19%)	--	--	School Readiness	55 (37%)
	Asset Building Services	16 (18%)	School Readiness	4 (15%)	--	--	Asset Building Services	16 (11%)

⁸ Family well-being means that all Head Start initiatives and activities are designed to support and enhance the overall health, stability, and happiness of families.

⁹ School readiness refers to the preparation of children for a successful transition to kindergarten and beyond.

¹⁰ Family as learners refers to the concept of recognizing and supporting the learning and development of family members alongside the child.

Table 3. Family Partnership Process: Top 3 Goals Developed with Families for Each Program Year								
Program Year	EHS		EHS-CCP		EHS X		HS	
	Top 3 Goals	#(%)	Top 3 Goals	#(%)	Top 3 Goals	#(%)	Top 3 Goals	#(%)
	Education on Nutrition	12 (13%)	English as a Second Language	4 (15%)	--	--	English as a Second Language	15 (10%)
2022-23	School Readiness	258 (26%)	School Readiness	121 (37%)	--	--	School Readiness	804 (36%)
	Assistance in enrolling into an education or job training program	141 (14%)	Assistance in enrolling into an education or job training program	36 (11%)	--	--	Supporting transitions between programs	232 (10%)
	Supporting transitions between programs	106 (11%)	Supporting transitions between programs	26 (8%)	--	--	Asset Building Services	196 (9%)
2023-24	School Readiness	390 (27%)	--	--	--	--	School Readiness	803 (36%)
	Assistance in enrolling into an education or job training program	174 (12%)	--	--	--	--	Supporting transitions between programs	228 (10%)
	Supporting transitions between programs	147 (10%)	--	--	--	--	Asset Building Services	168 (7%)

Data from ChildPlus report #4099. Goals reported are per child, not per family. Note: A child may have multiple goals identified. Note: EHS-CCP and EHS X grants were merged into a single EHS-CCP X grant in PY 2021-22. This grant was then merged with EHS in PY 2023-24. Data for the combined EHS-CCP X grant for program years 2021-22 and 2022-23 is included in the EHS-CCP column.

Transitioning Children and Families

Smooth transitions are critical at every stage of a child’s development to foster ongoing growth and learning. By ensuring a seamless transition, children can effectively build upon the skills and knowledge acquired in their current program, facilitating a smoother adjustment to new environments. Through collaborative efforts between delegates and LACOE staff, streamlined policies continue to be implemented to support children and families during transitions. For example, a minimum number of transition activities was established for children in EHS programs, and annual transition activities were established for all children in HS programs.

The review and analysis of data on children transitioning to the next program (from EHS to HS, from HS to kindergarten) showed that delegates supported and provided transition services to 4,720 children and their families from EHS to HS. Results also showed that 9,858 children and their families enrolled in HS received transition services to kindergarten during the five-year project period. Table 4 presents an overview of the number of children who received transitioning services and support by program over this period.

Program Year	EHS to HS		EHS-CCP to HS		EHS X to HS		EHS-CCP X to HS		HS to Kindergarten	
	#	%	#	%	#	%	#	%	#	%
2019-20	686	19%	201	6%	53	1%	--	--	2,670	74%
2020-21	705	21%	169	5%	79	2%	--	--	2,327	71%
2021-22	724	25%	--	--	--	--	182	6%	1,987	69%
2022-23	725	29%	--	--	--	--	219	9%	1,579	63%
2023-24	977	43%	--	--	--	--	--	--	1,295	57%

Data from ChildPlus report #2030. Note: Data may not match previous Self-Assessment reports because in previous years data was populated earlier to have data available for analysis during Self-Assessment week. This year, data was populated up to June 30 for each year to have a complete data representation. In addition, EHS-CCP and EHS X grants were merged into a single EHS-CCP X grant in PY 2021-22. This grant was then merged with EHS in PY 2023-24.

Over the course of the five-year project period, the FCE service area team implemented substantial improvements to enhance transition quality. These changes include ensuring that EHS children and their families participate in two transition activities by the child’s third birthday.

Additionally, every HS child and family has the opportunity to engage in a yearly transition activity during the course of enrollment in the program.

Overall Strengths

LACOE identified several key strengths for the 2019-2024 project period. For instance, support provided to delegates in developing partnerships to address family needs was identified as a strength. An example at the delegate level is that Blind Children's Center (BCC) continued its partnership with Children's Hospital Los Angeles that it started in 2022-23. Over the five-year project period, MAOF identified partnerships with the East Los Angeles Women's Center and Baby2Baby as critical to the support provided to children and families in their programs. Additionally, Garvey highlighted strong partnerships with WIC, Monterey Park Library, Garfield Health Center, CSULA, and the local Regional Center as valuable community resources. Furthermore, the implementation of Conscious Discipline, including coaching cohorts, was identified as a strength by CII. This evidence-based, trauma-informed approach focuses on behavior management strategies that teachers can use to respond to children's individual needs and enhance their social-emotional learning capacity.

Areas for Quality Improvement

LACOE did not identify any challenges to address in a Division QIP from the review and analysis of data in this section. However, a need to better support delegate staff with additional trainings that focus on FCE was identified to be addressed in the Workforce Development and Professional Learning Plan. LACOE will address this area as detailed in Table 7.

Summary

Through the Family and Community Engagement team, LACOE provided support for delegates through oversight of the Family Partnership Process that ensured needs assessments were completed and follow-up supports provided when needs were identified. Additionally, the FCE GIM was revised to include ChildPlus data entry guidance to support delegates in documenting

transitions of expectant parents enrolled in the program as their children are transitioned into an EHS program after the child is born. This will help to identify gaps to address and better support this population. LACOE will continue to focus on supporting Family Service Workers through LACOE's Career Development Initiative by providing further professional opportunities such as credentialing.

Compliance throughout the Program Year

LACOE reviewed and analyzed data related to the monitoring of delegates over the five-year funding period to assess compliance with performance standards. The results showed that a number of delegates assigned to Enhanced and Intensive levels¹¹ at the start of the project period moved out of those levels and into Standard levels of monitoring by the end of the project period. These findings indicate that LACOE's level of monitoring support improved significantly. At the end of the five-year project period, most delegates achieved performance at a Standard level¹² across various management and service delivery systems, despite continuous challenges with unfilled vacancies and under-enrollment. For the first four years, these issues were a major concern for many delegates, leading to the issuance of Human Resource QIPs to five delegates. However, from year four to five, there was a marked improvement attributed to the development of a LACOE Division QIP for Human Resources and the implementation of the Full Enrollment Initiative. As a result, by year five, all but one delegate demonstrated a Standard level of monitoring support in Human Resources.¹³

¹¹ Enhanced monitoring support level provides a delegate with additional supports and resources, such as focused monitoring, increased frequency in site visits, and/or targeted technical assistance when issues occur related to changes in staffing or program design, inability to make corrections to noncompliance, or Designation Renewal System re-competition triggers. The Intensive monitoring support level consists of increased, extensive, and comprehensive system-driven reviews and requires frequent site visits and mandated technical assistance. Such a level is designated when a delegate meets one or more of the conditions identified in the Monitoring for Continuous Quality Improvement SOP.

¹² A Standard level consists of regular monitoring activities and events as outlined in the Monitoring for Continuous Quality Improvement SOP for delegates with validated monitoring systems and who are responsive and timely with corrections to issues and have no systemic deficiencies.

¹³ ABC continues to have a Human Resource QIP at Enhanced level due to support for a new director, monitoring process, and recordkeeping.

Over the five-year project period, LACOE provided individual support to delegates that demonstrated performance at an Enhanced or Intensive level in any management or service delivery system. In Table 5, the level of monitoring support for year five represents the culmination of the diligent efforts of dedicated staff from both the delegates and LACOE.

Table 5. Monitoring Support Level for PY 2023-24															
Management/ Service Delivery System	ABC	Bassett	BCC	CII	El Monte	Foundation	Garvey	MAOF	Mt. View	Norwalk	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	E	S	S	S	S	S	S	S	S	S	E	S	S	S	S
ERSEA	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
FCE	S	E	S	S	S	S	S	S	S	S	S	S	S	S	S
Fiscal Management	S	S	S	S	S	S	S	E	S	S	S	I	S	S	S
Governance	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Health	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Human Resources	E	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
Monitoring	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
Planning	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Recordkeeping	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
Safe Environments	S	E	S	S	S	S	S	E	S	S	S	S	S	E	S
Transportation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

Note. Data is from Quarter 4 Reports 2023-24. Monitoring Levels of Support: I=Intensive, E=Enhanced, S=Standard. If a delegate had a carryover QIP from Q4 PY 2022-23 into PY 2023-24, it will be designated by a dark border-surrounding cell.

Overall Strengths

LACOE identified several key strengths for the 2019-2024 project period. For instance, delegates showed strong strides in education as demonstrated in the positive trend toward the Standard monitoring support level. In addition, Foundation for Early Childhood Education, Inc. received recognition as a *Program of Excellence* from the National Head Start Association (NHSA). Also, Garvey and Blind Children's Center highlighted their new sites that feature state-of-the-art facilities that are adaptive to children with special needs. Furthermore, Foundation and Plaza de la Raza highlighted the movement toward a more nature-inspired classroom environment as a strength. Finally, MAOF highlighted the inclusion of dual immersion and STEAM programs, as well as increased service hours in center-based programs to tailor program delivery that is responsive to community needs.

