

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

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

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No. 23: 2023-2024

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

Board Meeting

March 19, 2024

2:30 p.m.

Dr. Ramirez

STUDY SESSION: Los Padrinos Juvenile Court School – 2:30 p.m.

Dr. Chan

Mr. Cross

Dr. Duardo

Dr. Chan

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

A. Call to Order

B. Pledge of Allegiance

C. Ordering of the Agenda

D. Approval of the Minutes

1. March 12, 2024

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS

Mr. Valles

A. Recognition of the 2023-24 Visual and Performing Arts Competition and Events

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

Dr. Ramirez

A. Juvenile Court Schools Report

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Adoption of Board Resolution No. 40: Declaring April as “Sexual Assault Awareness Month” and April 24, 2024 as “Denim Day” at the Los Angeles County Office of Education

B. Adoption of Board Resolution No. 41: Recognizing Dolores Huerta Day on April 10, 2024

C. Adoption of Board Resolution No. 42: Recognizing Armenian Genocide Remembrance Day on April 24, 2024

D. Adoption of Board Resolution No. 43: Recognizing National Child Abuse Prevention Month, April 2024

E. Adoption of Board Resolution No. 44: Recognizing Earth Day as April 22, 2024

F. Adoption of Board Resolution No. 45: Recognizing National Arab American Heritage Month, April 2024

- G. Adoption of Board Resolution No. 46: to Establish the Month of April 2024 as Public Schools Month
- H. Acceptance of Project Funds No. 77

VII. RECOMMENDATIONS

- Dr. Ramirez A. Approval of Head Start/Early Head Start 2024-25 Consolidated Funding Application with Attached Staff Report
- Dr. Ramirez B. Approval of 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs
- Dr. Chan C. Los Angeles County Board of Education Discussion and Approval of California County Board of Education (CCBE) Transition Letter to California Schools Boards Association (CSBA)
- Ms. Garoupa D. Adoption of the AB 922 Los Angeles County Triennial Plan for Expelled Students 2024 (Enclosure)
- Dr. Duardo E. Approval of Position Recommendation Report PRR 2.0 – March 2024

VIII. INFORMATIONAL ITEMS

- Dr. Duardo A. Governmental Relations
- Dr. Duardo B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up
- Dr. Duardo C. Notice of Salary Increase by County Superintendent for Specified LACOE Employee

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS (None)

- Dr. Chan **X. ADJOURNMENT**

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, March 12, 2024

A meeting of the Los Angeles County Board of Education was held on Tuesday, March 12, 2024 at the Los Angeles County Office of Education Board Room.

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

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

PRELIMINARY ACTIVITIES

CALL TO ORDER

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

Dr. Chan read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Dr. Johnson lead the Pledge of Allegiance.

ORDERING OF THE AGENDA

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

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

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

APPROVAL OF THE MINUTES -

- February 20, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the February 20, 2024 minutes as presented.

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

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena reported that she attended the LACOE Women's Conference along with Student Board Member Ms. Jocelyn. She expressed her appreciate for the invitation and opportunity to attend.

Ms. Jocelyn said the LACOE Women's Conference was fun and inspiring. She said it was inspiring to see all of powerful women in attendance and thanked LACOE for organizing such a great event.

Ms. Forrester said that many of the Head Start team were in Sacramento today advocating for Head Start program. She said she was looking forward to Head Start Committee Member Darya Carranza to provide the Head Start report to the County Board.

Ms. Forrester highlighted the ECvolution Conference this week and that Dr. Duardo and State Superintendent Tony Thurmond would be speaking. She said that the conference was a three day conference for Administrators Day (3/14), Parent/Caregivers Day (3/15), and Educators Day (3/16). She invited everyone to attend.

Dr. Chan said she too attended the LACOE Women's Conference and said that the attendance and energy at the conference was amazing. She thanked Ms. Graswich for organizing the event.

Dr. Chan said she attended the CSBA Board Governance event in Sacramento. She said that the pressing issue at the event was the recent disbanding of the California County Boards of Education. Dr. Chan said that out of the 32 issues identified, the group prioritized two issues: 1) need for fiscal transparency and accountability; 2) need for identity. Dr. Chan said she would like to ask that the County Board agenda item for a discussion and proposed that a letter be sent to CSBA.

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

CALSPRA Awards

- LACOE received two CalSPRA Excellence in Communications Awards Program for the "An Education: The Debra Duardo Story Video" and the "Let Me Add to That Podcast."
- **An Education: The Debra Duardo Story** is a documentary that aims to inspire and educate by sharing my story.
- It highlights my story from a teen mom and high school dropout to becoming the Los Angeles County Superintendent of Schools
- The film highlights the importance of educational equity and the potential of every individual to overcome personal and professional challenges.
- LACOE's podcast, **Let Me Add to That**, delves into the diverse experiences and challenges within L.A. County's education system.
- As the nation's largest regional education agency with nearly 2 million students and 80 school districts, the podcast features education experts discussing hot topics such as attendance, mental health, leadership, LGBTQ+ allyship and more.
- Released on the first Wednesday of each month, the podcast is titled and modeled after the inclusion of different perspectives, experiences, and challenges.

Equity

- **The Equity and Social Justice Team (ESJT)**, coordinated by our DEI leaders, Dr. Jamaal Williams and Dr. Tyisha Noise, seeks to include and empower a diverse group of LACOE staff in pursuit of our goal of creating a more equitable and inclusive organization.
- ESJT action teams recently cosponsored several noteworthy events, including:

- **Black Boys Film Screening (Hybrid event to increase access)**
 - Purpose: To promote understanding of the barriers Black students face and consider how to better serve them.
 - Attendance: 46 Virtual and 22 in person participants
- **The History of Black Oppression and Excellence with Dr. Bryant T. Marks (Hybrid Event)**
 - Purpose: To provide education and promote conversations about Black oppression and perseverance.
 - Attendance: 66 virtual and 23 in person participants
 - We are grateful for the sponsorships of these events by our very own Greater Education LA foundation who covered refreshments for attendees
- **We are also extremely proud of the work of our heritage groups – here are some recent events of note:**
 - **Annual Black Heritage Committee Luncheon with Keynote Speaker Dr. Stanley Johnson**
 - We have a longstanding Black Heritage Committee who has done amazing work over the years. This committee provides a platform to educate our LACOE community about the achievements of African Americans and has a proud tradition of providing scholarships to students in need. This event boasted over 200 participants and our own board vice president, Dr. Stanley Johnson delivered a powerful keynote address.
 - **Asian Pacific Heritage Group Lunar New Year Celebration:**
 - Purpose: Recognize the diverse Lunar New Year Traditions to promote inclusivity
 - In-person: 50+ attendees

Curriculum and Instruction Updates

- **History Day LA at San Gabriel High School – Saturday March**
 - History Day L.A. was held on a cold, rainy Saturday, March 2 at San Gabriel High School. Over 450 students, grades 4-12 from across Los Angeles County participated in the event. Posters, exhibits, performances, documentaries, websites, and podcasts were created by students, based on this year's theme, "Turning Points in History." Winners will move forward to the state competition, April 19-21 at Cal State University, Sacramento. This exciting event is truly a LACOE team effort. We are extremely grateful to our CIS support staff, certificated managers, and administrators who all assisted with great enthusiasm.
- **Science Olympiad at Rio Hondo College – Saturday March 2nd**
 - The LA County Science Olympiad at Rio Hondo College is the 2nd of 3 Regional Tournament that occurred on Saturday, March 2, 2024, from 8am-7pm.
 - The competition features 2 Divisions with 109 teams in total, accounting for 1635 participating students.
 - This year, the top 7 Middle and top 7 High school teams will move forward to compete against other Southern California tournament winners at the Southern California State competition on April 2, 2024.
 - The top Middle and High School Teams will then advance to the National Competition at Michigan State University on May 24-25, 2024.

- LACOE's STEM Science Unit is proud to be a partner in providing students opportunities to challenge, innovate, create and communicate STEM.
- **LA County Regional Spelling Bee – March 20th**
 - The LA County Regional Spelling Bee will be held on Wednesday, March 20, 2024 at 4:00 p.m. at Almansor Court Golf Course in Alhambra.
 - The competition features 42 grade 4-8 district-level spelling champions competing for a chance to represent Los Angeles in the Scripps National Spelling Bee in the Washington DC area in May.
 - LACOE has recently entered into an agreement with Scripps to serve as the LA regional hub, providing further opportunities for our winner to elevate to different competitions.
 - The overall grade 4-6 winner will also get to go on to the CA State Elementary Spelling Bee in April.
 - We are excited to provide these amazing opportunities for LA area spelling bee wizards and are looking forward to seeing how we stack up against other spellers on the national scene.

Dr. Duardo said that IPOLY was recognized as distinguished school and congratulated Principal Ms. Ginger Paul.

COMMUNICATIONS: ASSOCIATIONS

Mr. David Olivares addressed the County Board.

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Darya Carranza addressed the County Board and shared the business of the Head Start Policy Council.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board:

Ms. Lisa Hairrington; Ms. Tina Sanipe, and Ms. Florence Avognon.

PRESENTATIONS (None)

HEARINGS (None)

REPORTS / STUDY TOPICS

ASSEMBLY BILL (AB) 922 - LOS ANGELES COUNTY TRIENNIAL PLAN FOR EXPELLED STUDENTS 2024

Ms. Alicia Garoupa introduced Dr. Sonya Smith, who answered questions the County Board had related to the Triennial Plan for Expelled Students.

The County Board requested that the Triennial Plan for Expelled Students come back as a Recommendation item for County Board action next week.

There were no Public Speakers.

REPORT ON BOARD POLICY (BP), ADMINISTRATIVE REGULATION (AR) 0460 (LOCAL CONTROL AND ACCOUNTABILITY PLAN), BP 0520 (INTERVENTION IN UNDERPERFORMING SCHOOLS), BP 6146.1 (HIGH SCHOOL GRADUATION REQUIREMENTS), BP 6146.4 (DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES), BP 5116.2 (INVOLUNTARY STUDENT TRANSFERS), BP/AR 3400 (MANAGEMENT OF LACOE ASSETS/ACCOUNTS), BP/AR 3311 (BIDS), BP/AR 3311.1 (UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES), BP/AR 5131.2 (BULLYING) AND BOARD BYLAW (BB) 9321 (CLOSED SESSION)

Ms. Vibiana Andrade introduced Dr. Ramirez, Ms. Kimmel, and team members to provide the Report on the above-mentioned Board Policies.

The County Board had questions related to this item.

Ms. Lisa Hairrington addressed the County Board.

CONSENT CALENDAR RECOMMENDATIONS

ACCEPTANCE OF PROJECT FUNDS NO. 76

The Superintendent recommended that the County Board approve the Acceptance of Project Gifts No. 76.

ACCEPTANCE OF GIFTS NO. 14

The Superintendent recommended that the County Board approve the Acceptance of Gifts No. 14.

RECOMMENDATIONS

APPROVAL OF SECOND INTERIM REPORT 2023-24 WITH ATTACHED STAFF REPORT

The Superintendent recommended that the County Board approve the Second Interim Report for 2023-24.

Ms. Karen Kimmel, Chief Financial Officer provided the report to the County Board.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Montaña, and **CARRIED** to approve the Second Interim Report for 2023-24.

Dr. Chan had questions regarding this item.

There were no Public Speakers.

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

APPROVAL OF LACOE LEGISLATIVE PROPOSAL AND POSITION RECOMMENDATION REPORT PRR 1.0 – MARCH 2024

The Superintendent recommended that the County Board approve the LACOE Legislative Proposal and Position Recommendation Report PRR 1.0 for March 2024.

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve the LACOE Legislative Proposal and Position Recommendation Report for March 2024.

The County Board had questions regarding this item.

There were no Public Speakers.

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

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pamela Gibbs, Director of Governmental Relations provided an 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 March 19, 2024.

CLOSED SESSION: CONFERENCE WITH LEGAL COUNSEL – PENDING LITIGATION – ONE CASE PURSUANT TO GOVERNMENT CODE SECTION 54956.9(A)(D)(1): PALMDALE SCHOOL DISTRICT V. LOS ANGELES COUNTY OFFICE OF EDUCATION, ET AL., L.A.S.C., CASE NO. 24STCP00064

Dr. Chan stated that the County Board would recess and go into Closed Session.

There were no Public Speakers.

The County Board had a Closed Session related to the above-mentioned pending litigation. No action was taken in Closed Session.

The County Board returned to open session.

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

NOELLE L. V. BELLFLOWER 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 of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by her father, Mr. Travone Thompson. Ms. Anita Chatterjee, District Administrator, represented Bellflower 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 Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

ALEYNA G. V. GLENDORA 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 of Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but was represented by his mother, Ms. Rocio Gomez. Ms. Jocie Wilson, Director of Student and Family Support Services, represented Glendora 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 Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Johnson, Dr. Montañó, Dr. Perez, and Dr. Chan. The Appeal was granted.

ADJOURNMENT

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

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

The meeting adjourned at 6:49 p.m.

Board Meeting – March 19, 2024

Item	Study Session
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A.	Los Padrinos Juvenile Court School
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The Division of Student Programs team will lead a second Study Session about Los Padrinos Juvenile Court School. The presentation will cover current student and staffing trends, updated efforts to address unique needs of students including literacy, safety and PBIS update, Rising Scholars update and a Special Education update.



Los Padrinos Update 2 Educational Programs

March 19, 2024



Los Angeles County
Office of Education

Study Session Overview

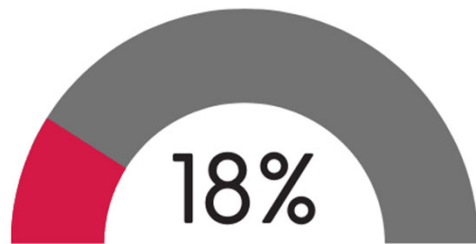
- First Update Provided October 2023
 - Transition to Los Padrinos
 - Individual Student Academic Needs
 - Educational Programming and Services
- Staffing
- Student Data
- Literacy
- Safety/ PBIS
- Rising Scholars/ Dual Enrollment
- Special Education



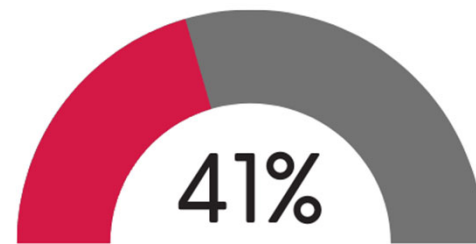
Los Padrinos Student Data

Total Enrolled (Snapshot 3/12/24):

249



English Learners



Students with Disabilities

24
Classrooms



Los Angeles County
Office of Education

Los Padrinos Staff



Current Total Staff: 93

41 Teachers

24 General Ed (5 teachers on leave & 3 vacant)
14 Special Ed (1 teacher on leave & 2 vacant)
2 Literacy Specialists
1 ELD