Areas for Quality Improvement

LACOE identified a need to improve data collection systems and reporting to facilitate data analysis using data from the OPRA monitoring system and identify trends across various levels (e.g., at grantee level and delegate agency type). Additionally, LACOE identified a need to support a culture of respectful and effective internal communication to strengthen teamwork, trust, and collaboration across teams in the division and promote more effective decision-making. LACOE will address these areas in operational plans as detailed in Table 7. LACOE did not identify any challenges to address in a Division QIP in the review and analysis of data related to this section.

Summary

LACOE monitoring and individualized delegate support helped delegates sustain or transition into Standard monitoring levels across various management systems and service delivery areas over the five-year project period. Strengths highlighted delegates' innovative program approaches that enrich services to children and families in their communities, with one program nationally recognized by NHSA. As LACOE continues to support delegates through

ongoing monitoring and oversight, it will focus on building staff monitoring capacity to maintain a grounded understanding of the interdisciplinary approach adopted and remain up to date with policies and procedures (e.g., quality improvement plans). LACOE aims to enhance its data collection and reporting systems for better trend analysis while fostering a culture of respectful and effective internal communication to improve teamwork, trust, and decision-making.

Addressing Areas for Continuous Quality Improvement

The Self-Assessment allows LACOE to identify systemic challenges that need to be addressed through a Division Quality Improvement Plan (Division QIP) or other LACOE operational plans, such as the Division Work Plan, the WDPL Plan, or relevant policies and procedures. Table 6 highlights the progress made in addressing areas for continuous quality improvement identified in last year's 2022-23 Self-Assessment Division Quality Improvement Plan. Both areas identified for quality improvement in the 2022-23 Self-Assessment were successfully addressed and are folded into LACOE's procedures and program plans.

Table 6. Progress to Addressing the 2022-23 Division QIPs		
Lead	Area for Improvement Identified	Progress Made
Human Resources- Recruitment and Retention	<p>LACOE delegates are experiencing challenges with recruiting and retaining staff in all areas of the program. For example, health-related positions such as dietitians and nurses, as well as family service workers/home visitors, continue to be challenging positions to fill.</p> <p>LACOE delegates are experiencing a scarcity of substitutes.</p> <p>There is a need to address mental health/wellness-related drivers of</p>	<p>The HR QIP was revised twice after its establishment, recommending funding for individualized delegate support and intentional grantee-wide T&TA planning. The most effective strategies were those funded through state grants, such as Career Development Initiative (CDI) Pathways, infant coursework, Canvas, and contractor work products like advertisements. Such strategies have helped to reduce teaching vacancies. LACOE will continue to leverage additional resources and federal funding to pursue more effective interventions.</p> <p>Status: Complete</p>

Table 6. Progress to Addressing the 2022-23 Division QIPs		
Lead	Area for Improvement Identified	Progress Made
	rising staff turnover, vacancies, and absenteeism.	
Unusual Incidents (UIs)	<p>Results show delegates and internal staff are inconsistent with implementation of the UI reporting process.</p> <p>Delegates need support to minimize and/or prevent specific UIs.</p>	<p>Delegates and LACOE staff received better training on how to report and respond to UIs across all stakeholders, including LACOE, Community Care Licensing Division (CCLD), OHS, and law enforcement. Significant changes were made to the UI Matrix and Risk Assessment in preparation for Year 1. This also included revisions to clarify information and streamline the process in the UI GIM and UI SOP. Additionally, trainings and meetings were conducted, and videos were created to support delegates with substitute teacher contractors, enhance collaboration and reporting with the Department of Children and Family Services (DCFS), and incorporate presentations from CCLD.</p> <p>LACOE will continue to focus on the UI reporting process and on UI prevention as standard practice in the next five-year project period.</p> <p>Status: Complete</p>

Results from the 2023-24 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 and Workforce Development and Professional Learning Plan (Table 7).

Table 7. Areas to Address in LACOE Operational Plans

Operational Plan: Division Work Plan	
Area	Recommended Activities
<i>Data System:</i> LACOE identified a need to improve the OPRA monitoring system to facilitate data analysis and identify trends across various levels of the program (e.g., at grantee level and delegate agency type).	Include this area in efforts to achieve Goal 2: Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field. The objective under this goal where this area will be addressed focuses on designing a data management and reporting system that facilitates program planning, decision-making and data sharing.
<i>Behavior Supports:</i> Results identified a need to focus on delegate support to mitigate challenges with children’s behavior.	Include a new objective in Goal 3: Promote Early Childhood Education as an attractive career path where staff are valued, compensated equitably, and supported to achieve mastery of their profession.
Operational Plan: Workforce Development and Professional Learning Plan	
Area	Recommended Activities
<i>Internal Communication:</i> LACOE identified a need to support a culture of respectful and effective internal communication to strengthen teamwork, trust, and collaboration across teams in the division and promote more effective decision-making.	Provide training for all staff on expectations for internal communication and topics, such as: <ul style="list-style-type: none">• Meeting norms• Managing emails• Communicating decisions that affect multiple teams with appropriate program managers As these trainings are implemented, record the trainings for future use.
<i>Delegate Training:</i> LACOE identified a need to better support delegates in the collection of accurate ASQ screener data. Additionally, LACOE identified a need to better support delegate staff with additional trainings that focus on FCE.	<i>ASQ Screenings:</i> Implement an ASQ eLearning series to support delegate staff in the use of ASQ results to plan strategies aligned to goals established for children, analyzed in combination with other child data, and used to monitor progress. <i>Family and Community Engagement:</i> Increase FCE professional development offerings
<i>Coaching Supports:</i> LACOE identified a need to continue support of delegate staff as related to coaching supports.	Better define shared coaching roles (e.g., intensive coaching) within LACOE and continue coaching supports such as through coaching networks.

Conclusion

The 2023-24 Self-Assessment provided LACOE with the opportunity to assess its success with achievement of visionary anchors it set out to accomplish at the onset of this five-year project period (2019-24) through projects and activities designed to meet established program goals and objectives. This endeavor also included an assessment of compliance with performance standards and the opportunity to highlight the dedicated and outstanding work of LACOE staff and delegates in promoting school readiness.

At the onset of this five-year strategic plan, LACOE created visionary anchors after discussing successes and gaps over the past project period. At that point, LACOE took the lessons learned, insights, and implications or opportunities identified across data trends, paradigms, and approaches to craft its future. This resulted in asking ourselves: What do we want to see in place in five years as a result of our actions? The responses led to the creation of 11 visionary anchors (outcomes). LACOE achieved all visionary anchors it set out to achieve to the best extent possible, despite setbacks due to the COVID-19 pandemic, staff shortages, and competing programs in the ECE field. The following are a few highlights to showcase how LACOE and delegates achieved the visionary anchors established for the 2019-24 project period. LACOE and delegates:

- Led the charge to build the ECE educator pipeline through the Career Development Initiative. For example, the Assistant Teacher Pathway enrolled HS program parents in three different college programs: Teachstone Child Development Associate (CDA) Program, UCLA Extension Bridge Program, and West Los Angeles College Apprenticeship Program. The pathways have successfully supported over 237 participants with 51 participants employed in the ECE field to date.
- Implemented the Health Champion Community Health Worker Program, utilizing a Promotora-Community Health Worker approach. Parents and staff participated in the program and earned certification allowing for career or professional advancement.

Additionally, LACOE developed training modules for the Health Champion program to help build staff capacity specific to health requirements and best practices.

- Implemented a professional wellness framework focused on building organizational systems and practices that increase staff protective factors, essential to facilitating growth and development in child and family outcomes.
- Succeeded with efforts to include Supplemental Nutrition Assistance Program (SNAP) benefits in the OHS definition of public assistance, which will help expand enrollment and reduce burden for families demonstrating eligibility.
- Hosted the *ECEvolution: Shaping the Future of Early Education Conference* to empower caregivers, educators, and families with the latest knowledge and resources to support Los Angeles County's youngest learners. The three-day conference featured a diverse array of presentations, keynote speakers, and interactive workshops. Each day was tailored to meet the needs of distinct audiences: Administrators were the focus of Day 1, Parents and Caregivers were engaged on Day 2, and Day 3 was devoted to Educators.
- Partnered with the Housing Authority of the City of Los Angeles and Children's Institute Inc. to become a People Partner in the U.S. Department of Housing and Urban Development's Choice Neighborhood Initiative Grant to support families living in the Jordan Downs community in Watts.

LACOE's various strengths and highlights included: (1) establishing inclusive demonstration sites at three delegates,¹⁴ (2) enhancing the database referral system to include tracking methods and serve as a gathering point of referrals for enrollment, (3) adjusting the DRDP child assessment system to ease educator workload, (4) bridging the gap between communities and regional centers through the use of mobile units to deliver services, and (5) adapting natural/nature-inspired classroom environments at two delegates.¹⁵

¹⁴ PLN, Garvey, and Pomona

¹⁵ Foundation and Plaza

LACOE did not identify any areas for quality improvement to address in a Division QIP. However, LACOE did identify areas to further support as part of the Division Work Plan and Workforce Development and Professional Learning Plan (Table 7). Specifically, areas identified by LACOE that will be included in the Division Work Plan focus on: (1) data systems—enhancement of its OPRA monitoring system to facilitate data analysis and trends across various levels (e.g., grantee level and delegate levels) and (2) delegate training supports—supports to delegates to mitigate challenges with children’s behavior. Additional areas identified by LACOE that will be included in the Workforce Development and Professional Learning Plan focus on: (1) internal communication—building a culture of respectful and effective internal communication to strengthen teamwork, trust, and collaboration across teams in the division and promote more effective decision-making; (2) delegate training supports—supports to delegates in the collection of accurate ASQ screener data and use in program planning and monitoring as well as with trainings focused on family and community engagement; and (3) delegate coaching supports—continue supports to delegate staff, such as coaching networks.