8 Counselors

2 Counselor Assistants (both vacant)

22 Para-educators & Education Behavior Technician (EBT) (2 on leave & 7 vacant)

7 Clerical (1 on leave & 2 vacant)

7 Psychologists (2 vacant)

6 Administrators

1 Interim Principal
1 Admin on Special Assignment
2 Assistant Principals (1 vacant)
2 Senior Program Specialists



STAR Student Assessment Results

July 1, 2023 to December 31, 2023

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





Period 1 Core/RTSA

Period 2 Core/RTSA

Period 3 Core/RTSA

Period 4 Technology Block/CTE

Period 5 Core/RTSA/PBL/CBO

Period 6 Technology Block/CTE/CBO

Tech Hour CTE



Los Angeles County
Office of Education



Tech Hour Math Support



Los Angeles County
Office of Education

Getting Reading Right

Filling in the Gaps in the Secondary Classroom

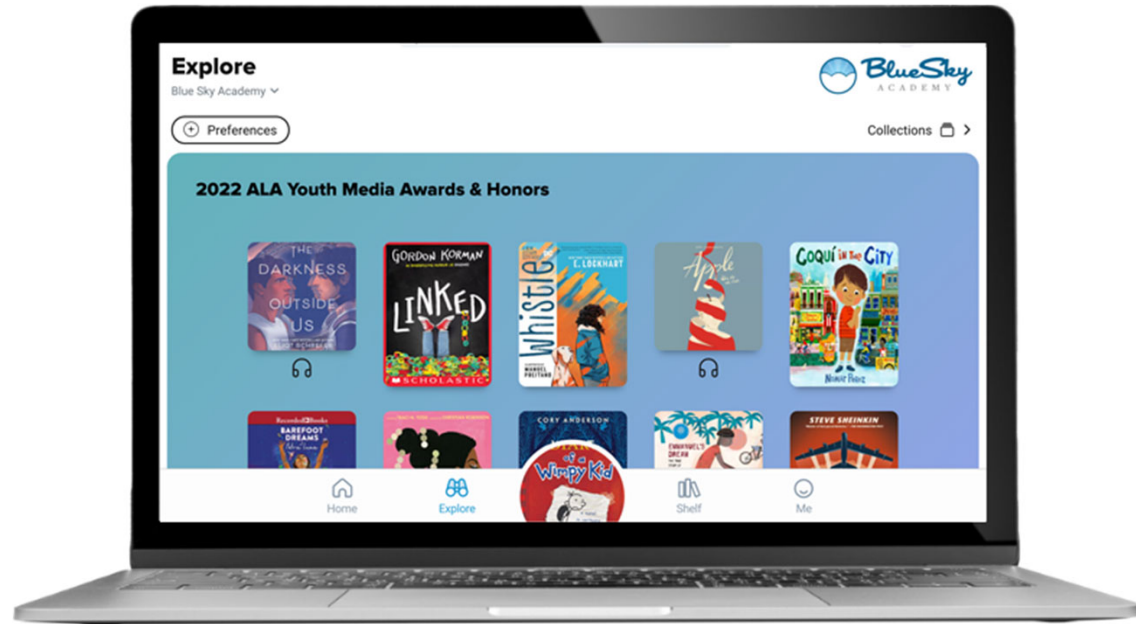
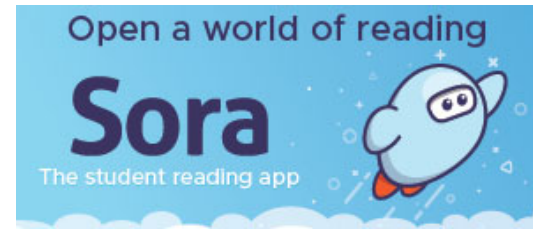
Course Overview

Leslie Zoroya
Project Director III
zoroya_leslie@laoe.edu



Los Angeles County
Office of Education

Reading/Language Arts



Library Books



Los Angeles County
Office of Education

Library & PE Schedule



Los Padrinos Library/North Gym Schedule 2023-2024



Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	TEACHER PREP	TEACHER PREP	TEACHER PREP	TEACHER PREP	TEACHER PREP
8:30-9:20	N/NO Court P/Patio B/NS Gym X1/Dayroom	O/NO Court Q/Patio B/NS Gym X1/Dayroom	N/NO Court P/ Patio B/NS Gym X1/Dayroom	B/NS Gym	O/NO Court Q/ Patio B/NS Gym X1/Dayroom
9:20-10:10	Q/NS Gym	Q/NS Gym P	Q/NS Gym N	Y1	Q/NS Gym M
10:10-11:00	C/CD Field	D/CD Field Q	C/CD Field O	Y2	D/CD Field E
11:00-11:50	Y2/Dayroom X2/Dayroom R1/RS Court Q/NS Gym	Y2/Dayroom X2/Dayroom R2/RS Court P/NS Gym B(BC)	Y2/Dayroom X2/Dayroom R1/RS Court Q/NS Gym L	X1 X2	Y2/Dayroom X2/Dayroom R2/RS Court P/NS Gym F
11:50-12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20-1:20	TEACHER PREP COLLABORATION	TEACHER PREP COLLABORATION	TEACHER PREP COLLABORATION	TEACHER PREP COLLABORATION	TEACHER PREP COLLABORATION
1:20-2:10	Y1/Dayroom L/NO Court S1/RS Court	Y1/Dayroom M/NO Court S2/RS Court R1	Y1/Dayroom L/NO Court S1/RS Court A		Y1/Dayroom M/NO Court S2/RS Court S1
2:10-3:00	E/TU Court	F/TU Court R2	E/TU Court CD		F/TU Court S2
3:00-3:15	TEACHER PREP	TEACHER PREP	TEACHER PREP	TEACHER PREP	TEACHER PREP

*Unit PQ & B will need to start the movement first. AM: start at 7:55am.

**EF on hold until the windows are tinted.

***Library time in red



Los Angeles County
Office of Education

CBOs Serving Los Padrinos



Services: Life Skills and Gang Intervention



Services: Arts Enrichment



Services: Creative Expression and Enrichment



Services: Arts Enrichment



SPRIT AWAKENING
FOUNDATION

Services: Arts & Creative Expression and Enrichment



Tutoring



Los Angeles County
Office of Education

Safety/ PBIS



- Weekly site PBIS team meetings (includes probation and DMH)
- Identified expected behavior
- Morning circles & closing circles
- Redirecting/ discouraging unwanted behavior
- Rewarding and encouraging expected behavior
- Use of point system
- Re-entry conferences



RTSA @ Los Padrinos Themes



Guiding our students to **Discover** who they are, will help them find their place in the world. This discovery will **Empower** them in a way that **Transforms** their lives leading them to personal **Resilience** and ultimately self-actualization



ROAD TO SUCCESS ACADEMY
THEMATIC INTERDISCIPLINARY PROJECT-BASED UNIT
Section 1 - Introduction

THEME	AWAKENING (2023-2024)
Subject/Course	English/ Social Studies/Science/Math
Teacher(s)	Beatrice Echaveste, Theresa Gonzales, Antony Kinzel, Jeanett Hector, Victor Wilson
Timeframe	Focus Area 1: September 11, 2023 - October 27, 2023 Focus Area 2: October 30, 2023 - January 15, 2024 Focus Area 3: January 18, 2023 - February 2, 2024 EXHIBITION DAY - 1/31/2024
Overview <small>(narrative (one paragraph) description of your entire unit)</small>	<p>ELA/Social Studies: Students will study the theme of Awakening by discussing the driving question, "What does it mean to be awakened or woke?" For the first seven weeks (Focus Area 1), students will look at The Constitution: Past and Present. This focus area includes a study of the Constitution of the United States and the Bill of Rights; key Supreme Court cases and the influence of the Civil Rights Movement on other ethnic groups.</p> <p>In Focus Area 2 students will explore the role of youth in the social movements of the time (1960's through today). This focus area includes Impact of youth in the following movements: Freedom Riders; United Farm Workers; 1968 Olympics; Tiananmen Square; Black Lives Matter; DACA/Dreamer Legislation.</p> <p>For Focus Area 3, students will analyze the impact of music and social media in modern cultural movements. Students will study (protest) music of the 1960's through to rock and hip hop today. As well, students will study the role of social media (Facebook, Instagram, Twitter, Tic Toc, YouTube) and how it influences everything from politics to culture.</p>
	<p>Math/Science: Students will explore the theme of "Awakening" through the perspective of a scientist researching the effects of climate change and global warming. Students will study the solar system, the Sun, and how its energy enters the Earth's surface and atmosphere. By studying the incoming solar energy, comparing it with the internal energy of the Earth and the energy used by society, students will analyze how the Earth's energy has changed over time, and its effect on the stability of the Earth's environment.</p>

RTSA



Rising Scholars/ Dual Enrollment



CERRITOS
COLLEGE



April 8th
Start Date



Los Angeles County
Office of Education

INCLUSION • PROFESSIONAL DEVELOPMENT • SITE SUPPORT



Inclusion Structure

- Teacher Dyad Push-In
- Specialized Unit Dedicated SPED Teacher Support
- Para-educator Academic Support
- Behavior Supports with 1-1 Staff



Division Trainings

- Co-Teaching: The What & The Why
- Co-Teaching: Models & Implementation
- Ongoing Paraeducator Trainings
- Supporting ELD/SWD
- Writing Data-Driven IEP's & Goalbook



Admin & Teacher Supports

- Daily SPED Team Support
- Bi-Weekly Compliance Reports & Reminders
- 1-1 & Onsite Teacher Support & Coaching
- Admin. Trainings: ADR & Inclusion
- Archived Trainings



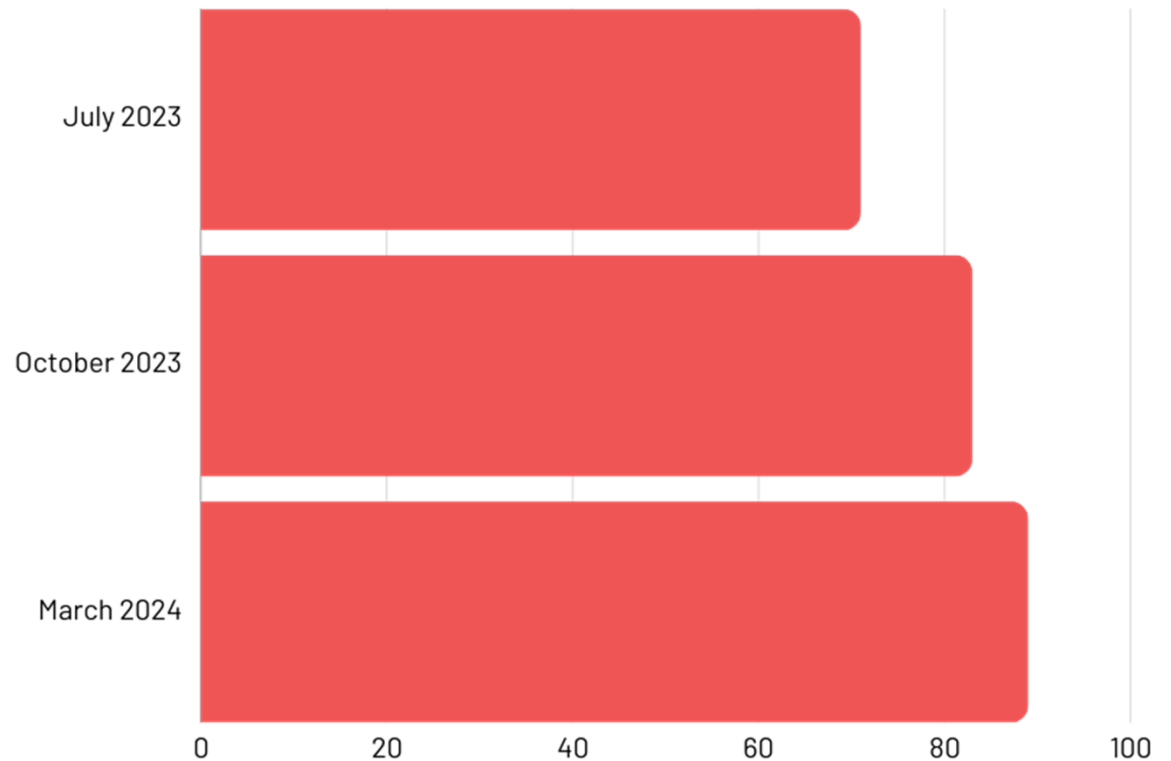
Weekly Site Support

- SPED Virtual Drop-In
- Site SPED Team Meeting Attendance
- IEP Timelines & Procedures
- IEP Team Guidance & Facilitation
- IEP Writing



IEP Procedural Compliance

- Administrative Placements
- 30 Day IEP's - offer of FAPE
- Annual IEP's
- Triennial IEP's
- Initial IEP's
- IEP Addendums





IEP Implementation Compliance

COMPLIANCE IMPROVEMENT SUPPORTS

- ☐ CDE Pilot: IEP Implementation Compliance Tracking
 - ☐ SPED-X: Bi-Weekly Reports & Summary
 - ☐ SPED-X: System Monitoring & Improvements
 - ☐ Daily Communication with Site Administration
 - ☐ Individual Teacher & Service Provider Support
 - ☐ Service Provider Documentation and Tracking
 - 120 Service Providers Logs
 - 201 Admin Service Compliance Report
 - Certification by Providers & Admin.
 - Power BI – Compensatory Tracking
-

Thank you.

Questions?



**Los Angeles County
Office of Education**

Board Meeting – March 19, 2024

Item III. Presentations

A. Recognition of the 2023-2024 Visual and Performing Arts Competition and Events

The Superintendent and County Board will recognize the success of students and programs in the visual and performing arts unit.

The sixteenth annual Los Angeles County Regional Poetry Out Loud, a regional recitation contest, is sponsored and presented in partnership with the National Endowment for the Arts, the California Arts Council, the LA Department of Arts and Culture, and the Los Angeles County Office of Education. High Schools throughout the county incorporate poetry recitation into the curriculum in advance of a local contest. Student poets performed on Saturday, February 4th at the Lineage Performing Arts Center. The winner advanced to state finals being held on March 19, 2024.

Numerous events occurred in arts education in the state that affect Los Angeles County schools and districts. Updates to Prop 28 funding have shed light on the state of arts education. We will share the latest themes and information that have arisen. Highlights from the California County Superintendent's Statewide Arts Initiative Region 11 will also be shared.

Danielle Mitchell, Director III, Division of Curriculum and Instructional Services (CIS), and Jeannine Flores, Arts & STEAM Coordinator, Curriculum and Instructional Services (CIS) will be available during the presentation.

Board Meeting – March 19, 2024

Item V. Reports / Study Topics

A. Juvenile Court Schools Report

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

Student Attendance and Enrollment Report (SAER), _____

Los Angeles County Office of Education¹

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

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

*Lost instructional time includes tardies and unexcused absences.

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

*Medical appointments and Court appearances are excused absences.

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

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

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

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

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

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

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

Attendance

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

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

Compensatory Services

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

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

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

Hours Owed this month

Probation

LACOE

Class Coverage

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

Discussion

Month, Year



LACOE Juvenile Court Schools Update

Juvenile Court Schools Report March 19, 2024



Juvenile Court Schools Update

Snapshot Data for the Week of March 4, 2024

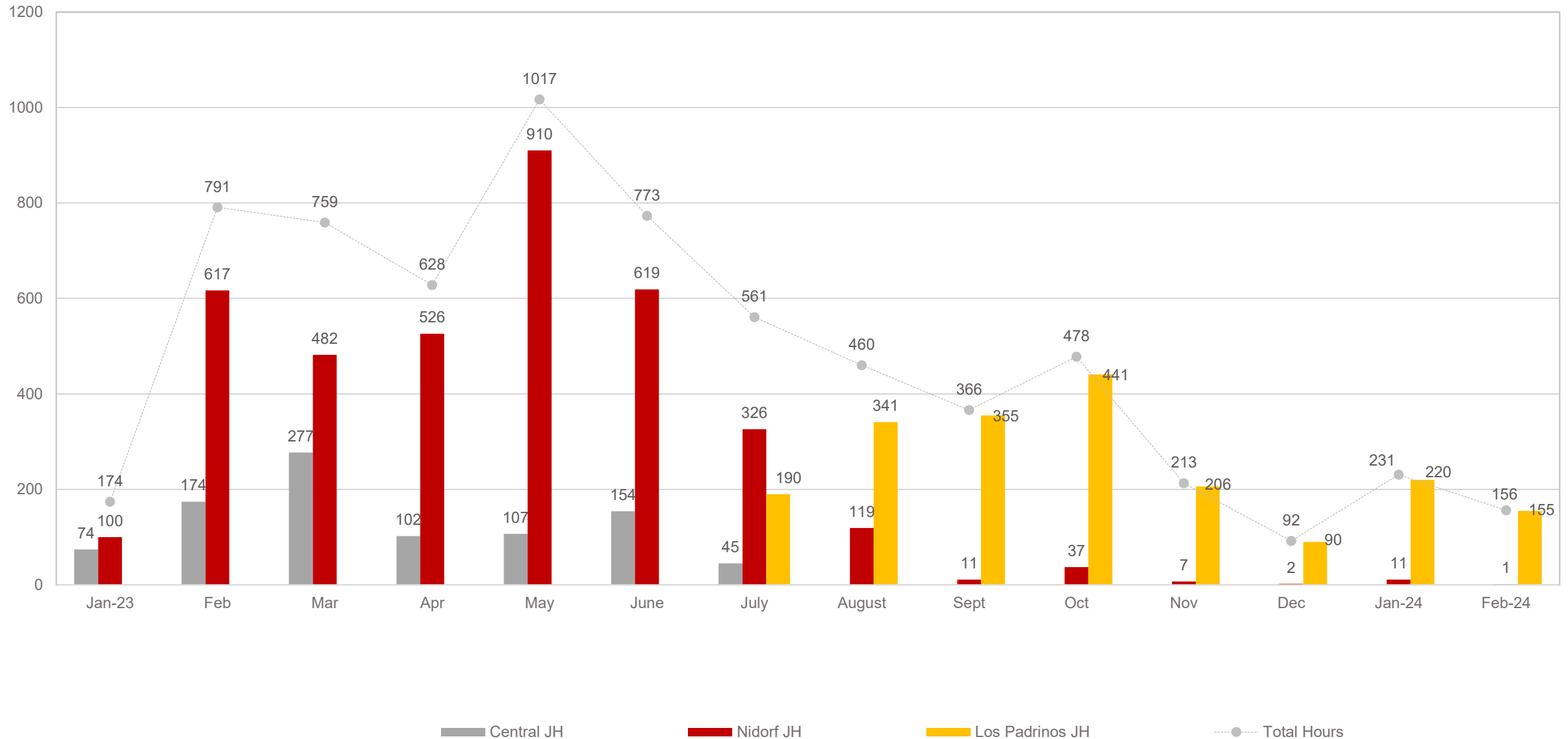
Enrollment	Totals
Enrollment (Friday Snapshot)	403
Transition/Aftercare	
Multi-Disciplinary Team Meetings	17
Follow-Up Phone Calls for Students Exited	46
Special Education	
IEP Meetings	12
Total Admin Placements	8
Parent Workshops	
Parent Workshops	3
Number of Parent Participants	57
Parent Town Halls	
Number of Town Halls	0
Number of Parent Participants	N/A

February 2024 – Student Attendance & Enrollment

SUMMARY

	Enrollment	Instructional Days	Total Instructional Minutes Available	Total Minutes Lost	Attendance %	Total PROBATION Related Absences Minutes	PROBATION Comp. Time Hours Owed	Total LACOE Unexcused Minutes (%)	LACOE Comp. Time Hours Owed
Los Padrinos	231	20	1,386,000	83,900	93.9%	71,300	155	11,450 (.8%)	7
Nidorf	26	20	156,000	7,750	95%	1,100	1	6,500 (4.2%)	0

Probation Compensatory Time Owed



Transition Special Needs Unit

- Workability Services
 - 241 Students Served
 - 37 Work-based Learning
- Transition Partnership Program
 - 346 Students Enrolled
 - 180 Work-based Learning



Questions?

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 40: Declaring April as “Sexual Assault Awareness Month” and April 24, 2024, as “Denim Day” at the Los Angeles County Office of Education

The Superintendent recommends that the County Board adopt Board Resolution No. 40 as part of the regular County Board meeting on March 19, 2024; and further recommends that the Board proclaim the month of April 2024 as “Sexual Assault Awareness Month,” and designate April 24, 2024 as “Denim Day,” and urge everyone to wear jeans on April 24, 2024 to help communicate the message that there is “no excuse and never an invitation to harassment, abuse, assault, or rape.”

Board Resolution No. 40 is shown on the following page.

NEXT STEPS:

- Send out LACOE communication to all 80 districts to encourage districts, schools, and partner organizations to observe this month and with appropriate programs and activities.
- Highlight LACOE’s leadership and commitment to empowering youth and communities to raise awareness of and prevent sexual violence via social media.
- Ways schools can participate and acknowledge Denim Day.
- Wear Denim on Wednesday, April 24th to spread awareness against sexual assault.
- Take a picture in your denim and post on social media #DenimDay.
- Get involved by posting on social media encouraging your digital community to get involved.
- Volunteer your time with organizations that support this cause.

BOARD RESOLUTION

NO. 40: 2023-24

Denim Day Proclamation

Declaring April as “Sexual Assault Awareness Month” and April 24, 2024, as “Denim Day” at the Los Angeles County Office of Education

WHEREAS, the United States Government has declared April as “Sexual Assault Awareness Month” and Peace Over Violence has declared April 24, 2024, as “Denim Day” in Los Angeles County; and

WHEREAS, both events are intended to draw attention to the fact that sexual violence remains a serious issue in our society. The magnitude of the problem has drawn public attention following the #MeToo movement, and cases of domestic violence, including sexual violence against women, trans women and girls, intensified during the COVID-19 pandemic; and

WHEREAS, in 1998, an Italian Supreme Court decision overturned a rape conviction because the victim wore jeans. People all over the world were outraged. Wearing jeans became an international symbol of protest against erroneous and destructive attitudes about sexual assault; and

WHEREAS, Peace Over Violence (formerly known as the Los Angeles Commission on Assaults Against Women) organizes Denim Day in Los Angeles every April during National Sexual Assault Awareness month; and

WHEREAS, Denim Day seeks to highlight and eliminate attitudes that blame victims and prevent them from seeking assistance; and

WHEREAS, the recently released Centers for Disease Control and Prevention’s Youth Risk Behavior Survey report highlights an alarming increase in the number of teen girls who have experienced sexual violence and trauma with 1 out of every 5 teen girls experienced sexual violence in 2021.

WHEREAS, it is reported that every 73 seconds an American is sexually assaulted; and 1 in 4 women and 1 in 10 high school students have experienced some form of physical violence by an intimate partner; and 2 in 3 transgender people have been sexually assaulted; and

WHEREAS, the impact of sexual assault has long lasting consequences. Survivors of sexual assault often experience mental health issues, such as anxiety, depression, panic attacks, post-traumatic stress disorder, substance abuse, and suicidal ideation, and are more likely to experience substance abuse; and

WHEREAS, with proper education on the matter and comprehensive prevention projects, sexual violence and its unfair and traumatizing effects are preventable; and

WHEREAS, by participating in Denim Day activities, we promote prevention through education; make it possible for more survivors of sexual assault to reach out and find help; and help everyone to understand the critical role they play in preventing violence against women; and

WHEREAS, the Superintendent of Schools and members of the Los Angeles County Board of Education strongly support the efforts of Peace Over Violence to educate persons in our community about the true impact of sexual harassment, abuse, assault and rape in Southern California; and

NOW, THEREFORE BE IT RESOLVED that the Superintendent of Schools and the Los Angeles County Board of Education do hereby proclaim the month of April 2023 as “Sexual Assault Awareness Month,” designate April 24, 2024 as “Denim Day,” and urge everyone to wear jeans on April 24, 2024 to help communicate the message that there is “no excuse and never an invitation to harassment, abuse, assault, rape.”

ADOPTED this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

B. Adoption of Board Resolution No. 41: Recognizing Dolores Huerta Day on April 10, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 41 as part of the regular County Board meeting on March 19, 2024; and further encourages communities to celebrate this day to honor Huerta's lifelong commitment to equity and justice for all.

Board Resolution No. 41 is shown on the following page.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month and day with appropriate programs and activities that include:
- "¡Si Se Puede!" Celebrating Cesar Chavez and Dolores Huerta lesson plans and resources from the California Chief Justice's [*Judges in the Classroom Program*](#)

BOARD RESOLUTION

NO. 41: 2023-24

Dolores Huerta Day 2024 (April 10, 2024)

WHEREAS, Dolores Clara Huerta, born on April 10, 1930, was taught by her family the importance of giving back to her community and giving a voice to the voiceless; and

WHEREAS, she is a tireless advocate for the working people of California. Her lifelong pursuit of justice was sparked in the Central Valley when, teaching the children of farmworkers, she often saw her students come to school with empty stomachs and bare feet; and

WHEREAS, she began her advocacy work by serving as a leader of the Community Service Organization in Stockton and forming the Agricultural Workers Association, where she worked to increase voter registration in her community and advocated for neighborhood improvements; and

WHEREAS, through this work, she joined forces with César Chávez to advocate for better conditions for farmworkers and their families. Together with Larry Itliong, Philip Vera Cruz, Pete Velasco and Andy Imutan, they formed the United Farm Workers; and

WHEREAS, Huerta was instrumental in the nationwide boycott of grapes that led to the first farmworkers union contracts. Her fierce advocacy also helped secure the California Agricultural Labor Relations Act of 1975, a first-in-the-nation law that extended collective bargaining rights to farmworkers; and

WHEREAS, Huerta became the first Latina inducted into the National Women's Hall of Fame in 1993 and was awarded the Presidential Medal of Freedom, the highest civilian award in the United States, in 2016; and

WHEREAS, in 2018, Governor Jerry Brown signed AB 2644 designating April 10 as Dolores Huerta Day, making the civil rights leader and community organizer the first living person to hold this honor; and

WHEREAS, she continues to be a powerful force for social justice and empowerment for all. Through her leadership of the Dolores Huerta Foundation, she continues to build upon her legacy of civic engagement by training the next generation of community organizers and advocating for the working poor, women and children; and

WHEREAS, to promote social justice and equity that Huerta has championed, LACOE remains dedicated to providing resources and support for newcomers through our Multilingual Academic Support unit and Migrant Education program; LACOE also continues to support safe schools, promote inclusive classrooms for all students and ensure schools have resources to support immigrant and refugee students and their families through our Immigrant Relations program; and

NOW, THEREFORE, BE IT RESOLVED, the Los Angeles County Board of Education declares April 10, 2024 as Dolores Huerta Day and encourages communities to celebrate this day to honor Huerta’s lifelong commitment to equity and justice for all.

ADOPTED this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

C. Adoption of Board Resolution 42: Recognizing Armenian Genocide Remembrance Day on April 24, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 42 as part of the regular County Board meeting on March 19, 2024; and further recommends that the Board recognizes April 24 as Armenian Genocide Remembrance Day and encourages education communities to observe this day with appropriate curriculum, programs and activities that generate in-depth discussions of the Armenian Genocide, including the role of the United States in humanitarian relief efforts, and the relevance of the Armenian Genocide to modern-day crimes against humanity.

Board Resolution No. 42 is shown on the following page.

NEXT STEPS:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month and day with appropriate programs and activities that include:
 - *Difficult Decisions in Dangerous Times: Hope and Agency during the Armenian Genocide* - This archived webinar, posted on the LACOE History-Social Science webpage, led by Sara Cohan, Education Director of The Genocide Education Project and Dr. Dikran Kaligian at Worcester State University, will help you teach about the Armenian Genocide while providing students examples of personal choices of common citizens they can relate to in their own lives. Includes links to videos, survivor testimony, background information and lesson plans for classroom use.
 - *The Genocide Education Project*: Resources, teaching guides, websites, documents and maps, survivor accounts and more on the Genocide Education website.

BOARD RESOLUTION

NO. 42: 2023-24

Armenian Genocide Remembrance Day April 24, 2024

WHEREAS, our state has a proud history of recognizing and condemning the Armenian Genocide, the killing of an estimated 1.5 million Armenians by the Ottoman Empire from 1915 to 1923; and Americans rallied to provide life-saving aid to thousands of the survivors; and

WHEREAS, Armenian men, women and children were slaughtered or marched to their deaths in an effort to annihilate the Armenian people in the first modern-era genocide, while thousands of kidnapped children and young women were forced to change their Armenian names to Turkish names and convert to Islam, and hundreds of thousands more were subjected to many civil and human rights violations during the period of the modern Republic of Turkey from 1924 through 1937; and

WHEREAS, these crimes against humanity also had the consequence of permanently removing all traces of the Armenians and other targeted people from their historic homelands, and enriching the perpetrators with the lands and community and personal properties of the victims of these crimes, including the usurpation of several thousand churches, as well as schools, hospitals and other institutions; and

WHEREAS, successive governments of the Republic of Turkey have denied the occurrence of the crimes against humanity committed by the Ottoman and Young Turk rulers for a century and continue to do so despite some Turkish government officials' earlier admissions and the overwhelming proof of genocidal intent; and

WHEREAS, in response to the Genocide, the Near East Relief organization, the first congressionally sanctioned American philanthropic effort created exclusively to rescue Armenian and other survivors of the genocide, was founded and provided unprecedented relief, delivering more than \$117 million of humanitarian assistance between 1915 and 1930, and saving approximately one million refugees, including 130,000 orphans of the Armenian Genocide; and

WHEREAS, the Governor of California, in accordance with Assembly Concurrent Resolution 51, proclaimed April 24 of each year as a State Day of Remembrance in recognition of the anniversary of the Armenian Genocide; and

WHEREAS, the concern for human rights is a major element in the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve; and

WHEREAS, California Education Code 51226.3 calls for the teaching of the Armenian Genocide in grades 7-12; the Los Angeles County Office of Education, in collaboration with The Genocide Education Project, has conducted a number of in- person and virtual professional development trainings for teachers across Southern California; and

WHEREAS, Los Angeles County has a significant Armenian student population, many of whom have family members who experienced first-hand the horror of the Armenian Genocide and the ongoing denial of this crime against humanity; and

NOW, THEREFORE, BE IT RESOLVED, that the Los Angeles County Board of Education hereby recognizes April 24, 2024 as Armenian Genocide Remembrance Day and encourages education communities to observe this day with appropriate curriculum, programs and activities that generate in-depth discussions of the Armenian Genocide, including the role of the United States in humanitarian relief efforts, and the relevance of the Armenian Genocide to modern-day crimes against humanity.

ADOPTED this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California.

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

D. Adoption of Board Resolution 43: Recognizing National Child Abuse Prevention Month, April 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 43 as part of the regular County Board meeting on March 19, 2024; and further recommends that the Board declare April as National Child Abuse Prevention Month and urge communities to recognize this month by working together to support child abuse prevention and awareness programs and activities.

Board Resolution No. 43 is shown on the following page.

NEXT STEPS:

- Send out LACOE communication to all 80 districts to encourage districts, schools, and partner organizations to observe this month and with appropriate programs and activities.
- Promote kids' art contest through the California Department of Social Services (CDSS)
- Continue to meet with county partners to identify strategies and resources to strengthen communities with children at the center, reduce unnecessary contact with the child welfare system, nurture and support thriving families, and empower youth and communities

BOARD RESOLUTION

No. 43: 2023-24

National Child Abuse Prevention Month, April 2024

- WHEREAS,** in alignment with AB 2085, which went into effect in January of 2023, it is essential to distinguish economic disadvantage from neglect. Our commitment to fostering safer communities remains unwavering as we collaborate to ensure child safety and heal the legacy of over-reporting due to bias, which has resulted in trauma and over-surveillance of low income families of color; and
- WHEREAS,** our children are some of the most vulnerable members of our society.
- WHEREAS,** communities must make every effort to promote programs and activities that create strong and thriving children and families; and
- WHEREAS,** children deserve to grow up in safe and nurturing environments that are free from abuse and neglect; and
- WHEREAS,** child abuse and neglect profoundly affect all facets of our community.
- WHEREAS,** in alignment with AB 2085, which went into effect in January of 2023, it is essential to distinguish economic disadvantage from neglect. Our commitment to fostering safer communities remains unwavering as we collaborate to ensure child safety and heal the legacy of over-reporting due to bias, which has resulted in trauma and over-surveillance of low income families of color; and
- WHEREAS,** public health emergencies, including the COVID-19 pandemic, increase the risk for child abuse and neglect due to increased stressors and loss of financial and social supports, as noted by the Centers for Disease Control and Prevention; and
- WHEREAS,** child abuse can have long-term and inter-generational psychological, emotional and physical effects that have lasting consequences for the victims; and
- WHEREAS,** over the long term, children who are abused or neglected are at increased risk for experiencing future violence victimization and perpetration, substance abuse, sexually transmitted infections, delayed brain development, lower educational attainment, and limited employment opportunities; and

WHEREAS, LACOE recognizes that teachers and other school staff are in an optimal position to prevent, identify, and assist families, as well as suspected victims of child abuse and neglect due to their frequent contact with students; and

WHEREAS, LACOE and the Los Angeles County Department of Children and Family Services (DCFS) collaborate to provide training, guidance and awareness opportunities regarding supporting families, as well as preventing and responding to suspected abuse or neglect; and

WHEREAS, LACOE recognizes that providing linkages to community-based prevention services and access to resources to families whose children may be at risk of child abuse or neglect is critical; and

WHEREAS, child abuse prevention remains the best defense for our children and families and effective prevention activities succeed because of the partnerships created between child welfare professionals, education, health, community- and faith- based organizations, business, law enforcement agencies and families; and

WHEREAS, we acknowledge that we must work together as a community to increase awareness about child abuse and contribute to promoting the social and emotional well-being of children and families in a safe, stable and nurturing environment; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education and the Los Angeles County Superintendent of Schools declare April as National Child Abuse Prevention Month and urge communities to recognize this month by working together to support child abuse prevention programs and activities.