The data analysis and reflection process through the Self-Assessment provides the opportunity to improve upon, streamline, and innovate processes and operations to increase efficiency and effectiveness. It is also an opportunity to recognize and appreciate achievements and progress made to support high-quality services for children and families. As an elemental link to LACOE’s program planning process, the Self-Assessment ensures evidence-based decision-making to deliver quality services that are responsive to family and community needs and that prepare children to excel in their school journey. LACOE now closes this five-year chapter with many achievements to celebrate and embraces new visionary anchors to focus on and achieve in the 2024-29 five-year project period.

Appendix A: Achievement of Visionary Anchors through Goals and Objectives

Visionary Anchor 1: Seamless prenatal to college/career education continuum
LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.
Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness
<p>The following are key examples of projects and activities that LACOE brought to fruition to achieve goal 1 and success in accomplishing its visionary anchor of a seamless prenatal to college/career education continuum.</p> <ul style="list-style-type: none"> • Hosted the <i>ECEvolution: Shaping the Future of Early Education Conference</i> to empower caregivers, educators, and families with the latest knowledge and resources to support Los Angeles County's youngest learners. The three-day conference was carefully structured, featuring a diverse array of presentations, keynote speakers, and interactive workshops, each day tailored to meet the needs of distinct audiences within the realm of early childhood education: Administrators were the focus of Day 1, Parents and Caregivers were engaged on Day 2, and Day 3 was devoted to Educators. • Hosted the annual <i>Prenatal to Five Early Learning Virtual Conference</i>: a free virtual interactive conference for parents, expectant moms, early childhood educators, special education staff, administrators, and service area staff. The conference included experts who specialized in brain development, early education topics that enhance children's experiences, social-emotional growth, and services for children with special needs. • Developed the <i>Los Angeles County Birth to Kindergarten Transition Systems Alignment Framework</i> in collaboration with a workgroup established with various LA County education leaders to prepare children to meet kindergarten readiness outcomes. The framework was further revised to include an early learning system of transition for birth/infant to toddler, toddler to preschool/transitional kindergarten, and preschool/transitional kindergarten to kindergarten. The Framework also includes information on strategies for the successful transition of children who are dual language learners, in foster care, and with special needs. • Led the collaborative efforts specific to Universal PreKindergarten that included: <ul style="list-style-type: none"> ○ Focus group sessions with local educational agencies on planning for Universal PreKindergarten (UPK). ○ Planning and implementation meetings such as UPK leadership meetings, UPK Network Sessions. ○ UPK training and technical assistance such as Transitional Kindergarten (TK) Communities of Practice studies. ○ Universal Transitional Kindergarten Administrators and Teachers Institutes to support local educational agencies (LEAs) and charter schools. • Developed and offered comprehensive professional development opportunities to support children's school readiness (see Appendix B for details on children's progress on school readiness via DRDP assessments) that included:

Visionary Anchor 1: Seamless prenatal to college/career education continuum

LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness

- A Coaching Network to develop coaching competency in content and coaching capacity across various programs to support teacher pedagogical approaches.
- Self-paced and eLearning modules on topics such as the Classroom Assessment Scoring System (CLASS), Board Training Series, and Head Start and Early Learning Orientation.
- Trainings that were inclusive of strategies to support Dual Language Learners. These strategies included Personal Oral Language Learning (POLL) strategies.
- Certification trainings on the Zero to Three Growing Brains, a curriculum to build healthy brain development in children birth to five years of age.
- Infant/toddler courses at El Camino College for over 100 delegate educators.
- Simulated Professional Development (SPD), Creative Curriculum Boosters, education boot camps, and coaching to support school readiness.

Visionary Anchor 2: Stakeholders understand the value and benefits of our programs through compelling marketing and messaging.

LACOE focused efforts on projects and activities for goal five and corresponding objectives to achieve this visionary anchor.

Goal 5: Designing Compelling Marketing & Messaging to Attract & Retain Staff & Families

As a result of achieving goal five and corresponding objectives, stakeholders recognize the value and benefits of our program. This understanding was fostered through outward-facing marketing campaigns, deployed across digital platforms, and showcased in community events. Furthermore, the collaborative work by the Outreach and ERSEA teams across various service area and governing body meetings and events reinforced our visionary approach. The following are key examples of projects and activities that LACOE brought to fruition to achieve goal 5 and success in accomplishing its visionary anchor of stakeholders understanding the value and benefits of our programs through compelling marketing and messaging.

Recruitment

- Utilized mobile units for recruitment efforts across Los Angeles County, especially in areas where delegates experienced under-enrollment.
- Revised marketing brochures targeting pregnant women, infants and toddlers, and children with special needs.
- Launched a robust outreach and social media campaign that included use of QR codes and online referral forms.

Visionary Anchor 2: Stakeholders understand the value and benefits of our programs through compelling marketing and messaging.

LACOE focused efforts on projects and activities for goal five and corresponding objectives to achieve this visionary anchor.

Goal 5: Designing Compelling Marketing & Messaging to Attract & Retain Staff & Families

- Developed a standardized reporting structure in the Microsoft Power App to consolidate referral data (from Prekkid line calls, direct parent referrals from ChildPlus, and Department of Children and Family Services) for program planning.
- Redesigned the prekkid.org website to increase stability, functionality, and updated design features on a platform that allows freedom to change as needed.
- Completed phase 1 to refresh branding of Head Start services with contracted vendor. Phase 1 focused on research and data collection from stakeholders as well as color schemes, messaging, and landscape analysis specific to messaging across mediums of communication. Flyers and social media posts were developed that will be accessible to delegates as well as LACOE.

Visionary Anchor 3: LACOE and delegate agencies are nationally recognized for excellence in early education.

LACOE focused efforts on projects and activities for goal five and corresponding objectives to achieve this visionary anchor.

Goal 5: Designing Compelling Marketing & Messaging to Attract & Retain Staff & Families

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal 5 and success in accomplishing its visionary anchor that LACOE and delegate agencies are nationally recognized for excellence in early education.

- Several delegates consistently maintained Standard monitoring levels throughout the five-year project period.
- Foundation recognized as a Program of Excellence by NHSA.
- Successful Focus Area 1 and Focus Area 2 reviews by OHS.

Visionary Anchor 4: Innovative program delivery responsive to community needs.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal 3 and success in accomplishing its visionary anchor of providing innovative program delivery responsive to community needs.

- Implemented locally designed options (LDO) at PUSD and BCC to meet specific community needs.
- Expanded center-based service hours at MAOF to meet community demand.
- Implemented dual immersion and STEAM programs at MAOF.

Visionary Anchor 4: Innovative program delivery responsive to community needs.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

- Established Inclusive Demonstration Sites at three delegates (PLN, Garvey, and Pomona) through the use of IIEEP funds. These delegate agencies each selected one classroom. Each delegate agency had a budget of \$50,000 to select indoor and outdoor learning materials, furniture, and equipment that promote inclusion of children of all abilities. The purpose of the demonstration sites was not only to design an inclusive classroom and outdoor spaces, but also to build the capacity of organizations to plan for and design environments that will include children of all abilities and especially those with exceptional needs.
- Leveraged support from eight mental health interns to provide classroom support, observation, feedback, and follow-up with mental health referrals. This year marked the third year (fourth cohort) that LACOE has hosted interns, totaling 32 psychiatric social work interns placed since 2021.
- Pivoted during the pandemic to providing early learning services virtually.
- Provided school readiness information and activities to support family engagement and learning at home using multiple social media platforms, including Facebook, Facebook Live, Instagram, Instagram Live, Pinterest, and Twitter.
- Utilized two mobile units, HOPE the Bus and HOPE on Wheels, to provide services to children and families such as home-based socializations.
- Developed a resource toolkit for delegates to use in promoting their programs to families experiencing homelessness.
- Developed a web-based outreach training that incorporated adult learning techniques and interactive gamification for a more user-friendly experience.
- To stay connected with families and provide the comprehensive services offered by Head Start during the COVID-19 pandemic, delegates engaged in various activities such as:
 - Driving by to keep in touch with children and families.
 - Distributing Grab 'n' Go meals that included resources and lesson materials for children.
 - Engaging parents in virtual meetings to stay in constant contact.
 - Upgrading facilities while children were at home learning.
- Developed plan to maximize ChildPlus online applications to minimize hardcopy records and facilitate recordkeeping and ongoing monitoring.
- Delivered disability kits for 130 HS and EHS classrooms that had a high percentage of children with disabilities. The kits focused on behavior, speech, and sensory supports. Training was provided for the recipients of the kits to support the use of the materials.
- Focused facilities renovations at Blind Children's Center (BCC) to create inclusive environments for children with visual impairments, blindness, or sensory processing issues. LACOE conducted analysis of the remaining facility renovation funds for IIEEP and focused the remaining efforts for

Visionary Anchor 4: Innovative program delivery responsive to community needs.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

BCC. The facility is now under renovation to support ADA compliance as well as inclusive indoor and outdoor environments for both preschool-aged children and toddlers.