ADOPTED this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California.

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

- E. Adoption of Board Resolution No. 44: Recognizing Earth Day as April 22, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 44 as part of the regular County Board meeting on March 19, 2024; and further recommends that the County Board proclaims April 22, 2024 as Earth Day and the month of April 2024 as Earth Month and encourages districts and communities to observe Earth Day and Earth Month with appropriate programs and activities.

Board Resolution No. 44 is shown on the following page.

NEXT STEPS:

- Send out LACOE communication to all 80 districts to encourage districts, schools, and partner organizations to observe this month and with appropriate programs and activities
- Highlight LACOE's leadership and commitment to environmental justice on social media, such our Green Initiative and reduced carbon footprint through excellence and innovation around remote work and various other efforts like outdoor learning

BOARD RESOLUTION

No. 44: 2023-24

Earth Day (April 22) and Earth Month (April)

- WHEREAS,** in 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”; and
- WHEREAS,** the three pillars of sustainability are: social, economic and environmental. All three pillars must work in conjunction with providing a balanced approach; and
- WHEREAS,** there is extensive consensus within the scientific community that human activities contribute to increases in greenhouse gas emissions. Increased emissions result in a greater threat of climate change to the Earth and this threat can only be solved by combined human effort; and
- WHEREAS,** the negative impacts of climate change, including public health and economic consequences, have a disproportionate impact on chronically underserved communities and communities of color; and
- WHEREAS,** implementation of sustainable practices on school campuses, capital investments to improve energy efficiency, and other environmentally mindful purchasing decisions can yield significant cost savings for schools; and
- WHEREAS,** as we head into Earth Month in April, we acknowledge that Earth Day was first celebrated on April 22, 1970. This day marks the anniversary of the modern environmental movement, which has been celebrated annually. This also led to the creation of the United States Environmental Protection Agency and the Occupational Safety and Health Act; and
- WHEREAS,** Earth Month has become a time for Los Angeles County Office of Education (LACOE) staff to gather in an annual appreciation of Earth through Green Team events; and
- WHEREAS,** LACOE welcomes a Climate Corps Fellow to work specifically on sustainability efforts at LACOE and as a support to its Local Educational Agencies
- WHEREAS,** LACOE will hold its third annual symposium on environmental sustainability for its 80 school districts and all constituents on May 3. The Green Schools Symposium will be held at Davinci High Schools, Wiseburn USD and will feature innovative learning environments best practices for integrating environmental sustainability into school facilities, and will have a specific focus on the impact of extreme heat on school facilities and students; and
- NOW, THEREFORE, BE IT RESOLVED,** that the Los Angeles County Board of Education hereby proclaims April 22, 2024 as Earth Day and the month of April 2024 as Earth Month and encourages districts and communities to observe Earth Day and Earth Month with appropriate programs and activities.
- ADOPTED** this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California.

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item VI. Consent Calendar Recommendations

F. Adoption of Board Resolution No. 45 to Recognize April as National Arab American Heritage Month

The Superintendent recommends that the County Board adopt Resolution No. 45 as part of the regular County Board meeting on DATE; and further recognized April as National Arab American Heritage Month and encourages communities to observe this day with appropriate programs and activities that celebrate and recognize the contributions of Arab Americans to our country and communities and combat prejudice and hate against Arab American community members.

Resolution No. 45 follows on the next page.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month with appropriate programs and activities.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.
- Continue our efforts to uplift and celebrate diversity, equity, and inclusion through programs and events, with a focus on individual and collective care and wellbeing.

BOARD RESOLUTION

No. 45: 2023-24

Recognize April as National Arab American Heritage Month

WHEREAS, Arab American Heritage Month is celebrated in April each year to recognize the contributions and achievements of Arab Americans to the United States; and

WHEREAS, the diversity within the Arab American community enriches our nation and adds to the vibrant tapestry of American life with roots in 22 countries in the Middle East and North Africa, including Algeria, Bahrain, the Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Mauritania, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen; and

WHEREAS, the Arab American community, also reflects the rich intersectional diversity of our country, with over half of Arab Americans estimated to be Christian despite a common misconception — not all Arabs are Muslim, nor are all Muslims from the Middle East and North Africa — as well as race, sexual orientation, gender identity, and ability.

WHEREAS, within this diverse community, Arab Americans are united by a common primary language—Arabic—as well as by shared history and culture; and

WHEREAS, there are estimated 3.7 million Arab Americans in the United States, with California being home to the largest number of Arab Americans of any state, with the largest population of Arab Americans calling Los Angeles home; and

WHEREAS, Arab Americans have been an integral part of the American fabric for over a century, contributing significantly to the fields of science, medicine, business, education, government, and culture; and

WHEREAS, bias and discrimination, including Anti-Arab sentiment and hate negatively impact the wellbeing and sense of belonging for diverse communities and our society as a whole; and

WHEREAS, it is important to acknowledge and celebrate the history, culture, and traditions of our diverse communities and to promote understanding and appreciation of all communities' contributions to our society; and

WHEREAS, the Los Angeles County Office of Education is deeply committed to fostering an inclusive and respectful environment for all students, staff, and community members;

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education recognizes April 2024 as Arab American Heritage Month and encourages all schools and community members to recognize and celebrate the contributions of Arab Americans to our nation's history and culture with appropriate programs and activities.

BE IT FURTHER RESOLVED that LACOE commits to incorporating educational resources and activities that highlight the history and achievements of Arab Americans into the curriculum during Arab American Heritage Month and throughout the year.

ADOPTED this 19th day of March 2024, by the Los Angeles County Board of Education in Downey, California.

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item. VI. Consent Calendar Recommendations

- G. Adoption of Board Resolution No. 46: To Establish the Month of April 2024 as Public Schools Month

The Superintendent recommends that the County Board adopt Board Resolution No. 46 as part of the regular County Board meeting on March 19, 2024; and further recommends that the Board declare April as Public Schools Month and encourages school districts in Los Angeles County to commemorate this occasion with appropriate activities promoting education as the foundation upon which we can build our nation's future.

Board Resolution No. 46 is shown on the following page.

Next Steps:

- Send out LACOE Communication to the 80 districts to encourage districts, schools and community organizations to observe this month with appropriate programs and activities.
- Provide support to districts to implement ethnic studies with intentionality of including the history and contributions of the group identified.
- Highlight the importance of Public Schools and Public Schools Month through various LACOE communication channels including but not limited to emails, newsletters, social media and website.

BOARD RESOLUTION

No. 46: 2023-24

Public Schools Month (April 2024)

- WHEREAS** America's public schools have traditionally had the responsibility for instilling a love of learning in our children as well as the knowledge, skills and abilities to pursue satisfying, productive lives; and
- WHEREAS** public schools provide hope and a vision to see students succeed in life, and are uniquely positioned to help every child receive the support and opportunities they need to achieve their fullest potential; and
- WHEREAS** public schools play a key role in helping our children learn about and embrace the richness of our nation's diverse cultures, which give our society its strength and flexibility; and
- WHEREAS** the Grand Lodge of Free and Accepted Masons of California founded Public Schools Month in 1920 to celebrate the contribution of public schools to the American way of life; and
- WHEREAS** our public schools provide the educational tools and institutional support to millions of young Americans to achieve both rewarding careers and fulfilling life endeavors; and
- WHEREAS** public schools cultivate in our children an understanding of the importance of civil rights and the benefits of living in a democratic society. Public schools are a critical place for students to develop the civic knowledge, skills and values needed to effectively contribute to and participate in an equitable and just society; and
- WHEREAS** the COVID-19 pandemic has underscored the vital and unique role of public education in our society. Since the pandemic started three years ago, public recognition of the essential caretaking role schools play in society, as well as gratitude for teachers, their skills and their invaluable role in supporting student wellbeing have increased; and
- WHEREAS** Public Schools Month provides an excellent opportunity to give special recognition to students, parents, teachers, classified staff, administrators and school board members for continuing to rise to the extraordinary challenges brought by this health crisis; and

NOW, THEREFORE, BE IT RESOLVED that the Los Angeles County Board of Education declares April as Public Schools Month and encourages school districts in Los Angeles County to commemorate this occasion with appropriate activities promoting education as the foundation upon which we can build our nation's future.

ADOPTED this 19th day of March 2024 by the Los Angeles County Board of Education in Downey, California.

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

Yvonne Chan, Ed.D.
Board President

Board Meeting – March 19, 2024

Item VI. Consent Calendar Recommendations

H. Acceptance of Project Funds No. 77

The Superintendent recommends that the County Board approve the acceptance of the California Career Technical Education Incentive Grant from the California Department of Education for LACOE's Workforce Investment Act Unit.

<u>Project</u>	<u>Award Amount</u>	<u>Funding Period</u>
California Career Technical Education Incentive Grant	\$195,362	07/01/2023 to 12/31/2025

Board Meeting – March 19, 2024

Item VII. Recommendations

A. Approval of Head Start/Early Head Start 2024-25 Consolidated Funding Application with Attached Staff Report

The Superintendent recommends that the County Board of Education approve submission of the 2024-25 consolidated funding application for the Early Head Start and Head Start programs.

REPORT:

This report provides the Los Angeles County Board of Education (County Board) with information on the Los Angeles County Office of Education (LACOE) Head Start and Early Learning Division's 2024–2029 strategic plan and its funding application for 2024-25, year one of the five-year project period.

The Office of Head Start (OHS) funds LACOE to operate Early Head Start (EHS) and Head Start (HS) programs. OHS funds grantees on a five-year cycle. The 2024-25 program year will be year one of a new five-year project period (2024–2029). LACOE will submit the funding application to OHS by April 1, 2024 (Attachment 2).

The attached application describes LACOE's plan to work with 16 delegate agencies (including 15 on the federal OHS grant) to provide services to children and families in its assigned service area.

LACOE proposes to serve 7,696 children (4,917 HS and 2,779 EHS) beginning July 2024. This includes converting 54 HS slots to 16 EHS to address the continued increase in operating costs.

The EHS and HS budgets total \$197,066,346 (HS: \$122,642,632 and EHS: \$74,423,714).

Attachment 1 – Table 1 shows the funding allocated to each delegate.

Board Meeting – March 19, 2024
Head Start/Early Head Start 2024-25 Consolidated Funding Application
Attachment 1

Delegate	Head Start	Early Head Start	Total Federal Funding
LACOE	\$28,256,927	\$10,074,088	\$38,331,015
<i>Delegates</i>			
ABC Unified School District	\$3,654,043	\$0	\$3,654,043
Bassett Unified School District	\$2,653,583	\$1,463,983	\$4,117,566
Blind Children's Center	\$501,859	\$1,249,183	\$1,751,042
Children's Institute, Inc.	\$2,284,989	\$3,811,632	\$6,096,621
El Monte City School District	\$7,182,747	\$2,781,480	\$9,964,227
Foundation for Early Childhood Education, Inc.	\$8,355,314	\$2,896,016	\$11,251,330
Garvey School District	\$6,137,785	\$4,652,120	\$10,789,905
Mexican American Opportunity Foundation	\$11,210,594	\$6,620,386	\$17,830,980
Mountain View School District	\$5,050,622	\$2,288,774	\$7,339,396
Norwalk-La Mirada Unified School District	\$7,731,616	\$5,334,131	\$13,065,747
Pacific Asian Consortium in Employment	\$10,577,981	\$6,061,302	\$16,639,283
Para Los Niños	\$3,564,364	\$3,478,547	\$7,042,911
Plaza de la Raza Child Development Services, Inc.	\$9,216,542	\$4,424,026	\$13,640,568
Pomona Unified School District	\$12,729,560	\$7,974,429	\$20,703,989
St. Anne's Family Services	\$1,763,018	\$9,522,039	\$11,285,057
TBD Slots	\$271,088	\$825,632	\$1,096,720
Delegates Other*	\$1,500,000	\$965,948	\$2,465,948
<i>Delegate Subtotal</i>	\$94,385,705	\$64,349,626	\$158,735,331
Total	\$122,642,632	\$74,423,714	\$197,066,346

*Funds to be allocated to delegates for operational needs, health & safety or other equipment, or maintenance and minor renovations.

2024-25
Program Year

Consolidated Funding Application



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

Year One of 2024-29 Project Period

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Section I. Program Design and Approach to Service Delivery

Introduction

The 2019-24 project period challenged programs across the nation to rethink how to deliver services; support staff, children, families, and communities; connect with resources; and identify health and safety practices that could allow centers to reopen and remain open. LACOE and the delegates still speak about how on March 13, 2020, just short of nine months into a new project period, all programs temporarily closed their doors because of the unprecedented pandemic.

The Los Angeles County Office of Education (LACOE) and all delegates stepped up to meet the challenge by relying on the strong systems in place that helped us quickly adjust and adapt to the different circumstances staff, children, families, and communities were facing. Together with the delegate agencies and community partners, LACOE kept families connected to programs and children learning and receiving services by providing staff and programs the necessary materials, resources and connections to perform their jobs. Many of the innovative accomplishments that defined the 2019-24 project period were guided by LACOE's commitment to continue delivering quality services and interactions to children and families even when we were connecting through virtual platforms and providing modified center-based experiences.

The last two and a half years of the 2019-24 project period have had a strong emphasis on addressing staffing shortages, refocusing programs on full implementation of standards and regulations that promote quality learning environments and interactions for children, and

earning the confidence of families to bring children back to early learning and education programs like Head Start and Early Head Start. LACOE's priority has been supporting delegates, building career paths to support the workforce, and strategizing and revisiting program models, recruitment efforts, and enrollment practices to reach families and welcome them to Head Start programs.

Looking ahead to the new project period and reflecting on the period that is ending, LACOE seeks to connect with children, families, staff, and communities by being human-centered, innovative-minded, and learning-focused. We will focus on "cultivating relationships to foster communities of excellence" and implement program models that address the needs of every child and family enrolled. The plan proposed in this application addresses the roadblocks and barriers that may get in the way of accomplishing our goals, such as staffing shortages, continued impact of universal prekindergarten programs, enrollment challenges, and the changing needs of children and families.

Sub-Section A: Goals

As the Los Angeles County Office of Education envisioned what will be accomplished at the end of a new project period, it identified six expected outcomes (visionary anchors). By the end of the 2024-29 project period LACOE and the delegates will have:



The expected outcomes informed the development of program goals and objectives for the 2024-29 project period. LACOE established six program goals focused on:

- strengthening communities through fostering local partnerships and leveraging resources;
- implementing efficient and collaborative work processes;
- promoting early childhood education as an attractive career path;
- prioritizing innovative approaches to enhancing learning environments;
- redefining the educational system as a learning continuum that starts at birth; and
- supporting the school readiness needs of African American boys and their families (see Table 1).

To achieve these goals, LACOE identified objectives for each goal set to be completed by the end of year one (see Table 1). The objectives may change year to year depending on results from program data. Activities associated with the objectives will be developed at the end of the 2023-24 program year at the annual all-staff planning meeting. Establishing the activities at the end of the current project period allows us to reflect further on our accomplishments and determine if changes should be made before beginning a new project period/program year. Providing an opportunity to refine and refocus on a new program year allows us to consider data that may not have been available when strategic planning for the new project period took place. Given that strategic planning happens so far in advance, sometimes things happen that necessitate a change in direction.

Table 1. Program Goals and Measurable Objectives	
Program Goals	First-Year Objectives <i>By June 30, 2025, LACOE will have...</i>
Goal 1: Connect every community with thriving partnerships that leverage resources to support families and their children to achieve success throughout school and life.	Partnered with county agencies, nonprofits, and other entities that serve under-represented communities to host regional service events, at a minimum one per quarter, which include on-site screenings, services, outreach, and enrollment.
	Developed comprehensive and individualized family services partnerships with at least one graduate social work program to provide support to each delegate agency.
	Identified data sharing opportunities with public and private entities to better support family and community needs.
Goal 2: Implement an all-inclusive approach that eradicates duplication, fosters collaborative communication, and propels our continuous evolution as trailblazers in the field.	Designed a data management and reporting system by first evaluating the accessibility, user-friendliness, and meaningfulness of reports generated to inform program planning and decision-making in collaboration with delegate agency representatives.
	Evaluated current monitoring approaches and timelines (Grantee Instructional Memorandums [GIMs], Standard

Table 1. Program Goals and Measurable Objectives

Program Goals	First-Year Objectives <i>By June 30, 2025, LACOE will have...</i>
	Operating Procedures [SOPs], tools) to build a coordinated and integrated monitoring system in collaboration with delegate agency representatives.
Goal 3: Promote Early Childhood Education (ECE) as an attractive career path where staff are valued, compensated equitably, and supported to achieve mastery of their profession.	Developed, expanded, and renewed at least twenty partnerships in communities to establish ECE professional pathways that remove economic, academic, and social barriers. Contracted with a qualitative research expert to conduct at least five focus groups representing Los Angeles's diversity to gather perspectives and analyze trends regarding the attractiveness of the profession and potential barriers to retention.
Goal 4: Embrace and create 21st-century learning environments and experiences that prepare children and families to navigate the modern world.	Supported one delegate agency that disproportionately serves unique populations by creating smart facilities measured by at least one element in the outdoor and/or indoor environment to enhance teacher abilities for the creation of high-quality learning experiences that increase both staff's and children's access to the modern world. Developed and launched two campaigns that target two unique populations, such as people in shelters, pregnant women, foster parents, and diverse language/cultural communities to promote that early learning benefits everyone.
Goal 5: Redefine the educational system as a learning continuum that starts at birth and confers lifelong benefits.	Convened an ECE Champions Taskforce, inclusive of diverse representatives of ECE, K-12, workforce, caregivers, parents, and unions to begin developing a roadmap to bridge disparate educational systems.
Goal 6: Support the school readiness needs of African American boys and their families by increasing the number of enrolled African American boys and serving them through culturally responsive, strength-based programming.	Analyzed data to identify and address potential disparities and needs of African American boys and their families. Established a partnership with a college/university that serves a large number of African American students to explore the development of a model preschool. Developed a plan to provide technical assistance to implement and sustain an equitable and culturally responsive strength-based learning environment that

Table 1. Program Goals and Measurable Objectives	
Program Goals	First-Year Objectives <i>By June 30, 2025, LACOE will have...</i>
	supports the school readiness and success of young African American boys and their families.
	Aligned program policies, practices, and quality improvement activities with a culturally responsive strength-based approach to serve African American boys.
	Created a pilot STEAM program tailored to African American boys with two delegate agencies.

Using the Current Project Period to Inform the Future

LACOE strategic planning process was conducted in three phases, of which examining outcomes for the current project period was the focus of the first phase. To focus the various teams during this phase, a key question drove the work: “What from our past, present, and anticipated future will help inform our strategic planning?” Various program data, progress made to achieve current program goals, early childhood education landscape data, and reports such as the comprehensive community assessment and self-assessments from prior program years were used to identify how much we have achieved as well as the pressing challenges in the community and within program operations. Such analysis of data during this phase also brought about insights about competencies, challenges, and choices. Specifically, the ECE landscape analysis and data collected during the strategic planning process identified various challenges that LACOE must address to achieve expected outcomes in the next five-year project period. Such challenges to address included:

- Staff shortages in ECE that include special education staff in addition to educators.

- Inadequate compensation of ECE workforce that are burdened with paperwork, and not highly valued or respected as education professionals.
- Insufficient partnerships with viable resources and skills to help families navigate systems to address a myriad of family needs and empower families to become self-sufficient.
- Limited capacity and resources (both human and financial) to maintain, develop, or invest in facilities that support the changing needs of LACOE programs.

Additionally, central and critical issues to frame the five-year strategic plan were identified and became the foundation on which to develop the visionary anchors (outcomes) and program goals for this new five-year project period. For example, LACOE reflected on accomplishments made during the current five-year project period to frame future efforts in the next five-year project period. These included:

- Launching the Universal Prekindergarten Career Development Initiative to attract qualified staff to the workforce while simultaneously building a bridge of upward mobility for existing staff. This endeavor included parents of Head Start children.
- Increasing services offered to infants, toddlers, preschoolers, and pregnant women. All delegates except for ABC Unified School District now offer a birth to five continuum of services.
- Incorporating mobile services (HOPE the Bus) to conduct outreach, socializations, and medical screenings to increase LACOE's ability to emphasize the value of Head Start.
- Adopting QR codes to streamline and expedite registration and the application process.
- Leading the charge with development of a workgroup at the onset of COVID-19 in partnership with the County Department of Public Health, First 5 LA, Child

Care Alliance of Los Angeles, Child Care Resource Center, Pomona Unified School District, Los Angeles Unified School District, Los Angeles Mayor's Office, and other early learning providers that brought about increased resources, supplies, and materials for families and providers during this unprecedented time.

- Leading efforts at the national level to allow Supplemental Nutrition Assistance Program (SNAP, CalFresh) recipients to qualify for Head Start/Early Head Start services categorically.
- Leveraging state funding by increasing General Child Care and Development funds (CCTR) to partner with EHS and workforce development funds to draw more individuals into the employment pipeline. Additionally, local philanthropic funding was obtained to assist with workforce development initiatives.
- Establishing quality EHS centers by partnering with a local school district to reimagine and renovate unused classrooms or entire elementary schools. Marshall EHS and Lynwood EHS are two examples of LACOE's focus on creating more infant/toddler centers to address the increased need.

Shared Leadership and Inclusive Planning

In the 2019-24 project period, LACOE adopted a goal to strengthen and sustain a culture of inclusive planning and shared leadership, and we seek to continue that path and embed these practices throughout our work with stakeholders. As we began planning for the new 2024-2029 project period, we again adopted a collaborative planning and shared leadership process that would lead to the development of a plan that could be understood and supported by all stakeholders who would play a role in helping achieve the expected outcomes.

The administrative team identified stakeholders and determined at which point each stakeholder would need to be involved by discussing the role individuals and/or organizations would or could play in implementing or supporting the plan and identifying individuals familiar

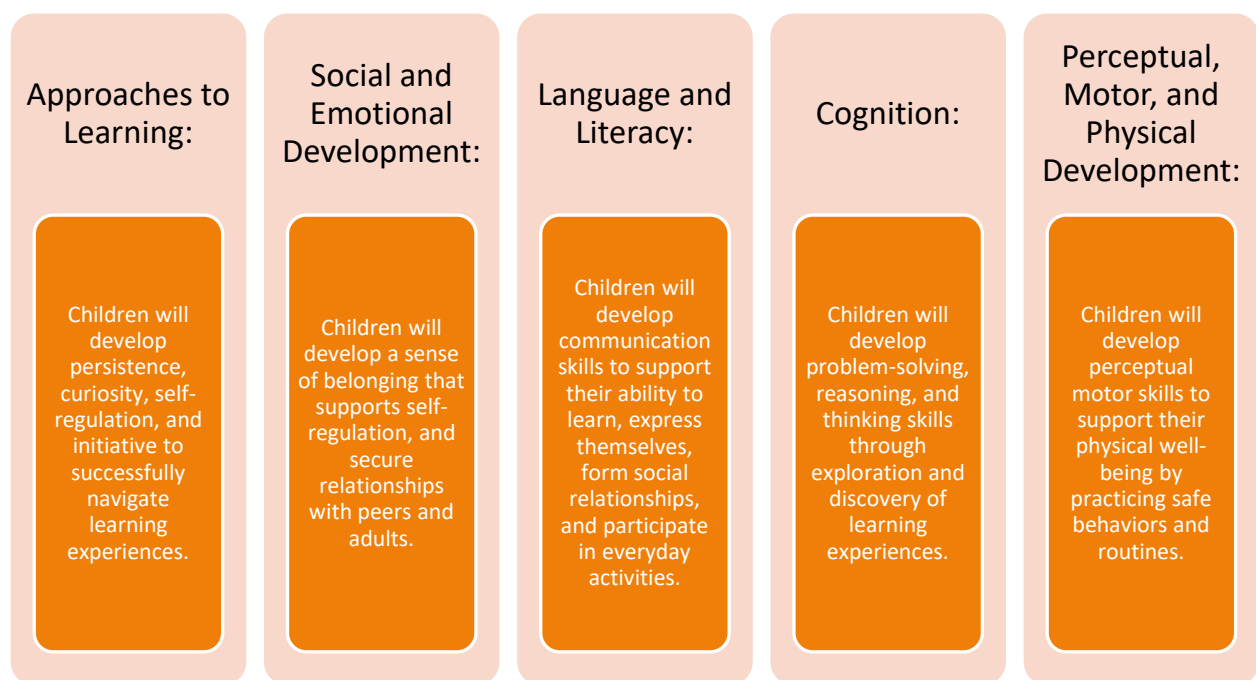
with the achievements and challenges encountered in LACOE's past and present. We also selected key leaders in the field of early learning in Los Angeles County to help inform where LACOE could focus its resources and efforts in the new project period. Stakeholders were sorted into three teams that were instrumental in developing and supporting the strategic plan. The members and roles of each team were as follows:

- Core Team: LACOE Head Start and Early Learning Division (HSEL) Executive Director, Assistant Directors, Communications Consultant and Program Coordinator, and Program Managers for Data Analysis and Evaluation and Program Development Services; as well as an external consultant (Breakwater Associates). The primary role of the Core Team was to coordinate the planning process.
- Design Team: The Design Team comprised the Core Team, LACOE Strategic Leadership Team, Funding Application Committee, and delegate agency representatives. The Design Team's role was to provide guidance and input and orchestrate participation to implement the plan.
- Strategic Planning Team: The Strategic Planning Team included the Core and Design Teams, delegate agency directors, community representatives, Policy Council representatives and parents, the governing body through the LACOE Board liaison, and staff. The Strategic Planning Team provided input and shaped aspects of the plan.

School Readiness Objectives

LACOE's ultimate goal is to ensure that every child has the necessary tools and support to excel in school. We are committed to preparing our children for success by equipping them with the knowledge and skills they need to thrive. But it's not just about the children—we also aim to empower families to better support their children's education, creating a strong

foundation for their future. And we know that we can't do it alone. That's why we work closely with community organizations and partners to ensure that our children are in a supportive and welcoming environment. LACOE is dedicated to positively impacting the lives of our children, families, and community. In year one, 2024-25, LACOE has set its sights on achieving five crucial school readiness objectives. These objectives will be geared towards supporting children's development in every early learning and developmental domain, and in alignment with the Head Start Early Learning Outcomes Framework, the California Preschool Learning Foundations, and California State Common Core Learning Standards. We are determined to lay a solid foundation for our young learners, preparing them for a successful academic journey ahead. With a laser focus on these objectives, we are confident that our efforts will result in well-rounded, capable children ready to take on the challenges of the future. The five School Readiness Objectives are as follows:



Sub-Section B: Service Delivery

Service and Recruitment Area

Over the next five years, LACOE is committed to improving children's outcomes, championing individual and collective care and well-being, strengthening community with children at the center, communicating effectively, and modeling organizational excellence and innovation. This ambitious endeavor will be realized by attaining the following outcomes:

- Developing innovative approaches to support unique populations: LACOE will develop and implement pioneering strategies to cater to the unique needs of various child demographics.
- Strengthening communities through a human-centered approach with children and families at the center: Building upon existing collaborations and forging new alliances, LACOE will leverage community resources and expertise to amplify its impact.
- Providing safe, nurturing, and culturally responsive learning environments: LACOE prioritizes fostering developmentally appropriate teaching practices using a strength-based and culturally responsive approach to support positive outcomes that allow children to thrive.

These outcomes, while challenging to reach, are attainable, as demonstrated by LACOE's past successes. Notably, the previous five-year project period saw:

- Successful Partnership with the Blind Children's Center: LACOE's collaborative efforts expanded access to vital services for visually impaired children.
- SNAP added as Categorically Eligible Criteria: LACOE's efforts led to increased program accessibility for families in need.

- Implementation of a Single License for Child Care: This achievement streamlined service delivery and will ensure seamless support across early childhood development stages.

LACOE's dedication to excellence is further underscored by its recent achievements:

- Selection by OHS for the Supporting the School Readiness and Success of Young African American Boys Project: This prestigious recognition highlights LACOE's commitment to promoting equitable outcomes for all children.

Building upon Head Start success: Leveraging learnings from the state inclusion grant, LACOE will replicate and scale up effective practices to benefit a wider range of children.

In year one of the upcoming project period, LACOE will prioritize:

- Expanding Existing Service Area: Ensuring continuity of care for children from birth to five years old.
- Establishing New Community Partnerships: Cultivating strategic alliances to augment service provision and reach.
- Seeking New Delegates: Expanding service delivery capacity through partnerships with additional qualified entities.
- Tailoring Services for Unique Populations: Continuously adapt and refine programs to cater to the specific needs of diverse child demographics.

LACOE seeks to expand its Head Start service area to include the communities of Commerce and Cudahy. This aligns with our vision of providing crucial early childhood support to all children, promoting continuity of care and a diverse range of services. These communities are in alignment with LACOE's existing EHS service (zip codes 90040 and 90201) and have over 280 eligible Head Start children who would significantly benefit from our programs.

LACOE is confident that through its unwavering commitment, innovative strategies, and collaborative spirit, this five-year plan will solidify a strong ECE foundation for all children in LACOE's service area. LACOE will continue to monitor changes to its service area to align services with the needs of children and families in Los Angeles County in the upcoming program year. While this application proposes minimal changes to its service area, LACOE may request additional revisions as it works with community partners and providers to diversify services and ensure full enrollment, if it determines there is a need to reallocate slots from oversaturated communities to those where a greater need for Head Start and Early Head Start services exists.

Needs of Children and Families

LACOE completed a comprehensive Community Assessment in November 2023. Data on community demographics (e.g., population growth, birth rates) was examined alongside ongoing issues faced by children and families served in LACOE's service area, including poverty and the high cost of living in Los Angeles County. Data from the community assessment was used in conjunction with other program data to inform program design, selection criteria, and service delivery for the upcoming year and to ensure that programs remain responsive to the needs of children and families served in our community.

Eligible Children

In PY 2022-23, 32% of enrollment in LACOE Head Start and Early Head Start programs consisted of families who were determined eligible due to income below the federal poverty guidelines. Additionally, 24% of enrollment consisted of children in foster care or experiencing homelessness, 25% consisted of families receiving public assistance, and 19% of enrollment was

determined by utilizing the allowances in the Head Start performance standards to serve families that are over 100% of the federal poverty level (FPL) but in need of care. In 2022-23, pregnant women accounted for 1% (93) of LACOE's total cumulative enrollment, which has remained consistent for the past three years.¹ So too, in 2022-23 an estimated 72% (6,738) of children served by LACOE were considered dual language learners.²

In Los Angeles County, the number of EHS income-eligible children increased for the first time since 2019—an increase of 14% (6,288) between 2022-23 (43,685) and 2023-24 (49,973). This increase in income-eligible children may reflect the cumulative economic impact of the COVID-19 pandemic on working families. However, while the number of EHS-eligible children increased, the overall population of infants and toddlers has decreased 21% (-69,037) since 2019-20. Similarly, the number of HS income-eligible children increased 9% (3,016) from 2022-23 (32,365) to 2023-24 (35,381), yet the overall population of preschool-age children in Los Angeles County has decreased 28% (-70,770) since 2019-20. While some communities in Los Angeles County are oversaturated with programs serving children of Head Start age, only an estimated 22% of EHS income-eligible children in Los Angeles County are being served, highlighting a continuing need for providing services to children birth to three.