Visionary Anchor 5: Revised policies and systems that reduce barriers for families entering our programs.

LACOE focused efforts on projects and activities for goal one and goal four and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness**Goal 4: Educating Policy Makers to Create More Responsive Service Delivery Systems**

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal one and goal four and success in accomplishing its visionary anchor of revising policies and systems to reduce barriers for families entering our programs.

- Enhanced the database referral system to include tracking methods and data collection on points of referral to enrollment.
- Revised guidance related to ChildPlus such as entering students into the system, focusing on application status such as new, accepted, and those needing medical review.
- Succeeded with efforts to expand the OHS's definition of public assistance to include families receiving Supplemental Nutrition Assistance Program (SNAP) benefits.
- Successfully removed barriers to enrolling children with visual impairments in Head Start programs. For example, BCC can serve children with visual impairment who do not meet income eligibility criteria, in alignment with the stipulations of Head Start Act 645(a)(2).
- Streamlined enrollment for all children participating in Head Start programs by reducing redundancies, especially for children enrolled in partnered programs.

Visionary Anchor 6: Families more prepared to succeed.

LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal one and success in accomplishing its visionary anchor on families more prepared to succeed.

- Implemented the Health Champion Community Health Worker Program, utilizing a Promotora-Community Health Worker approach. Parents and staff participated in the program and earned certification allowing for career or professional advancement. Additionally, LACOE developed training modules for the Health Champion program to help build staff capacity specific to health requirements and best practices.

Visionary Anchor 6: Families more prepared to succeed.

LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness

- Engaged in the UCLA Winning with Wellness project that focused on factors related to parent/caregiver wellness.
- Collaborated with UCLA to conduct training, surveys, and reporting to support program planning.
- Standardized training modules for nutrition services and family and community engagement services.

Visionary Anchor 7: LACOE and delegate agencies are recognized as desirable places to work.

LACOE focused efforts on projects and activities for goal four and goal five and corresponding objectives to achieve this visionary anchor.

Goal 4: Educating Policy Makers to Create More Responsive Service Delivery Systems**Goal 5: Designing Compelling Marketing & Messaging to Attract & Retain Staff & Families**

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal four and goal five and success in accomplishing its visionary anchor that LACOE and delegate agencies are recognized as desirable places to work.

- Completed two workload studies and made revisions to the DRDP child assessment system to better support teacher workloads.
- Developed an MOU with LACOE EASE to offer counseling, incident response, wellness services, and training opportunities for staff.
- Met with many organizations and engaged with National Head Start Association (NHSA) workgroups to promote and voice focus on workforce salary parity for staff retention and recruitment of new staff.
- Led the charge to build the ECE educator pipeline through the Career Development Initiative. For example, the Assistant Teacher Pathway enrolled HS program parents in three different college programs: Teachstone Child Development Associate (CDA) Program, UCLA Extension Bridge Program, and West Los Angeles College Apprenticeship Program. The pathways have successfully supported over 237 participants with 51 participants employed in the ECE field, to date. Current participants in pathways: Assistant Teacher Pathway (n=166), Associate Teacher Pathway (n=5), Pre-K Teacher Pathway (n=13), and TK Teacher Pathway (n=2).
- Traveled to Sacramento with delegate and Policy Council representatives to participate in training provided by Head Start California and discuss early learning priorities with state legislators.
- Issued \$282,300 in tuition reimbursements for HS and more than \$154,952 for EHS to teaching staff over the five-year project period.

Visionary Anchor 7: LACOE and delegate agencies are recognized as desirable places to work.

LACOE focused efforts on projects and activities for goal four and goal five and corresponding objectives to achieve this visionary anchor.

Goal 4: Educating Policy Makers to Create More Responsive Service Delivery Systems

Goal 5: Designing Compelling Marketing & Messaging to Attract & Retain Staff & Families

- Created two new specialized coaching supports, Intensive Individualized Coaching (IIC) and Team Simulated Coaching (TSC), to support children with moderate to severe disabilities in early learning and care settings.
- Provided preservice trainings to delegates with a focus on supporting children with disabilities, trauma-informed care, and stress management practices for teachers and other staff during COVID-19 pandemic.
- Developed a division-wide comprehensive training system that is inclusive of all training conducted through the various units and teams of the division (e.g., CPIN, QSLA, IIEEP, WDPL unit). Registration and recordkeeping information is now incorporated into one system, with all training materials stored and accessible in one online location.
- Identified Canvas as the training platform to house all e-learning modules, self-paced modules, and on-demand trainings.
- Enrolled a total of 289 new providers into Quality Start Los Angeles (QSLA).
- Implemented Dual Language Learner (DLL) Introductory module sessions. In addition, LACOE created a self-paced DLL Introductory module in English and Spanish that is available throughout the year.
- Adapted trainings using new training and learning platforms to address staff professional development needs with a majority of training and meeting events taking place via Zoom, in addition to in-person.
- Implemented regional trainings, including CPIN leadership, and communities of practice (COPs) for the CPIN network.
- Continued to build relationships with community colleges and universities and host/participate in job and resource fairs.

Visionary Anchor 8: Intentional & streamlined data collection to demonstrate outcomes & inform decisions.

LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal one and success in accomplishing its visionary anchor of intentional and streamlined data collection to demonstrate outcomes and inform decisions.

- Simplified and minimized education monitoring tools and forms.

Visionary Anchor 8: Intentional & streamlined data collection to demonstrate outcomes & inform decisions.

LACOE focused efforts on projects and activities for goal one and corresponding objectives to achieve this visionary anchor.

Goal 1: Demonstrating Child & Family Outcomes to Promote School Readiness

- Updated guidance on ChildPlus-related students and application statuses (e.g., new, accepted, needs medical).
- Developed a consolidated delegate profile and five-year trend reports related to teacher-child interactions, child assessment data, and other program data useful in program and professional development planning.
- Developed interactive Power BI dashboards that combine program and assessment data to facilitate data analysis, monitoring, and data-driven decision-making.
- Implemented data analysis and reporting approach for decision-making: Activities completed included the development and revisions of the Data Analysis for Continuous Quality Improvement (DACQI) SOP that focuses on the analysis of program data by management and monitoring staff and the development of DACQI Power BI dashboards to support data analysis and data-driven decisions. The visual display of data in Microsoft Power BI allows for more robust analyses via the rich interactive visualizations of data from multiple sources.
- Revised the funding application process and made improvements to forms based on delegate feedback.

Visionary Anchor 9: Maximized services by leveraging partner resources.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal three and success in accomplishing its visionary anchor of leveraging resources to create innovative program delivery systems and space.

- Acted as bridge between community and Regional Centers through use of mobile units at community events.
- Revised MOUs with Regional Centers
- Participated in several events with newly established partnerships across all Service Planning Areas (SPAs) that include:
 - SPIRITT Family Services
 - Alliance for Children's Rights
 - Mothers in Action
 - Pathways Community Services
 - LA County Library

Visionary Anchor 9: Maximized services by leveraging partner resources.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

- Revised and forwarded MOU to Regional Centers to include HOPE on Wheels, one of LACOE's mobile service units, to promote and provide services to children birth to three.
- Completed several trainings and coaching events through Inclusive Early Childhood Education partnership.
- Partnered with the Health Services Advisory Committee (HSAC) to support community programs with decision-making about health services for families.
- Partnered with the Housing Authority of the City of Los Angeles and Children's Institute Inc. to become a People Partner in the U.S. Department of Housing and Urban Development's Choice Neighborhood Initiative Grant to support families living in the Jordan Downs community in Watts.
- Collaborated with the Department of Public Health and other county partners to facilitate early learning workforce access to COVID-19 vaccinations and other valuable resources and information.
- Participated in the Homeless Outreach Program Integrated Care System (HOPICS) stakeholder meetings and attended their holiday/resource fair events for LA County Service Planning Area (SPA) 6. HOPICS is a non-profit organization that serves people and families experiencing homelessness in SPA 6. It is part of the CES (Community Entry System) that coordinates and manages resources in the crisis response system of LA County.
- Partnered with California State University Los Angeles to offer Inclusive Early Education college courses. The courses prepare Early Head Start and Head Start General Education Teachers to address the intricacies of educating children with special needs in an inclusive environment. The course is designed by an Inclusive ECE team with expertise in the following areas: Board Certified Behavior Analyst (BCBA), Occupational Therapist, Licensed Marriage and Family Therapist, School Psychologist, Registered Nurse and Educators in Child Development and Special Education. It is offered on an online platform with synchronous and asynchronous topics in the practice of special education services and inclusion aligned with the California ECE Competencies to increase educators' knowledge, skills, and abilities. Three semester CEU units are provided. Upon successful completion of the course, a Certificate in Inclusion Practices is provided. Twenty scholarships have been available each semester. The units can be counted by classroom staff toward their teacher permits.
- Partnered with Los Angeles Trade Tech Community College to provide training opportunities to Early Childhood Education students for practicum credit.
- Expanded partnerships with local educational agencies (LEAs) such as with Las Virgenes Unified School District (USD) and Montebello USD to expand inclusive practices and the development of Universal Prekindergarten, including Transitional Kindergarten, programs throughout Los Angeles County.

Visionary Anchor 9: Maximized services by leveraging partner resources.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

- Participated in Inclusion Task Force meetings and contributed to the development of an Inclusion Strategic Planning component, which was shared with Executive Cabinet for incorporation in the LACOE Strategic Plan.
- Developed an interdepartmental agreement with LACOE Special Education Division to expand the reach of IIEEP/Inclusive Early Childhood Education to include non-HS/EHS partners.
- Staffed the Inclusive Practices Course in concert with Cal State LA; 32 participants received scholarships and completed three professional development units.
- Co-hosted mobile service delivery in concert with IIEEP consortium partners and LACOE delegate agencies to promote recruitment and enrollment of children with disabilities.

Visionary Anchor 10: State-of-the-art facilities in high-need communities.

LACOE focused efforts on projects and activities for goal three and corresponding objectives to achieve this visionary anchor.

Goal 3: Leveraging Resources to Create Innovative Program Delivery Systems and Space

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal three and success in accomplishing its visionary anchor of state-of-the-art facilities in high-need communities.

- Established new sites at Garvey and BCC that feature state-of-the-art facilities tailored to their communities and programs.
- Foundation and Plaza have begun transitioning to more natural and nature-inspired classroom environments.

Visionary Anchor 11: Work culture intentionally built on mutual inclusiveness and respect.

LACOE focused efforts on projects and activities for goal two and corresponding objectives to achieve this visionary anchor.

Goal 2: Strengthening and Sustaining a Culture of Inclusive Planning and Shared Leadership

The following are key examples of projects and activities that LACOE brought to fruition to achieve goal two and success in accomplishing its visionary anchor of a work culture intentionally built on mutual inclusiveness and respect.

- Engaged in various Justice, Equity, Diversity, and Inclusion (JEDI) activities and events.
- Trained the leadership team on Servant Leadership that included the use of the Birkman tool to support and strengthen the team as well as enhance communication and instructiveness with staff.
- Provided the leadership team with training and coaching on reflective practice.
- Prioritized internal collaboration between Delegate Liaison Team Leaders and Fiscal Liaisons to foster inclusiveness and respect by developing a Fostering Togetherness Forum.

Visionary Anchor 11: Work culture intentionally built on mutual inclusiveness and respect.

LACOE focused efforts on projects and activities for goal two and corresponding objectives to achieve this visionary anchor.

Goal 2: Strengthening and Sustaining a Culture of Inclusive Planning and Shared Leadership

- Continued to engage delegate representatives in multiple levels of program planning, such as:
 - Human Resources Forum: focus on planning content for human resources.
 - Home-Based Option Committee: focus on reviewing and improving LACOE's home-based model.
 - Workload Research Study Committees: concentrate on assessing educator workloads and their effect on educator effectiveness and satisfaction.
 - Education Tier I Monitoring Committee: focus on the reviewing, planning, and standardization of education monitoring.
- Conducted a strategic planning session that incorporated the use of the Technology of Participation (ToP) facilitation method with delegates in preparation for the 2021-22 funding application
- Developed the 2024-29 strategic plan using a collaborative approach that infused ToP facilitation elements.
- Included wellness-themed activities, presentations from the Employee Assistance Service for Education (EASE), and the Implicit Bias Training Series at staff events.
- Facilitated the accessibility of the WDPL training database to delegates on training topics such as staff wellness, stress management, trauma-informed practice/care, psychological first aid, and other professional development topics.
- Provided Diversity, Equity, and Inclusion trainings/workshops to delegates, internal staff, and families.
- Implemented a professional wellness framework focused on building organizational systems and practices that increase staff protective factors, essential to facilitating growth and development in child and family outcomes.

Appendix B: DRDP Results: Children at Each Developmental Level

2023-24 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	1,952	5%	16%	43%	--	28%	8%
	3rd	2,058	3%	9%	31%	--	32%	23%
Social and Emotional Development	1st	1,945	6%	15%	39%	--	32%	9%
	3rd	2,048	3%	9%	27%	--	36%	24%
Language and Literacy Development	1st	1,966	5%	16%	32%	15%	20%	11%
	3rd	2,056	3%	10%	22%	15%	24%	23%
Cognition, Including Math and Science	1st	1,939	6%	19%	40%	--	30%	5%
	3rd	2,036	3%	12%	31%	--	37%	17%
Physical Development-Health	1st	1,941	4%	12%	13%	21%	38%	12%
	3rd	2,046	2%	7%	9%	16%	37%	28%

Bold: The median is a value separating the higher half from the lower half of a data sample, a population. Note: Based on CP Report 5041 for EHS Programs dated 6/24/24. The exploring middle developmental level is not applicable for all domains.

2023-24 DRDP Domain Rating Comparison Table—Preschool (P1&P3)

Domain	Rating Periods	# 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	4282	0%	2%	12%	0%	26%	28%	26%	6%	1%
	3rd	4201	0%	1%	4%	0%	9%	14%	28%	28%	16%
Social and Emotional Development	1st	4305	0%	1%	8%	0%	21%	38%	24%	6%	1%
	3rd	4209	0%	1%	2%	0%	7%	17%	26%	30%	17%
Language and Literacy Development	1st	4308	0%	1%	8%	5%	19%	41%	20%	5%	0%
	3rd	4228	0%	0%	2%	2%	7%	21%	27%	28%	12%
Cognition, Including Math and Science	1st	4218	0%	2%	10%	0%	26%	36%	22%	3%	0%
	3rd	4150	0%	0%	3%	0%	9%	18%	31%	25%	14%
Physical Development-Health	1st	4302	0%	1%	2%	4%	14%	37%	29%	12%	2%
	3rd	4198	0%	0%	1%	1%	4%	14%	21%	34%	25%

Bold: The median is a value separating the higher half from the lower half of a data sample, a population. Note: Based on CP Report 5041 for HS Programs dated 6/24/24.

2023-24 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	2575	3%	7%	21%	24%	32%	13%
	3rd	2869	1%	3%	10%	16%	39%	30%

Bold: The median is a value separating the higher half from the lower half of a data sample, a population. Note: Based on CP Report 5041 for HS Programs dated 6/24/24.

Board Meeting – August 20, 2024

Item VII. Recommendations

B. Approval of Position Recommendation Report PRR 1.0 – August 2024

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

<u>Number</u>	<u>Topic</u>	<u>Position</u>
Proposition 2	Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024	Support

Proposition 2: Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

Recommended Position: **Support**

Background Information: School facilities are funded by a combination of public and private funds. At the local level, school and community college districts can seek voter approval of bonds, from Mello Roos or school facility improvement districts, and seek developer's fees to house new students as a result of new housing developments. The state contributes to the housing of students through state bonds. Since 1998, voters have approved \$54 billion in state bonds for K-12 and California's higher education institutions.

It is well documented that the conditions of school facilities impact pupil motivation, school climate, teacher effectiveness, as well as student health and achievement. The California Department of Education estimates that approximately 30 percent of the state's K-12 classrooms are at least 50 years old and 10 percent are 70 years old. In addition to health and safety, schools need to be updated to meet 21st century educational needs and environmental efficiencies.

Researchers estimate over \$100 billion in K-12 new construction and modernization facilities needs while Community Colleges have a projected \$42 billion need over ten years. Within Los Angeles County, new

construction applications alone tally up to \$32,149,724, with modernization applications totaling \$759,686,371. The last successful state school facilities bond, Proposition 51, was approved by voters in the November 2016 election and provided \$7 billion for K-12, and \$2 billion for Community Colleges facilities. While not all of the bond funds have been sold, all funds have been allocated and committed. Over \$3.1 billion in applications have been submitted for additional K-12 funding.

Additionally, the COVID-19 pandemic and recurring wildfires require the state to update and prepare our school facilities for emergencies.

If approved by voters, this bond will provide a \$10 billion school facility bond to fund modernization and new construction for schools serving grades K-12 and community colleges.

Key provisions for small and lower wealth school districts are as follows:

- Uplifts small (2,500 or fewer students) and priority school districts with technical support for the application process to secure funding and also project planning needs.
- Includes additional schools under the financial hardship provisions, so that more schools are eligible to receive 100 percent state grants even when they do not have local matching funds.
- Small school districts receive a 10 percent set aside, to mitigate competition with larger districts.
- Low wealth districts receive a larger state grant amount, on a sliding scale.

The proposition also provides additional funding opportunities for disaster recovery assistance, lead in water remediation, career technical education, transitional kindergarten and preschool, high-heat mitigation and climate adaptation, seismic safety, substandard kitchens, libraries, gyms, and the replacement of buildings over 75 years old.

The Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 was placed on the ballot through the legislative process when AB 247 (Muratsuchi) was signed into law on July 3, 2024. LACOE was among the many supporters of the bill.

Legislative Analyst's Office (LAO)

The LAO reported that California is repaying an estimated \$80 billion in bonded debt and is authorized to sell an outstanding \$35 billion in bonds. The state spends approximately \$6 billion from the General Fund (three percent of the total fund) each year to repay bonds. The office estimated that the cost to repay Proposition 2 would be an estimated \$500 million annually for 35 years.

Organizations in Support:

- Alameda County Office of Education
- Association of California School Administrators
- California Builders Alliance
- California Chamber of Commerce
- California Federation of Teachers
- California Labor Federation
- California Retired Teachers Association
- Community College League of California
- Los Angeles Unified School District

Organizations in Opposition: None on record.