Additionally, birth rate data for Los Angeles County shows a consistently downward trend over the course of the last decade, from 61.0 births per 1,000 females in 2010, to 47.0 births per 1,000 females in 2021. While birth rates in neighboring counties show similar overall downward trends over the past decade, birth rates in San Bernardino and Riverside Counties

¹ Program Performance Indicator Reports for 2020-21, 2021-22, and 2022-23.

² 2022-23 Program Information Report – Performance Indicator Report.

have been higher than those seen in Los Angeles County (e.g., in 2021, 58.7 births per 1,000 females in San Bernardino County compared to 47.0 births per 1,000 females in Los Angeles County).

Head Start programs face challenges serving families who do not meet eligibility criteria since their income exceeds the federal poverty limit, yet are experiencing financial hardship and could benefit from program services.³ For instance, community assessment data shows that to maintain an adequate standard of living in Los Angeles County, a family of four (two parents, two children) would need to earn \$8,519 per month (\$102,226 per year),⁴ yet the median household income⁵ in Los Angeles County in 2021 was \$76,637. In 2023, income eligibility for a family of four for Head Start and Early Head Start programs at 100% FPL was \$30,000 a year. Additionally, in Los Angeles County, more than half of residents (55.6%) spend 30% or more of their monthly income on housing, which makes them “rent-burdened.”⁶ Rent-burdened households typically have lower incomes and have less money to spend on basic needs such as food, clothing, transportation, and medical care.⁷ So too, data suggests that children born into poverty are at greater odds of not being ready for school since exposure to adversity within the

³ Poverty Guidelines. U.S. Department of Health and Human Services. Office of the Assistant Secretary for Planning and Evaluation (ASPE). <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

⁴ Economic Policy Institute. Family Budget Map Fact Sheet. Family Budgets in Los Angeles County, CA. Retrieved from <https://www.epi.org/resources/budget/budget-factsheets/#/205>

⁵ U.S. Census, American FactFinder, and Median Household Income in the Past 12 Months (In 2021 Inflation-Adjusted Dollars), 2021: ACS Five-Year Estimate Subject Tables, Table B19013. Retrieved from [https://data.census.gov/table?q=B19013&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B19013&g=050XX00US06037$8600000)

⁶ U.S. Census, American FactFinder, Gross Rent as A Percentage of Household Income in the Past 12 Months, 2021: ACS Five-Year Estimate Subject Tables, Table B25070. Retrieved from [https://data.census.gov/table?q=B25070&g=050XX00US06037\\$8600000](https://data.census.gov/table?q=B25070&g=050XX00US06037$8600000)

⁷ Neighborhood Data for Social Change. Rent Burden. Retrieved from <https://la.myneighborhooddata.org/2021/06/rent-burden/>

first five years of life—which is considered a critical period for learning and growth—can lead to lifelong problems with learning and behavioral development.⁸ In Los Angeles County, the number of children under age five living below the poverty level has decreased from 24.0% in 2017, to 18.2% in 2021. LACOE and the delegates recognize the importance of providing comprehensive services to address the needs of children living in poverty, experiencing homelessness, receiving public assistance, and in foster care.

Families Experiencing Homelessness

Homelessness in Los Angeles County is attributable to multiple factors, such as soaring rents and lack of affordable housing, stagnating incomes, racial disparities, and most recently, the economic repercussions from the COVID-19 pandemic.⁹ In 2023, the number of people experiencing homelessness in Los Angeles County increased by 9.2%, relative to the 2022 point-in-time count.¹⁰

Housing instability has a detrimental impact on the health and well-being of children and has been associated with higher symptoms of depression, anxiety, and aggression.¹¹ So too, living in poor-quality housing is associated with lower kindergarten readiness scores. In 2023, the number of children experiencing homelessness in Los Angeles County decreased by

⁸ Joughin, C.(2019). Major Study Shows Poverty Directly Linked to Lack of School Readiness. First Five Years Fund. Retrieved from <https://www.ffyf.org/major-study-shows-poverty-directly-linked-to-lack-of-school-readiness/>

⁹ County of Los Angeles Homelessness Initiative. The Homeless Crisis. Retrieved from <https://homeless.lacounty.gov/our-challenge/>

¹⁰ Los Angeles Homeless Services Authority. June 2023. *2023 Greater Los Angeles Homeless Count*. Retrieved from <https://www.lahsa.org/documents?id=7232-2023-greater-los-angeles-homeless-count-deck>

¹¹ Housing Matters. *How Housing Affects Children's Outcomes*. 2019. Retrieved from <https://housingmatters.urban.org/articles/how-housing-affects-childrens-outcomes>

4.2% (-272) relative to 2022.¹² So too, the number of family members experiencing homelessness (as opposed to individuals outside family units) decreased by 3.8% between 2022 (10,893) and 2023 (10,477).

LACOE is committed to ensuring that children and families experiencing homelessness are targeted for recruitment. During the 2022-23 program year, 18% of children (1,094) enrolled in LACOE's Head Start programs were experiencing homelessness. In Early Head Start, an estimated 15% of children (494) enrolled, across both Early Head Start grants, were experiencing homelessness. LACOE uses a housing questionnaire to assess a family's living situation based on the requirements mandated by the McKinney-Vento Homeless Assistance Act and uses this data in its selection criteria to prioritize families experiencing homelessness.

Children in Foster Care

Children in foster care have an increased risk of experiencing learning disabilities, developmental delays, depression, behavioral issues, and health-related concerns.¹³ As of April 2023, there were 51,339 children in California's foster care system.¹⁴ An estimated 34% (17,590) of these children reside in Los Angeles County, and 35% of these were under five years of age (6,150).¹⁵ LACOE continues to collaborate with the Department of Children and Family Services (DCFS) to refer foster children to Head Start and Early Head Start services. Referrals are

¹² Los Angeles Homeless Services Authority. September 2023. *Greater Los Angeles Homeless Count Estimate (2023)*. Retrieved from <https://www.lahsa.org/data-refresh>

¹³ UCI News. Foster care children at much greater risk of physical, mental health problems. Retrieved from <https://news.uci.edu/2016/10/17/foster-care-children-at-much-greater-risk-of-physical-mental-health-problems/>

¹⁴ Refers to point-in-time number of children ages 0-21 in foster care on April 1, 2023.

¹⁵ *California Child Welfare Indicators Project Reports*. Retrieved August 9, 2023, from University of California at Berkeley - California Child Welfare Indicators Project website. URL: <https://ccwip.berkeley.edu>

received from the Educational Passport System (EPS)¹⁶ or the DCFS Head Start Agency System.¹⁷

LACOE delegates enrolled 260 children in foster care during the 2022-23 program year.

Children with Disabilities

LACOE offers comprehensive services to support families and children with an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) within the community. In PY 2022-23, LACOE provided services to 1,140 children with an IEP and 667 children with an IFSP. The most predominant disabilities identified for LACOE children continue to be Speech and Language Impairment (76%) and Autism (19%). Additionally, through the Inclusive Early Education Expansion Program (IEEEP), LACOE aims to enroll and serve more children with mild to severe disabilities by continuing to build infrastructure and capacity through strategies that include individualized coaching for early educators that supports inclusive practices.

Services to Families

The community assessment did not identify major changes that support a need to change how services are delivered to families. LACOE continues to strive for continuous quality improvement by providing services, resources, and support to meet the changing needs of its enrolled families.

¹⁶ The Educational Passport Systems (EPS) is a system for sharing data between all school districts within LA County, and it's specifically designed to share foster youth information.

¹⁷ The Head Start Agency System was created by DCFS to refer foster children or children with an open DCFS case to multiple early education providers (including LACOE) throughout Los Angeles County. <https://myapps.dcfs.lacounty.gov/headstart.html>

An understanding of the work, school, and job training schedules of parents is critical in ensuring that Head Start and Early Head Start programs meet the community's needs. As part of the Program Self-Evaluation (PSE), delegates who operate Head Start and Early Head Start programs partnered with state-funded programs (California State Preschool Program [CSPP] or General Child Care and Development Program [CCTR]) distributed a parenting survey to currently enrolled families querying whether enrollment in the program has facilitated their ability to get and/or keep a job and/or attend education or training. Results indicated that 56% (N=295) of parents found it easier to accept a job because of their children's enrollment in the program.¹⁸ So too, 63% (N=330) reported that their child's enrollment in the program made it easier to keep a job. Additionally, 58% (N=312) of parent respondents indicated that being enrolled in the program facilitated their ability to attend education or training.

Additionally, Catalyst California, an equity focused non-profit group, conducted focus groups with parents across underserved communities in California.¹⁹ Results show that 68% of respondents needed childcare between 8 a.m. to 6 p.m., while 50% of respondents indicated needing childcare at times other than 8 a.m. to 6 p.m. (e.g., 29% of parents reported needing childcare between 6 a.m. and 8 a.m.). So too, 15% of families needed childcare on weekends. This data suggests that working families in California did not find childcare hours to be flexible enough to meet their needs, often relying on informal networks of family, friends, and neighbors (FFNs) to care for their children.

¹⁸ A total of 643 responses were received, which is representative of approximately 42% of families enrolled in state-funded programs. Not all questions were answered by respondents.

¹⁹ Harris, V. R., Doh, J., Fierro, M. Hernandez, K. S. & Blashill, B. (2022). Uplifting Family Voices: Family Engagement in California's Rate Reform & Quality Initiative. Catalyst California. Retrieved <https://www.catalystcalifornia.org/campaign-tools/publications/uplifting-family-voices-family-engagement-in-californias>

Availability of Services

Data on the supply and demand of Head Start services in California—conducted by the University of Southern California in collaboration with Head Start California—suggests that in counties with high rates of child poverty, the number of children eligible for Head Start programming outnumber the available slots throughout the state.²⁰ In 2022, approximately 88,600 enrollment slots were available throughout California, with Los Angeles County accounting for 30% of the slots (26,719), followed by San Diego County with 10% of slots (8,777), Sacramento with 6% of slots (5,701), and San Bernardino with 5% of slots (4,444). Data on the supply and demand of Head Start services considered the recent expansion of categorical eligibility to include SNAP recipients, where the household gross income limit is 200% of the federal poverty level. In 2021, there were an estimated 200,000 children under age five living in households with income up to 200% FPL in Los Angeles County.²¹ Specifically, Los Angeles County had 512 Head Start locations across 408 census tracts with 26,719 Head Start slots. As such, data suggests that in Los Angeles County there could have been up to seven eligible children competing for every one Head Start enrollment slot.²² However, 42% of survey respondents across California with income below 200% FPL selected in-home care by a family member for children ages 0-5, while 30% selected Head Start/Early Head Start.

²⁰ Gonzalez, K., Sidorava, A., Stanfield, L., & Woods-McGuire J. (2023). Head Start California: Head Start Programs in California Serve Thousands of Low-Income Children and Families, but Challenges Remain. University of Southern California, Sol Price School of Public Policy & Head Start California. Retrieved from: <https://headstartca.org/resources/additional-resources/usc-study/>

²¹ Head Start and Early Head Start income eligibility requires that household income fall between 100% and 130% FPL. However, with the inclusion of SNAP as part of the definition public assistance, SNAP recipients may earn up to 200% FPL in gross income, so long as net income does not exceed 100% FPL.

²² The supply and demand data analysis does not take into account other ECE programs available, such as transitional kindergarten (TK).

Enrollment and Program Options

LACOE remains committed to providing and expanding access to early childhood education services to families in Los Angeles County. Data from community assessment validates some of the challenges experienced by delegates during the last five-year project period: LACOE has been challenged with continued ECE staff shortages, the continued impact from the implementation of Universal Prekindergarten, continued under-enrollment, and changing needs of children and families, specifically the increased need for programs to support children with disabilities and the need for single-headed households to access full-day infant and toddler care. Other challenges include the lasting socio-emotional and health impact of COVID-19 on families, an increase in the number of children with disabilities, and an increase in households experiencing food insecurity. Despite the hurdles, LACOE continues to expand services to infants and toddlers and remains focused on continuous program quality improvement.

Enrollment Challenges

The Office of Head Start launched the Full Enrollment Initiative to address the issues driving under-enrollment across the nation. Similarly, LACOE continues to experience some of the same difficulties seen across the nation in meeting full enrollment. LACOE's community assessment identified that the shortage of a qualified workforce across multiple service areas and especially in the classroom, the continued impact of expanding Universal Prekindergarten programs, and a continued decline in income-eligible children paired with the decline in population for the last decade have been significant contributors to the ongoing under-enrollment issues.

Workforce Shortages and Impact of Expanding UPK

The continued teacher and staff shortages have impacted LACOE's ability to meet full enrollment and the delegates' program operations. In addition, the continued expansion of transitional kindergarten, intended to offer an option under a mixed delivery approach for families, has significantly increased the need for qualified early learning educators to fill the need for new transitional kindergarten (TK) teachers^{23,24} and has impacted the number of four-year-old children served in non-school district programs. Recent estimates suggest that up to 16,000 additional lead teachers and 20,000 assistant teachers will be needed across California by 2025-26.²⁵

The turnover rate for teachers in 2022-23 for LACOE's programs was 13.1% in Head Start and 12.8% in EHS. As of June 2023, LACOE delegates had approximately 23% (489) staff vacancies across Head Start and Early Head Start.²⁶

The increased demand for qualified teachers is especially concerning since LACOE's teacher workforce is highly educated and qualified. In 2022-23, 94% (381) of LACOE Head Start

²³ Sullivan, E.T. (2021). The Unintended Consequences of Universal Preschool. EdSurge. Early Learning. Retrieved from <https://www.edsurge.com/news/2021-05-10-the-unintended-consequences-of-universal-preschool>

²⁴ Powell, A., Montoya, E., Austin, L.J.E., & Kim, Y., (2022). Double or Nothing? Potential TK Wages for California's Early Educators. Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/publications/data-snapshot/double-or-nothing-potential-tk-wages-for-californias-early-educators/>

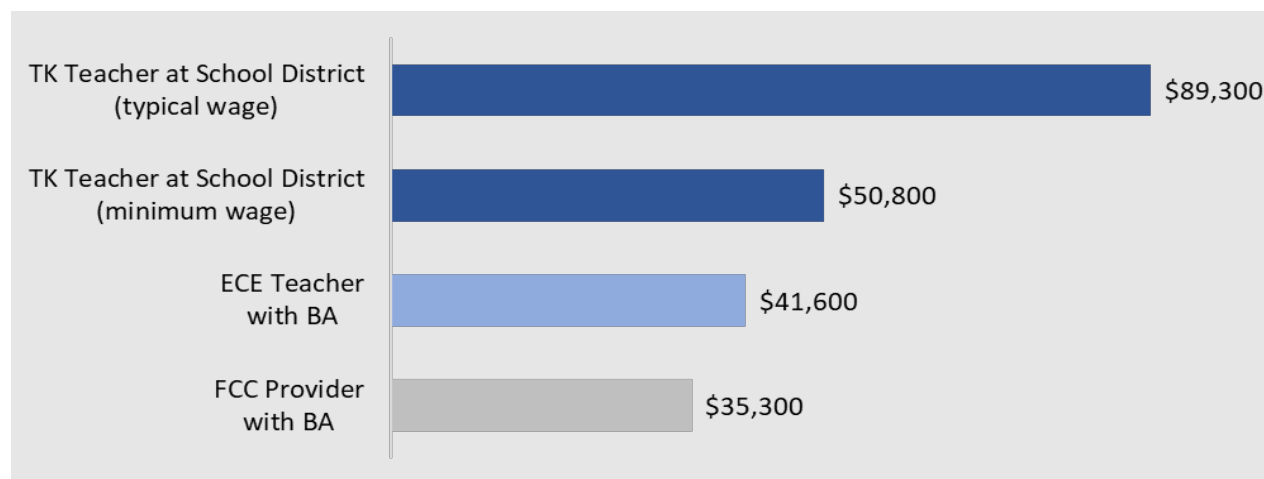
²⁵ Leung-Gagne, M. & Melnick, H. (2023). Assessing the phase-in of California's ambitious universal prekindergarten program. EdSource. Retrieved from <https://edsource.org/2023/assessing-the-phase-in-of-californias-ambitious-universal-prekindergarten-program/692110>

²⁶ Staff FTEs and Vacant FTEs are reported with decimals and totals calculations may not add up due to rounding. Vacancies reflect key personnel, classroom, and health positions. Vacant FTEs reflect total number of vacancies at HS & EHS.

preschool teachers had a bachelor’s degree or higher. Our highly educated staff, coupled with the higher wages offered in a TK position, make it more attractive for staff to promote to or seek positions in TK. In 2022, the median salary of an elementary teacher in a school district setting in the United States was \$61,620.²⁷ In contrast, in 2022-23, the average salary of a center-based teacher at LACOE was \$53,441 (ranging from \$40,787 to \$74,620). For assistant teachers at LACOE, the average salary in 2022-23 was \$33,400 (ranging from \$19,656 to \$46,362).²⁸

Figure 1 provides a comparison between median wages for ECE and for TK teachers at school district settings in the Los Angeles region.²⁹

Figure 1. Median Wages in Los Angeles for ECE and Transitional Kindergarten



²⁷ U.S. Bureau of Labor Statistics. Occupational Outlook Handbook. Kindergarten and Elementary School Teachers. Retrieved from <https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm>.

²⁸ 2022-23 Program Information Report – Performance Indicator Report. Salary does not account for the number of hours in their workday.

²⁹ Powell, A., Montoya, E., Austin, L.J.E., & Kim, Y., (2022). Double or Nothing? Potential TK Wages for California’s Early Educators. Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/publications/data-snapshot/double-or-nothing-potential-tk-wages-for-californias-early-educators/>

Decline in Income-eligible Children and Population

A challenge experienced by LACOE is program eligibility incongruity. LACOE partners federal and state funds to offer an extended day while covering higher operating costs associated with operating a full-day program and ensuring quality programs and comprehensive services are provided to children and families. However, the difference in the measure of poverty for federal vs. state funded programs makes it difficult to satisfy the eligibility requirements of both funding sources, as well as the need criteria imposed by CCTR. Head Start uses the federal poverty level to determine eligibility, while state programs (CSPP and CCTR) use a percentage of state median income. Often, working families that qualify for state programs do not qualify for Head Start or Early Head Start. The state median income (SMI) limits far exceed the federal poverty guidelines, as seen in Table 2, which creates a barrier to enrollment for working poor families. The *2022 Report to Congress on Head Start Eligibility* highlighted that fewer families in communities with a high cost of living and a high minimum wage qualify for Head Start services. The incompatibility of minimum wage with federal poverty guidelines in Los Angeles County was specifically used as an example of the limited ability to serve the working poor. As we look to influence change to benefit the families in our service area, LACOE will continue to educate policy makers on the importance of addressing income eligibility restrictions to expand access to programs for Los Angeles County families.

Table 2					
Income Eligibility for Federal and State Programs PY 2023-24					
Family Size	Income Eligibility for:				Difference between 100% FPL and 100% SMI
	Federal Programs		State Programs		
	Head Start & Early Head Start		CCTR	CSPP	
	Annual Income (100% FPL)	Annual Income (130% FPL)	Annual Income (85% of SMI)	Annual Income (100% of SMI)	
1	\$14,580	\$18,954	\$73,536	\$86,514	\$71,934
2	\$19,720	\$25,636	\$73,536	\$86,514	\$66,794
3	\$24,860	\$32,318	\$83,172	\$97,843	\$72,983
4	\$30,000	\$39,000	\$96,300	\$113,292	\$83,292
5	\$35,140	\$45,682	\$111,708	\$131,419	\$96,279
6	\$40,280	\$52,364	\$127,116	\$149,546	\$109,266
7	\$45,420	\$59,046	\$130,008	\$152,944	\$107,524
8	\$50,560	\$65,728	\$132,888	\$156,343	\$105,783

In addition, the trend in declining birth rates and population seen in previous years may continue to affect the number of children eligible for services as the California Department of Finance estimates that the number of children under five will remain steady or decrease in Los Angeles County. In contrast, Riverside, San Bernardino, and Orange Counties are projected to have slightly higher percentages of children under five as community assessment identified their population growth from 2000 to 2022 at 58.7%, 27.7%, and 10.4%, respectively, while the population growth of Los Angeles County was 1.9%.³⁰

³⁰ Source: U.S. Census Bureau, Population Division, Annual Estimates of the Resident Population for Counties in California, Tables: CO-EST2022-POP-06, CO-EST-2019-ANNRES-06, CO-EST00INT-01-06.

Meeting Full Enrollment

LACOE's full enrollment plan addresses challenges and supports delegates in offering families culturally responsive programs designed to meet their needs to meet and sustain full enrollment.

LACOE's plan of action incorporates various activities and efforts centered around six key elements:

1. Increasing services to infants and toddlers
2. Supporting the development, attraction, and retention of our workforce
3. Refreshing marketing and messaging
4. Developing partnerships
5. Revising enrollment processes
6. Reducing number of children excluded from starting a program

A summary of the activities accomplished to date is provided in the subsections that follow for each key element of the plan.

Increasing Services to Infants and Toddlers

In the 2022-23 program year, LACOE in collaboration with all the delegates discussed and developed a plan to position LACOE to address workforce challenges, under-enrollment, and increased operating costs across programs, serve more infants and toddlers, and reduce class sizes to be positioned to serve more three-year-olds given the increase in number of programs serving four-year-olds across Los Angeles County. The plan proposed incorporated an enrollment reduction of 1,729 (1,303 HS and 426 EHS) slots and conversion of 246 Head Start to 122 Early Head Start slots. The enrollment reductions and conversions were implemented in

the 2023-24 program year. However, as programs transitioned to serve more infants and toddlers, there have been delays in completing renovations, preparing facilities for licensing, and securing licenses.

Supporting the Development, Attraction, and Retention of Our Workforce

The Universal Prekindergarten Career Development Initiative (UPK-CDI) will continue to support attract, retain, and build capacity of the early learning workforce to help meet the demand for qualified educators. The UPK-CDI established multiple career pathway tracks for community members, parents, and existing staff interested in early education careers and pathways that open opportunities for career growth. The CDI pathway brings community members into the ECE field through the Assistant Teacher Pathway. The UPK-CDI further expands our existing teacher capacity by supporting individuals in moving from Associate Teacher positions to Teacher positions. To date, 35 UPK-CDI participants have been hired and eight more are being hired. The UPK-CDI was developed in response to the teacher shortage and ensures that LACOE remains at the forefront of innovative opportunities for the ECE teacher pipeline. In addition, since April 2023, LACOE has participated in seven job fairs across the county to recruit teachers. LACOE has also partnered with various community college districts to facilitate entry to the ECE field by offering ECE coursework to current delegate staff and parents. Figure 2 lists the job fairs and the dates of participation.

Figure 2

El Camino College <ul style="list-style-type: none"> •The 23rd Annual Blueprint for workplace Success Job Fair 2023 •April 19, 2023 •16007 Crenshaw Blvd, Torrance, CA 90506 	East Los Angeles City College <ul style="list-style-type: none"> •Hire A Husky Job Fair •April 27, 2023 •1301 Avenida Cesar Chavez, Monterey Park, CA 91754 	9th Annual Step into Success <ul style="list-style-type: none"> •Job Fair •September 28, 2023 •3901 West El Segundo Blvd. Hawthorne, CA 90250
Congresswoman Nanette Diaz Barragan <ul style="list-style-type: none"> •Annual Job Fair •October 6, 2023 •14400 Paramount Blvd. Paramount, CA 90723 	St. Anne's Family Services <ul style="list-style-type: none"> •2nd Annual Job Fair •October 17, 2023 • Co-hosted by St. Anne's 	Los Angeles County Office of Education <ul style="list-style-type: none"> •Job Fair •November 4, 2023 •Santa Fe Springs
27TH Annual Los Angeles Professional Diversity Career Fair <ul style="list-style-type: none"> •Hilton LAX •December 7, 2023 •5711 W Century Blvd, Los Angeles, CA 90045 		

Furthermore, LACOE developed training for directors, human resources officers, and other ECE stakeholders on designing and implementing staffing patterns that support program operations and help maximize services to children with existing staff. The training offered an analysis of existing staffing patterns across delegates to leverage the organizational structure and funding given the current workforce challenges and budget constraints. The training examined best practices and ways to braid funding to support staff in meeting program requirements (e.g., position qualifications, ratio and class size requirements based on age group) and job functions (e.g., lesson planning, assessment, individualization, recordkeeping, and professional development), and allow them to respond to the increased need for reflective supervision and coaching while serving children and families with diverse needs and an increasingly younger age group.

Refreshing Marketing and Messaging

Attracting Staff

LACOE developed a two-phased approach to conduct an environmental scan, including focus groups to help inform messaging to attract staff and help strategies to retain staff. In 2022-23, LACOE hired a marketing firm to help gather information and help us design recruitment materials to attract people to the workforce. Due to this work, LACOE developed messages, talking points, and videos highlighting the value of becoming EHS and HS staff to prospective employees.

Attracting Families

Efforts are underway, in two phases, to refresh HESL marketing and messaging that will ensure effective communication with families and the communities we serve. Phase one is complete, and completion of both phases will result in the following activities:

- Conducted parent and LACOE/Delegate in-person and virtual focus groups to address recruitment, messaging, and outreach and assess the needs of parents relative to early care and education.
- Conducted a short online survey in English, Spanish, and Mandarin to be distributed to parents and caregivers of children served by LACOE Head Start delegates and prospective parents, assessing how families are selecting early care providers.
- Convened one workshop with the LACOE Head Start team to identify key strengths and weaknesses related to current brand identity and messaging, particularly focused on amplifying and distinguishing the value of LACOE Head Start amidst the expansion of universal transitional kindergarten.

- Landscape Analysis: Conducted audit of LACOE outreach materials, including web site, and other key collateral to review current messaging. Reviewed annual enrollment, referral, and demographic data for the last five years.

Based on results of Phase I and Phase II marketing research and analysis, LACOE staff workshops, interviews, and test messaging, feedback will be incorporated to create message points and refreshed collaterals.

Developing Partnerships

Reaching families categorically eligible for the Head Start and Early Head Start requires us to seek partners serving them to meet them where they are. In the current program year, LACOE has been following up on leads and meeting with programs that are well established and seeking to provide Head Start services to families they already serve. One of the partnerships pursued was Angeles House, operated by the Union Rescue Mission (URM). Angeles House serves families with young children experiencing homelessness. Unfortunately, the amount of funding that would have needed to be invested in the center to make it licensable would have required a Notice of Federal Interest on the facility, which was not a commitment URM could make at this time. Despite not opening a center at the facility, LACOE established a referral system with URM to connect families from both locations to Head Start services.

Currently, LACOE is working with other partners to further discuss bringing Head Start services to their centers and will seek approval from the Office of Head Start as applicable to solidify these efforts.

Revising Enrollment Processes

LACOE has been working with delegate staff to collaboratively revisit and revise processes that create barriers to enrolling children to improve timely communication with families, process and monitor status of leads received from referrals and outreach efforts, and simplify recordkeeping.

Some of the barriers that were creating delays in timely responses to families were the level of approvals that LACOE requires that are not required by regulations. Some of the changes made to the enrollment process include:

- Revised the process for approving services to eligible children of program employees by letting the delegate director or their designee approve the enrollment and not have to wait for LACOE to approve too.
- Reviewed and revised the use of forms and how files are created, whether hard copy or digital, to avoid duplication of documents and recordkeeping.
- Modified how reasons for absences are tracked and monitored and worked collaboratively with family services to ensure support is provided to families and follow-up completed as applicable.

Reducing Number of Children Excluded from Starting a Program

LACOE implemented a process to review children medically excluded from starting the program and identify trends and patterns to inform the support provided to delegates in this area. In addition, LACOE is using data on staff vacancies to identify delegates that are negatively affected because of vacancies in health and nutrition staff and has been going to the delegates to provide the support necessary to ensure children can start the program. Lastly, LACOE is also studying the feasibility of using ChildPlus as an electronic health record to improve and ease service area clearances while monitoring for compliance and meeting timelines.

Proposed Slot Allocation

Tables 3 and 4 summarize by delegate and program option and, as applicable, program variation the proposed slot allocation for the 2024-25 program year. LACOE will serve the community through various program options and variations including center-based, home-based, family child care, and locally designed options (LDO), as well as several program variations, including part-day (less than or equal to 6 hours/day) and full-day programs (more than 6 hours/day) that operate from nine to 12 months a year.

Early Head Start

While the community assessment has identified a decline in the number of EHS-eligible children in the county, LACOE will continue to seek opportunities to expand EHS services. The LACOE Community Assessment data shows that in 2022-23, 62% of preschool children in LACOE's service area were served, whereas only 43% of infants and toddlers were served. Table 3 summarizes the proposed EHS slot allocation for PY 2024-25 and reflects an increase of 16 Early Head Start slots resulting from a conversion of 54 Head Start center-based slots to 16 Early Head Start. The proposed allocation of Early Head Start slots also includes one locally designed option (LDO) for Blind Children's Center, which was approved in the 2019-2024 project period. Details are included in the *Locally Designed Program Option* section of this application.

Table 3					
Delegate	Center-based	Home-based	Family Child Care	Locally-designed	Total
Bassett Unified School District	64	0	0	0	64
Blind Children's Center	32	0	0	20	52

Table 3					
Delegate	Center-based	Home-based	Family Child Care	Locally-designed	Total
Children’s Institute, Inc.	112	22	0	0	134
El Monte City School District	40	60	0	0	100
Foundation for Early Childhood Education, Inc.	108	0	0	0	108
Garvey School District	88	106	0	0	194
Mexican American Opportunity Foundation	232	66	30	0	328
Mt. View School District	32	50	0	0	82
Norwalk-La Mirada Unified School District	88	132	0	0	220
Pacific Asian Consortium in Employment	104	166	0	0	270
Para Los Niños	137	0	0	0	137
Plaza de la Raza Child Development Services, Inc.	128	120	0	0	248
Pomona Unified School District	152	240	0	0	392
St. Anne’s Family Services	346	72	0	0	418
LACOE Unallocated	32	0	0	0	32
Total	1,695	1,034	30	20	2,779

Head Start

Table 4 reflects a reduction of 54 Head Start slots. The 54 Head Start center-based slots were converted to 16 Early Head Start slots to continue expansion of EHS and meet the needs of families in the county. The proposed allocation of Head Start slots also includes one LDO for Garvey School District. Details are included in the *Locally Designed Program Option* section. In the 2024-25 program year, 87.63% of Head Start slots will offer at least 1,020 hours of planned class operation, an increase of 2.68% from the 2023-24 program year (84.95%).

Table 4							
Delegates	Center-based			Home-based	Family Child Care	Locally-designed	Total
	<1,020 Hours	Double-session	>1,020 Hours				
ABC Unified School District	0	0	176	0	0	0	176
Bassett Unified School District	0	0	135	0	0	0	135
Blind Children's Center	0	0	33	0	0	0	33
Children's Institute, Inc.	0	0	126	0	0	0	126
El Monte City School District	48	0	333	0	0	0	381
Foundation for Early Childhood Education, Inc.	0	0	386	0	0	0	386
Garvey School District ³¹	0	0	128	0	0	198	326
Mexican American Opportunity Foundation	17	0	501	23	34	0	575
Mt. View School District	154	0	144	0	0	0	298
Norwalk-La Mirada Unified School District	84	0	380	0	0	0	464
Pacific Asian Consortium in Employment	140	0	424	0	0	0	564
Para Los Niños	0	0	210	0	0	0	210
Plaza de la Raza Child Development Services, Inc.	0	0	450	0	24	0	474
Pomona Unified School District	0	84	574	0	0	0	658
St. Anne's Family Services	0	0	95	0	0	0	95
LACOE Unallocated	0	0	16	0	0	0	16
Total	443	84	4,111	23	58	198	4,917

³¹ Garvey's LDO is a group size waiver request for 198 center-based slots of which 90 will provide 1,400 hours of planned class instruction annually and 108 will provide 1,050 hours.