Status: As of August 9, 2024, this proposition will be on the statewide General Election ballot on November 5, 2024.

Board Meeting – August 20, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – August 20, 2024

Item VIII. Informational Items

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

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
August 20 - June 30, 2025**

AUGUST 20

3:00 Board Meeting

Consent Rec: Adoption of Board Resolution No. 2 in Recognition of Attendance Awareness Month, September 2024**Consent Rec:** Adoption of Board Resolution No. 3 in Recognition of National Hispanic Heritage Month**Consent Rec:** Adoption of Board Resolution No. 4 in Recognition of Native American Day on September 27, 2024**Consent Rec:** Adoption of Board Resolution No. 5 to Recognize September 21-27, 2024, as United Against Hate Week**Consent Rec:** Adoption of Board Resolution No. 6 to Recognize September 2024 as National Suicide Prevention Month**Rec:** Approval of Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report**Rec:** Approval of Position Recommendation Report PRR 1.0 – August 2024**Interdistrict Attendance Appeals**

1. Anamta M. v. ABCUSD
2. Genesis V. v. Azusa USD
3. Sergio J. v. Azusa USD
4. Makayla B. v. Bonita USD
5. Carlos R. v. Redondo Beach USD
6. Karleo E. v. Hacienda La Puente USD
7. Kayleen E. v. Hacienda La Puente USD
8. Jack M. v. Los Angeles USD (Spanish Interpreter)
9. Carlos C. V. Bassett USD
10. Adison F. v. Azusa USD
11. Jaylene P. v. Azusa USD
12. Ashley K. v. Los Angeles USD
13. Dresden C. v. Los Angeles USD
14. Michael M. v. Los Angeles USD
15. Royal D. v. Los Angeles USD
16. Isabella N. v. Los Angeles USD
17. Tristan W. v. Los Angeles USD
18. Hassani J. v. Los Angeles USD
19. Vincent G. v. Los Angeles USD
20. Devon J. v. Los Angeles USD
21. Selena J. v. Los Angeles USD
22. Avianna A. v. Los Angeles USD
23. Albert S. v. Los Angeles USD
24. Sophia P. v. Los Angeles USD
25. Desiree M. v. Los Angeles USD
26. Madelyn V. v. Los Angeles USD
27. Dominic R. v. Los Angeles USD
28. Ethan R. v. Los Angeles USD
29. Ashton L. v. Los Angeles USD
30. Vincenzo T. v. Los Angeles USD
31. Ethan R. v. Los Angeles USD
32. Ashton L. v. Los Angeles USD
33. Harley V. v. Los Angeles USD
34. Leonardo S. v. Los Angeles USD
35. Jocelyn C. v. Los Angeles USD
36. Timothy S. v. Los Angeles USD
37. Amir P. v. Los Angeles USD
38. Marcus L. v. Los Angeles USD
39. Geordi C. v. Los Angeles USD
40. Julian B. v. Los Angeles USD
41. Ashley R. v. Los Angeles USD
42. Rionn S. v. Los Angeles USD
43. Michelle L. v. Los Angeles USD
44. Genevieve D. v. Los Angeles USD
45. Nytrell M. v. Los Angeles USD
46. Sophia U. v. Los Angeles USD
47. Ignacio G. v. Los Angeles USD
48. Noe R. v. Los Angeles USD
49. Mezzi J. v. Los Angeles USD

AUGUST 20 (Cont'd)**Interdistrict Attendance Appeals (Cont'd)**

50. Aaron D. v. Los Angeles USD
51. Jake W. v. Los Angeles USD
52. Jaden S. v. Los Angeles USD
53. Veronica R. v. Los Angeles USD
54. Logan A. B. v. Los Angeles USD
55. Sariah J. v. Los Angeles USD
56. Emily C. v. Los Angeles USD
57. Sarahi A. v. Los Angeles USD
58. Adonis H. v. Los Angeles USD
59. Aviana P. v. Los Angeles USD
60. Magdalen K. v. Los Angeles USD
61. Ernesto C. v. Los Angeles USD
62. Isabella F. v. Los Angeles USD
63. Sofia S. v. Los Angeles USD
64. William P. v. Los Angeles USD
65. Zayden G. v. Los Angeles USD
66. Fabian R. v. Los Angeles USD
67. Elyse W. v. Los Angeles USD
68. Franky R. v. Los Angeles USD
69. Eitan L. v. Los Angeles USD
70. Ernesto C. v. Los Angeles USD
71. Thifanny M. v. Los Angeles USD
72. Diego R. v. Los Angeles USD
73. Ryder K. v. Los Angeles USD
74. Vayleen H. v. Los Angeles USD
75. Alessandro M. Y. v. Los Angeles USD
76. Ayokunmi F. v. Los Angeles USD
77. Gael V. v. Los Angeles USD
78. Eliana A. v. Los Angeles USD
79. Dulce A. v. Los Angeles USD
80. Caiden P. v. Los Angeles USD
81. Michael T. v. Los Angeles USD
82. Adonis D. v. Los Angeles USD
83. Kobe E. v. Los Angeles USD
84. Tony G. v. Los Angeles USD
85. Jamie B. v. Los Angeles USD
86. Justin B. v. Los Angeles USD
87. Ruben R. v. Los Angeles USD
88. Ayden R. v. Los Angeles USD
89. Luis R. v. Los Angeles USD
90. Imogen C. v. Los Angeles USD
91. Emerson C. v. Los Angeles USD
92. Xavier N. v. Los Angeles USD
93. Alexander N. v. Los Angeles USD
94. Annabella N. v. Los Angeles USD
95. Ava P. v. Los Angeles USD
96. Olivia P. v. Los Angeles USD
97. Hannah P. v. Los Angeles USD
98. Makai S.S. v. Los Angeles USD
99. Makarih S. v. Los Angeles USD
100. River K. v. Los Angeles USD
101. Asher K. v. Los Angeles USD
102. Egypt R. v. Los Angeles USD
103. Issa R. v. Los Angeles USD
104. Adrian R.C. v. Los Angeles USD
105. Raymond R. v. Los Angeles USD
106. Ethan D. v. Los Angeles USD
107. Danielle D. v. Los Angeles USD
108. Aria L. Ethan D. v. Los Angeles USD
109. Abigail L. Ethan D. v. Los Angeles USD

SEPTEMBER 3 2024	SEPTEMBER 3 (Cont'd) 2024
3:00 Board Meeting	Interdistrict Attendance Appeals (Cont'd)
Interdistrict Attendance Appeals	67. <u>Elyse W. v. Los Angeles USD</u>
1. Jack M. v. Los Angeles USD (Spanish Interpreter)	68. <u>Franky R. v. Los Angeles USD</u>
2. Noe R. v. Los Angeles USD (Spanish Interpreter)	69. <u>Eitan L. v. Los Angeles USD</u>
3. <u>Miguel N. v. Paramount USD (Spanish Interpreter)</u>	70. <u>Ernesto C. v. Los Angeles USD</u>
4. Diana P.M. v. Azusa USD (Spanish Interpreter)	71. <u>Thifanny M. v. Los Angeles USD</u>
5. Philopateer H. v. ABC USD (Arabic Interpreter)	72. <u>Diego R. v. Los Angeles USD</u>
6. Miguel N. v. Paramount USD (Spanish Interpreter)	73. <u>Ryder K. v. Los Angeles USD</u>
7. Destiny B. v. Azusa USD	74. <u>Vayleen H. v. Los Angeles USD</u>
8. Frances A. C. v. Long Beach USD	75. <u>Alessandro M. Y. v. Los Angeles USD</u>
9. Gwen A. v. Long Beach USD	76. <u>Ayokunmi F. v. Los Angeles USD</u>
10. Nasir R. v. Long Beach USD	77. <u>Gael V. v. Los Angeles USD</u>
11. Sautsz P. v. Long Beach USD	78. <u>Eliana A. v. Los Angeles USD</u>
12. Hangtsz P. v. Long Beach USD	79. <u>Dulce M. v. Los Angeles USD</u>
13. Matthew L. v. Pasadena USD	80. <u>Caiden P. v. Los Angeles USD</u>
14. Nayeli R. H. v. Montebello USD	81. <u>Michael T. v. Los Angeles USD</u>
15. Max C. v. Montebello USD	82. <u>Adonis D. v. Los Angeles USD</u>
16. Hector R. v. Montebello USD	83. <u>Kobe E. v. Los Angeles USD</u>
17. Melvin C. v. Montebello USD	84. <u>Tony G. v. Los Angeles USD</u>
18. Abby V. v. Montebello USD	85. <u>Ricardo P. v. Los Angeles USD</u>
19. <u>Alanys G. P. v. Montebello USD</u>	86. Cianan C. v. Los Angeles USD
20. <u>Michael G. v. Montebello USD</u>	87. <u>Asya B. v. Los Angeles USD</u>
21. <u>Ariel G. v. Montebello USD</u>	88. <u>Adabella A. v. Los Angeles USD</u>
22. <u>Adrian V. v. Manhattan Beach USD</u>	89. <u>Luke L. v. Los Angeles USD</u>
23. <u>Khloe R. v. Manhattan Beach USD</u>	90. <u>Clara P. v. Los Angeles USD</u>
24. Anica C. v. San Marino USD	91. <u>Yali L. v. Los Angeles USD</u>
25. Taya P. v. San Marino USD	92. <u>Casey M. v. Los Angeles USD</u>
26. Akemi T. v. San Marino USD	93. <u>Ian R. v. Los Angeles USD</u>
27. Leon B. v. San Marino USD	94. <u>Ella L. S. R. v. Los Angeles USD</u>
28. Ruth D. B. v. San Marino USD	95. <u>Jayden D. v. Los Angeles USD</u>
29. Markus D. B. v. San Marino USD	96. <u>Bentley O.P. v. Los Angeles USD</u>
30. Sebastian V. v. West Covina USD	97. <u>Jo'Ella M. v. Los Angeles USD</u>
31. Nathan V. v. West Covina USD	98. <u>Marcus H. v. Los Angeles USD</u>
32. Aubri M. v. Bonita USD	99. <u>Mane M. v. Los Angeles USD</u>
33. Jaythen B. v. Inglewood USD	100. <u>Angelina S. v. Los Angeles USD</u>
34. NaMaya M. v. Inglewood USD	101. <u>Ariel P. v. Los Angeles USD</u>
35. Luca V. v. Inglewood USD	102. <u>Makayla R. v. Los Angeles USD</u>
36. Mila V. v. Inglewood USD	103. <u>Joseline G. G. v. Los Angeles USD</u>
37. Emma C. v. Inglewood USD	104. <u>Aileen C. v. Los Angeles USD</u>
38. Dahlia D. v. Lawndale ESD	105. <u>Evelyn K. v. Los Angeles USD</u>
39. Mathew M. v. Lynwood USD	106. <u>Adrean A. v. Los Angeles USD</u>
40. James G. v. Charter Oak USD	107. <u>Alanys G. P. v. Los Angeles USD</u>
41. Andrew S. v. Charter Oak USD	108. <u>Amayah B. v. Los Angeles USD</u>
42. Sofia A. v. Charter Oak USD	109. <u>Aria G. S. v. Los Angeles USD</u>
43. Aiden S. v. El Monte Union HSD	110. <u>Nathan C. v. Los Angeles USD</u>
44. <u>Madeline O. v. Los Angeles USD</u>	111. <u>Wilson H. v. Los Angeles USD</u>
45. <u>Vincenzo T. v. Los Angeles USD</u>	112. <u>Gianna L. v. Los Angeles USD</u>
46. <u>Sophia P. v. Los Angeles USD</u>	113. <u>Charles M. v. Los Angeles USD</u>
47. <u>Desiree M. v. Los Angeles USD</u>	114. <u>Odaliz D. v. Los Angeles USD</u>
48. <u>Madelyn V. v. Los Angeles USD</u>	115. <u>Marcel B. v. Los Angeles USD</u>
49. <u>Ethan R. v. Los Angeles USD</u>	116. <u>Andrea L. L. v. Los Angeles USD</u>
50. <u>Harley V. v. Los Angeles USD</u>	117. <u>Dani M. v. Los Angeles USD</u>
51. <u>Jullian B. v. Los Angeles USD</u>	118. <u>Marcus L. v. Los Angeles USD</u>
52. <u>Ashley R. v. Los Angeles USD</u>	119. <u>Julian L. v. Los Angeles USD</u>
53. <u>Rionn S. v. Los Angeles USD</u>	120. <u>Ehtan D. v. Los Angeles USD</u>
54. <u>Sophia U. v. Los Angeles USD</u>	121. <u>Danielle D. v. Los Angeles USD</u>
55. <u>Mezzi J. v. Los Angeles USD</u>	122. <u>Aria L. v. Los Angeles USD</u>
56. <u>Jaden S. v. Los Angeles USD</u>	123. <u>Abigail L. v. Los Angeles USD</u>
57. <u>Veronica R. v. Los Angeles USD</u>	124. Emma K. v. Los Angeles USD
58. <u>Sariyah J. v. Los Angeles USD</u>	125. <u>Daniel C. v. Los Angeles USD</u>
59. <u>Adonis H. v. Los Angeles USD</u>	126. <u>Isiavia A. v. Los Angeles USD</u>
60. <u>Aviana P. v. Los Angeles USD</u>	127. <u>Skyler B. v. Los Angeles USD</u>
61. <u>Magdalen K. v. Los Angeles USD</u>	128. <u>Mi'Ka B. v. Los Angeles USD</u>
62. <u>Isabella F. v. Los Angeles USD</u>	129. <u>Jace B. C. v. Los Angeles USD</u>
63. <u>Sofia S. v. Los Angeles USD</u>	130. <u>Francisco O. v. Los Angeles USD</u>
64. <u>William P. v. Los Angeles USD</u>	131. <u>Matthew L. M. v. Los Angeles USD</u>
65. <u>Zayden G. v. Los Angeles USD</u>	132. <u>Lucas L. M. v. Los Angeles USD</u>
66. <u>Fabian R. v. Los Angeles USD</u>	133. <u>Kyoka H. v. Los Angeles USD</u>
	134. <u>Kumi H. v. Los Angeles USD</u>

SEPTEMBER 10 2024	SEPTEMBER 10 (Cont'd) 2024
<p>3:00 Board Meeting</p> <p>Public Hearing (Time Certain 4 p.m.): On 2024-25 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools)</p> <p>Presentation: Learn and Earn Mentor Program Recognition</p> <p>Consent Rec: Adoption of Board Resolution No. ____ to Recognize Sunday, Sept 15, 2024 to Saturday, Sept 21, 2024 as National Community Schools Coordinators Appreciate Week (CAW) – CSI</p> <p>Consent Rec: Approval of the 2024-25 Consolidated Application for Funding</p> <p>Rec: Recommendation for Adoption of Resolution No. ____ for 2024-25 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) with Attached Staff Report</p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> <u>Sophia J. v. Los Angeles USD (Spanish Interpreter)</u> Antonella V. G. v. Manhattan Beach USD Nova B. v. Long Beach USD <u>Desmond W. v. Long Beach USD</u> Jordan N. v. Montebello USD Nohely A. v. Montebello USD <u>Marissa N. v. Montebello USD</u> <u>James J. v. Montebello USD</u> <u>Harley F. v. Montebello USD</u> <u>Pepper W. v. Montebello USD</u> <u>Matthew S. v. Montebello USD</u> <u>Savannah S. v. Montebello USD</u> Ayianna M. v. Bassett USD Sophie L. v. Bassett USD Noemi P. v. Bassett USD Kiera S. v. Covina Valley USD Yizhen W. v. Monrovia USD Yiru W. v. Monrovia USD <u>Oscar R. v. Azusa USD</u> <u>Richard P. v. Hacienda La Luenta USD</u> <u>Julian B. v. ABC USD</u> Xavier Z. G. v. Whittier City SD <u>Minamik M. v. Compton USD</u> <u>Iris Y. v. El Monte City SD</u> <u>Lennon D. v. West Covina USD</u> <u>Frederick M. v. Charter Oak USD</u> <u>Penelope G. v. Pasadena USD</u> <u>Katherine P. v. San Marino USD</u> Katherine D. F. G. v. Los Angeles USD Denis O. v. Los Angeles USD Isaia C. v. Los Angeles USD Kody W. v. Los Angeles USD Oasis T. C. v. Los Angeles USD Darla S. v. Los Angeles USD Lesley N. R. v. Los Angeles USD Emma A. v. Los Angeles USD Haruka I. v. Los Angeles USD Elian A. v. Los Angeles USD Emily B. v. Los Angeles USD Cayden H. v. Los Angeles USD Romeo S. v. Los Angeles USD Irving A. v. Los Angeles USD Thao H. v. Los Angeles USD Dametrias D. v. Los Angeles USD Princess A. v. Los Angeles USD Janice E. v. Los Angeles USD <u>Mallory D. v. Los Angeles USD</u> <u>Kingston R. v. Los Angeles USD</u> Sasha K. v. Los Angeles USD <u>Donovan K. v. Los Angeles USD</u> <u>Alisher K. v. Los Angeles USD</u> <u>Paul T. v. Los Angeles USD</u> <u>Lilliana R. v. Los Angeles USD</u> <u>Akira M. v. Los Angeles USD</u> <u>Sora H. v. Los Angeles USD</u> <u>Donavin L. v. Los Angeles USD</u> <u>Rowan S. v. Los Angeles USD</u> <u>Stephanie K. v. Los Angeles USD</u> <u>Jacob L. v. Los Angeles USD</u> <u>Aria G. v. Los Angeles USD</u> 	<p>Interdistrict Attendance Appeals (Cont'd)</p> <ol style="list-style-type: none"> <u>Vincent A. v. Los Angeles USD</u> <u>Mateo E. v. Los Angeles USD</u> <u>Nicole G. v. Los Angeles USD</u> <u>Khaliq H. S. v. Los Angeles USD</u> <u>Lincoln C. v. Los Angeles USD</u> <u>Landon M. B. v. Los Angeles USD</u> <u>Ariah S. v. Los Angeles USD</u> <u>Noelle S. v. Los Angeles USD</u> <u>Ayla C. v. Los Angeles USD</u> <u>Francisco S. v. Los Angeles USD</u> <u>Alyvia L. v. Los Angeles USD</u> <u>Sloane T. v. Los Angeles USD</u> <u>Ronan O. v. Los Angeles USD</u> <u>Julian T. v. Los Angeles USD</u> <u>Dakarri R. v. Los Angeles USD</u> <u>Genesis C. v. Los Angeles USD</u> <u>Alexis M. v. Los Angeles USD</u> <u>Aiden S. v. Los Angeles USD</u> <u>Lia G. v. Los Angeles USD</u> <u>Kenneth F. v. Los Angeles USD</u> <u>Ramahj J. v. Los Angeles USD</u> <u>Matthew E. M. v. Los Angeles USD</u> <u>Josseline C. v. Los Angeles USD</u> <u>Anani C. v. Los Angeles USD</u> <u>Maliyah C. v. Los Angeles USD</u> <u>Ezra R. v. Los Angeles USD</u> Ana L. S. v. Los Angeles USD Alana S. v. Los Angeles USD Israel L. v. Los Angeles USD Isis L. v. Los Angeles USD Tiffany M. v. Los Angeles USD Xylie M. v. Los Angeles USD Damien A. v. Los Angeles USD Julian A. v. Los Angeles USD Santiago D. S. O. v. Los Angeles USD Scarlette D. S. O. v. Los Angeles USD Rylie J. v. Los Angeles USD Peyton J. v. Los Angeles USD <u>Matthew Y. v. Los Angeles USD</u> <u>Justin Y. v. Los Angeles USD</u> <u>Janiyah B. v. Los Angeles USD</u> <u>Jahleel B. v. Los Angeles USD</u> <u>Santino F. v. Los Angeles USD</u> <u>Vincenzo F. v. Los Angeles USD</u> <u>Parima N. v. Los Angeles USD</u> <u>Pemika N. v. Los Angeles USD</u> <p>SEPTEMBER 17 2024</p> <p>2:30 Study Session: Analysis of what is preventing districts/charters from exiting out of Technical Assistance and Support</p> <p>3:00 Board Meeting</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____: 2023-24, to Recognize October ____, 2024, as Week of the School Administrator in Los Angeles County</p> <p>Consent Rec: Adoption of Board Resolution No. ____ to Recognize October 2024 as Filipino American History Month</p> <p>Consent Rec: Adoption of Board Resolution No. ____ to Recognize October ____, 2024, as Larry Itliong Day</p> <p>Consent Rec: Adoption of Board Resolution No. ____ to Recognize October 2024 as National Bullying Prevention Month</p> <p>Consent Rec: Adoption of Board Resolution No. ____: Digital Citizenship Week, October ____, 2024</p> <p>Consent Rec: Adoption of Board Resolution No. ____: National Disability Employment Awareness Month, October 2024</p> <p>Consent Rec: Adoption of Board Resolution No. ____: National Dropout Prevention Month, October 2024</p> <p>Consent Calendar: Approval of Board Resolution No. ____: Cybersecurity Month, October 2024</p> <p>Consent Rec: Approval of Board Resolution No. ____ in Recognition of Native American Day on September __, 2024</p> <p>Expulsion Appeals</p> <p>Case No. 2324-0009 v. Lynwood USD</p>

<p>OCTOBER 1 3:00 Board Meeting Rpt: Report on Policies</p>	<p>2024</p> <p>OCTOBER 8 3:00 Board Meeting Presentation: Week of the School Administrator in Los Angeles County Consent Rec: Adoption of Board Resolution No. __: 2024-25 GANN Limit – BS Rec: Approval of First Reading of Policies Rec: Approval of LACOE FY 2023-24 Unaudited Actuals Financial Reports</p> <p>OCTOBER 15 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, July 1 to September 30, 2024 Consent Rec: Adoption of Board Resolution No. __: National Homeless Youth Awareness Month, November 2024 Consent Rec: Adoption of Board Resolution No. __: California Sikh American Awareness and Appreciation Month, November 2024 Consent Rec: Adoption of Board Resolution No. __: United Against Hate Week Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Heritage Month, November 2023 Rec: Approval of Second Reading and Adoption of Policies</p>
<p>NOVEMBER 5 3:00 Board Meeting</p>	<p>2024</p> <p>NOVEMBER 12 3:00 Board Meeting Rpt: Update on the Business Enhancement System Transformation (BEST) Project Rpt: Williams Legislation 2023 Annual Report of Findings for the 2023-24 School Visits and Monitoring Consent Rec: Adoption of Board Resolution No. __: National Special Education Day, December __, 2024 Consent Rec: Adoption of Board Resolution No. __: International Migrants Day, December __, 2024 Rec: Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report Rec: LACOE 2025 State Legislative Agenda</p> <p>NOVEMBER 19 2:30 Study Session: Mental Health Initiatives 3:00 Board Meeting Rec: Approval of Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application with Attached Staff Report</p>

<p>DECEMBER 3 2024 2:30 p.m. Study Session: Introduction of Board Members Responsibilities under the Head Start Act and Program Performance Standards 3:00 Board Meeting Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report</p>	<p>DECEMBER 10 2024 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2024 (Enclosure) Rec: Approval of First Interim Report 2024-25 With Attached Staff Report (Enclosure)</p> <p>DECEMBER 17 3:00 Board Meeting Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2025 Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2025 Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2025</p>
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<p>JANUARY 7 2025 3:00 Board Meeting Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2024</p>	<p>JANUARY 14 2025 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December __, 2025 Rpt: Local Control and Accountability Plan Parent Engagement Update Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>JANUARY 21 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 __, 2025- <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2025 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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FEBRUARY 4 3:00 Board Meeting FEBRUARY 11 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education	2025	FEBRUARY 18 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Preview of 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women’s History Month, March 2025 Rec: Approval of Educational Programs 2024-25 Textbooks and Instructional Materials Disposal List	2025
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MARCH 4 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 2025 as Public Schools Month MARCH 11 3:00 Board Meeting Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Report 2024-25 With Attached Staff Report (Enclosure)	2025	MARCH 18 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 __, 2025 as “Denim Day” at the Los Angeles County Office of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2025 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Second Reading and Adoption of Policies Rec: 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report Rec: 2024-25 Approval of Head Start/Early Head Start 2025-26 Consolidated Funding Application with Attached Staff Report	2025
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<p>APRIL 1 3:00 Board Meeting</p> <p>APRIL 8 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, 2025</p>	<p>2025</p> <p>APRIL 15 3:00 Board Meeting Presentation: 2024-25 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 __, 2025, 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 ____, 2025 as Classified School Employees Week in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. ____: May Day, May __, 2025 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2025, as National School Nurse Day Consent Rec: Adoption of Board Resolution No. ____: to recognize May 2025, as National Foster Care Month Consent Rec: Adoption of Board Resolution No. ____: Asian American and Pacific Islander Heritage Month, May 2025 Consent Rec: Adoption of Board Resolution No. ____: to recognize May __, 2025 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. ____: National Mental Health Month, May 2025 Consent Rec: Adoption of Board Resolution No. ____: to Recognize May 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 6 3:00 Board Meeting Presentation: Day of the Teacher 2025</p>	<p>2025</p> <p>MAY 13 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2025 Los Angeles County Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>MAY 20 3:00 Board Meeting Presentation: History Day Awards 2025 Presentation: Recognition of 2024-25 Science and Math Competition and Other Events Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. ____: LGBTQ Pride Month, June 2025 Consent Rec: Adoption of Board Resolution No. ____: Immigrant Heritage Month, June 2025</p>
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<p>JUNE 3 2025 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, 2025 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 10 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2025-26 Proposed Budget Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure) Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p>	<p>JUNE 17 2025 3:00 Board Meeting Presentation: Academic Bowl 2025 Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __: 2025-26 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2025-26 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>
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8/20/24

Board Meeting – August 20, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

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

Final decisions on Interdistrict Attendance Appeals

On July 31, August 1, and 2, 2024, the Administrative Hearing Consultant heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

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

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Anamta M.	Mr. Steven Tabor	9	Mrs. Shumasa Zahir, mother	Norwalk-La Mirada USD	Ms. Angelica Diaz-Naranjo, Child Welfare and Attendance Supervisor	<u>ABCUSD</u>
2. Genesis V.	Mr. Tom Steele	7	Mrs. Marisol Valdez, mother	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Covina-Valley USD
3. Sergio J.	Mr. Tom Steele	9	Mr. Sergio Jimenez and Mrs. Fabiola Chavez, parents	<u>Azusa USD</u>	Mr. Paul Hernandez, Director of Student Support Services	Covina-Valley USD
4. Makayla B.	Mrs. Marian Chiara	9	Ms. Betty Bogar, mother	Upland USD	Mr. Steven Patterson, Senior Director of Student Services	<u>Bonita USD</u>
5. Carlos R.	Mr. Steven Tabor	3	Mr. Carlos Rectoran and Mrs. Marlyn Rectoran, parents	Lawndale ESD	Mr. Jason Kurtenbach, Executive Director of Student Services	<u>Redondo Beach USD</u>
6. Karleo E.	Mrs. Marian Chiara	9	Mr. Leodigario Esmeralda and Mrs. Karen Esmeralda, parents	<u>Hacienda La Puente USD</u>	Dr. Karen Dabney-Lieras, Executive Director of Student Family Services	West Covina USD
7. Kayleen E.	Mrs. Marian Chiara	6	Mr. Leodigario Esmeralda and Mrs. Karen Esmeralda, parents	<u>Hacienda La Puente USD</u>	Dr. Karen Dabney-Lieras, Executive Director of Student Family Services	West Covina USD