Locally-designed Program Option (LDO)

During the 2019-24 project period, LACOE requested, designed, and implemented a variety of locally designed program options. Most recently, in year five, LACOE requested and was approved by the Office of Head Start to implement an LDO for Blind Children's Center (BCC) to serve visually impaired infants and toddlers who often are also dealing with multiple disabilities. For the new project period, LACOE requests approval to implement LDOs at two delegate agencies, BCC and Garvey School District (Garvey). The first request is a home-based duration waiver for 20 Early Head Start children served by BCC and the second is a center-based ratio and group size waiver for 198 Head Start children served by Garvey.

Blind Children's Center

The LDO proposed by BCC seeks a waiver of the home-based duration requirements. Instead of providing 46 home visits for one hour and a half per week per family, BCC proposes to provide 36 one-on-one sessions at BCC for one hour, plus two 90-minute home visits. Instead of providing 22 group socialization activities, BCC proposes to provide 78 group socialization activities for two groups of 10 Early Head Start children and pregnant mothers. The proposed model increases the time families spend in socializations at BCC's facility, while ensuring that families receive the individualized support from a Parent Educator that they would typically get in a home visit. The one-on-one sessions and socializations occur as follows:

- Two (2) 90-minute home visits (1 at the beginning of the year, and one at the end of the year);
- Thirty-six (36) 60-minute individual visits (one-on-one visits) at BCC
- 78 five-hour socializations per year

The LDO is based on BCC's 80+ year history in direct response to the unique needs of parents of infants and toddlers who are blind/visually impaired, 75% of whom have multiple disabilities and often complex medical needs. The program design emphasizes early intervention and the parent's role in supporting their child's development, learning, and school readiness. It is not just the child that needs to be prepared for school—it is also the parent, as their journey will be much more involved than that of a parent of a child without disabilities. The LDO fully engages parents and caregivers, provides them with coaching and specific strategies for their child, addresses their stress and isolation, and supports them as they learn to navigate the complexities of health care, therapies, and our educational systems.

The EHS LDO will serve infants and toddlers from birth through 35 months, as well as pregnant mothers, especially those who have already learned that their child will be born with a significant disability. Parents/primary caregivers and their child(ren) participate twice a week on-site for three hours each day (6 hours per week) and are grouped with other families (5 families per group). All participants receive the full array of services—health, nutrition, mental health, disabilities, transitions, family services. They also benefit from being on-site to have direct access to mental health consultants from Children's Hospital Los Angeles.

A team of two Parent Educators work together, each having a caseload of 10 children and their primary caregiver (family). Each family is pulled out for one hour per week by their assigned parent educator for a one-on-one session, while the other parent educator runs the socialization. The program design allows each family to receive a weekly one-on-one session (60 minutes) and 5 hours of socialization. In addition, parents have the option to schedule their children's therapeutic services at BCC (e.g. occupational therapy and physical therapy).

Families engage in a fully inclusive setting at BCC. There are multiple spaces used based on the curricula and needs of the families, including a designated early childhood classroom, living room, play yard, and therapeutic leaning center. To reflect the Parents as Teachers (PAT) curriculum, Parent Educators set up environments that reflect a home environment and encourage families to bring materials from home and/or consider what they have at home to support their child's development.

Garvey School District

Garvey is seeking a center-based ratio and group size waiver for the Head Start program. If approved, the delegate will operate 11 Head Start preschool classrooms with class sizes of 18 at the centers and classes identified in Table 5. The classes will be staffed with a teacher and one assistant teacher to meet staffing ratio requirements. All classrooms meet the required square footage and are licensed to accommodate the requested group size. Garvey considered other options, such as looking for another classroom to make one class and keep group sizes under 17; however, no alternative plan considered was feasible to implement in the 2024-25 program year.

The challenge with having class sizes of 18 is that a class would need to enroll a majority of four-year-olds and given the increased availability of programs like transitional kindergarten (TK) serving four-year old children, this may prove to be difficult to achieve at the beginning of the program year. Having an LDO that waives the requirement to enroll primarily four-year-olds in a class size of 18 would enable Garvey to enroll mostly three-year-old children, if necessary, to ensure full enrollment at the beginning of the program year. A class of 18 children is one

child over the class size that would allow a class to operate with majority three-year-old children enrolled at the beginning of the program year.

In addition, with the district's implementation of TK, Garvey expects a continued need to serve younger children in Head Start, and obtaining the required waiver would allow the program to enroll children regardless of age into the classrooms and offer the needed services to children, their families, and the community. Garvey will make every effort to have majority four-year-olds in the program and will continue planning and strategizing to identify opportunities to reinstate smaller class sizes for the subsequent program years by gathering and monitoring enrollment trends for the Child Development Program and the District's TK program. This data will also assist in planning for further program design options and schedule variations.

Table 5		
Site	Class Number	Slots
Bitely	1	18
Dewey	1	18
Dewey	2	18
Hillcrest	1	18
Hillcrest	2	18
Williams	3	18
Williams	4	18
Williams	7	18
Williams	8	18
Williams	9	18
Williams	10	18
Total		198

Program Options Meeting the Needs of Children and Families

LACOE utilized the Community Assessment to establish appropriate program options for its families. The data identifies fewer children ages birth to five overall in Los Angeles County.

This, coupled with over-saturation of programs serving four-year-old children, necessitates continuing the shift into offering more EHS services. As previously stated, the Catalyst California focus groups identified that the majority of families needed services to cover traditional working hours from 8:00 a.m. to 6:00 p.m., further supporting the need to offer full-day program options in Head Start and Early Head Start programs to provide services that cover the traditional workday.

LACOE's full-day program options meet the needs of children and families in its service area. Delegates designed their programs to operate from 6 to 10 hours and 175 to 236 days per year based on the needs of their designated communities. More than 87% of Head Start programs offer at least 1,020 hours of planned class operation per year. Delegate agencies can offer many slots at longer service hours because many partner federal funding with state funding. LACOE also continues to offer part-day, center-based services to meet the needs of families seeking a shorter day for their child.

In addition, LACOE continues to offer home-based services for families who are not seeking to place their children into center-based care. The home-based program option is a popular option, particularly among those families who prefer the personalized structure of a home visit tailored to their family and their child's needs. The single weekly home visit with regular socializations allows families a flexible schedule. The program option also prepares the child and family for their eventual transition into classroom-based services as the child gets older and enters the succeeding pre-kindergarten program.

Funded Enrollment Changes

LACOE requests a conversion of 54 Head Start center-based slots to 16 center-based Early Head Start slots. Table 6 reflects the changes in slots from conversion and notes the changes resulting from the reallocation of HS and EHS slots. The conversion request will not displace Head Start children seeking services, who will be referred to a Head Start program as applicable. Also, given the continued increase of programs serving four-year-old children, families have more options to select a preschool program for their child. The increase in Early Head Start services will support the need to serve more infants and toddlers as evidenced in LACOE's Community Assessment.

Table 6								
Delegate	2023-24 Funded Slots		Conversion		Enrollment Reduction		2024-25 Funded slots	
	HS	EHS	HS	EHS	HS	EHS	HS	EHS
ABC Unified School District ³²	154	0	0	0	0	0	176	0
Bassett Unified School District	135	64	0	0	0	0	135	64
Blind Children's Center	33	52	0	0	0	0	33	52
Children's Institute, Inc.	126	134	0	0	0	0	126	134
El Monte City School District ³³	381	95	0	0	0	0	381	100
Foundation for Early Childhood Education, Inc. ³⁴	386	100	0	0	0	0	386	108

³² Received 22 additional HS slots from LACOE's reduction of St. Anne's Family (St. Anne's) and Mexican American Opportunity Foundation (MAOF) of 35 and 14 HS slots respectively and reallocated to other delegates who have the capacity to enroll and serve HS children.

³³ Received 5 additional EHS slots from LACOE's reduction of St. Anne's and MAOF of 29 and 24 EHS slots respectively and reallocated to other delegates who have the capacity to enroll and serve EHS children.

³⁴ Received 8 additional EHS slots from LACOE's reduction of St. Anne's and MAOF of 29 and 24 EHS slots respectively and reallocated to other delegates who have the capacity to enroll and serve EHS children.

Table 6								
Delegate	2023-24 Funded Slots		Conversion		Enrollment Reduction		2024-25 Funded slots	
	HS	EHS	HS	EHS	HS	EHS	HS	EHS
Garvey School District ³⁵	318	194	0	0	0	0	326	194
Mexican American Opportunity Foundation ³⁶	589	352	0	0	0	0	575	328
Mt. View School District ³⁷	298	66	0	0	0	0	298	82
Norwalk-La Mirada Unified School District	513	204	49	16	0	0	464	220
Pacific Asian Consortium in Employment	564	270	0	0	0	0	564	270
Para Los Niños	210	137	0	0	0	0	210	137
Plaza de la Raza Child Development Services, Inc. ³⁸	460	248	0	0	0	0	474	248
Pomona Unified School District	658	392	0	0	0	0	658	392
St. Anne's Family Services ³⁹	130	447	0	0	0	0	95	418
LACOE unallocated ⁴⁰	16	8	5	0	0	0	16	32
Total	4,971	2,763	54	16	0	0	4,917	2,779

³⁵ Received 8 additional HS slots from LACOE's reduction of St. Anne's and MAOF of 35 and 14 HS slots respectively and reallocated to other delegates who have the capacity to enroll and serve HS children.

³⁶ LACOE reduced MAOF by 24 EHS and 14 HS slots due to under-enrollment and reallocated the slots to other delegates who have the capacity to enroll and serve EHS children and/or HS children.

³⁷ Received 16 additional EHS slots from LACOE's reduction of St. Anne's and MAOF of 29 and 24 EHS slots respectively and reallocated to other delegates who have the capacity to enroll and serve EHS children.

³⁸ Received 14 additional HS slots from LACOE's reduction of St. Anne's and MAOF of 35 and 14 Head Start center-based slots respectively and reallocated to other delegates who have the capacity to enroll and serve HS children.

³⁹ LACOE reduced St. Anne's by 29 EHS and 35 HS slots due to under enrollment and reallocated the slots to other delegates who have the capacity to enroll and serve EHS and/or HS children.

⁴⁰ During the 2023-24 program year, LACOE set aside 8 EHS slots for a partnership at Angeles House with the Union Rescue Mission. In the 2024-25 program year, LACOE is reserving the unallocated slots as it seeks new partners who can serve EHS and HS children. The unallocated number increased by 24 slots from the reallocation of MAOF and St. Anne's slots (24 slots retained at LACOE). The remaining 5 unallocated HS slots from the reduction of St. Anne's and MAOF are being converted along with the 49 HS slots Norwalk is converting to EHS, resulting in an increase of 16 EHS slots.

Centers and Facilities

Tables 7 and 8 that follow provide a summary of the additions, deletions, or changes and minor renovations and repairs to the centers and facilities.

Additions, Deletions, or Changes

Table 7			
Delegate	Name of Facility or Center	Action	Reason(s)
Bassett	Don Julian	Change	One EHS class from Bassett High will transfer to Don Julian to meet needs of community.
Bassett	Edgewood	Change	One EHS class from Erwin will transfer to Edgewood Resource Room to meet needs of community.
Bassett	Erwin	Change	Move Flanner's HS/CSPP classroom A to Erwin to address staffing issue.
Bassett	Van Wig	Change	Ready the space and apply for a Licensing toddler component.
Bassett	Don Julian	Change	Ready the space and apply for a Licensing toddler component.
El Monte	Wilkerson	Change	The PM class will move to Le Gore due to lack of family need for afternoon sessions.
Garvey	Emerson	Add	District Classroom 18 will be added as a model inclusion classroom.
MAOF	Central EHS Class 02	Delete	Enrollment reduction of 8 EHS slots.
MAOF	Early Explorers EHS Class 01	Delete	Enrollment reduction of 8 EHS slots
MAOF	Eastmont	Delete	Center will close due to enrollment reduction.
MAOF	City Terrace	Delete	Center will close due to enrollment reduction.
MAOF	Zoe	Add	New class of 17 HS slots from City Terrace added.
Norwalk	Glazier	Add	Add HS/CSPP full-day class to Glazier. Provides additional class at a school with high demand.

Table 7			
Delegate	Name of Facility or Center	Action	Reason(s)
Norwalk	Columbia	Add	Add HS/CSPP full-day class to Columbia. Provides additional class at a school with high demand.
Norwalk	Columbia EHS	Add	Add EHS center-based full-day class at Columbia. Provides additional class at a school with high demand.
Norwalk	Sanchez	Delete	Delete HS/CSPP full-day class at Sanchez. This program option is under-enrolled.
Norwalk	Ramona	Delete	Delete HS/CSPP full-day classes. Two classes move to Glazier and Columbia.
Norwalk	Ramona EHS	Add	Add four EHS center-based full-day classes. Provides additional classes at a school with high demand.
PACE	Christian Fellowship	Delete	Unable to sustain changes to lease terms and rental rates proposed by the landlord. PACE will search for a replacement site.
Para Los Niños	Keck	Change	Converting one AM and one PM class to a full-day class to support families seeking full-day classes versus having their child in a half-day program.
Plaza	Maizeland	Change	Class 05 changing to serve infants (3-12 months) due to need in the community.
Pomona USD	Mendoza	Change	Classroom 1 changed to a full-day partnered HS/CSPP. Adding a preschool classroom creates a 0-5 center that promotes continuity of services from Early Head Start to Head Start.
Pomona USD	Lopez	Change	Add an EHS classroom to support community need. We will apply to request a Licensing toddler option for an existing preschool classroom.

Minor Renovations and Repairs

Table 8 describes the minor renovations and repairs included within this application (not subject to a separate 1303 Subpart E application).

Table 8			
Delegate	Name of Facility or Center	Description of Renovation/Repair Action	Reason(s)
Bassett	Don Julian	Renovate existing classroom and play area to accept toddlers.	To accommodate the request for layering Bassett's CCTR funding with LACOE EHS.
Bassett	Edgewood	Renovate Resource Room to convert it to toddler classroom and exterior play area.	To accommodate the request for layering Bassett's CCTR funding with LACOE EHS.
Bassett	Erwin	Finish the toddler play area adjacent to EHS room 29-30.	To accommodate the request for layering Bassett's CCTR funding with LACOE EHS.
Bassett	Van Wig	Renovate the current vacant room to receive toddlers and toddler play area.	To accommodate the request for layering Bassett's CCTR funding with LACOE EHS.
Garvey	Emerson	District Classroom 18 will be renovated as a demonstration site to promote inclusion.	Project will support Garvey's partnership inclusive model of Special Education, CSPP, and HS slots to offer special education students with a safe learning environment with typically developing peers.
Norwalk	Ramona	Replace rubber surfacing.	Surfacing under swings in Yard 1 is failing and needs replacement.
Norwalk	Huerta	Install fencing to separate preschool.	Fence off preschool from greater school campus for safety and security.
Norwalk	Johnston	Change playground entrance gate to a self-closing gate.	Self-closing gate added for safety and security.
Norwalk	Ramona	Paint the exteriors of all buildings, doors, and windows.	Repainting of worn exteriors, including doors and windows.
Norwalk	Ramona	Resurface asphalt in the parking lot.	Repair damaged and worn asphalt.

Table 8			
Delegate	Name of Facility or Center	Description of Renovation/Repair Action	Reason(s)
Norwalk	Sanchez	Regrade concrete or install drains.	Storage rooms get flooded when it rains.
St. Anne's	S. Mark Taper	Renovation of interior spaces.	Reconfigure classrooms to ensure better supervision. The current design makes it challenging to have visibility of the space used by students.

Major Renovations

Table 9 describes the facilities activities that are subject to 1303 Subpart E, e.g., purchase, construction, major renovation, loan or mortgage, and subordination agreement.

Table 9			
Delegate	Name of Facility or Center	Description of Renovation/Repairs Action	Reason(s)
Garvey	Williams	Installation of a new Child Development office to replace older office portables at Bitely.	Older admin portables at Bitely are in poor condition. Installation of same at Williams will consolidate the number of offices and allow the program to have 2 versus 3 offices.
Norwalk	Ramona	Re-roof all classroom buildings (except 10 & 11); install rain gutters and fascia.	Classroom roofs, fascia boards, and rain gutters are in poor condition and need replacement.
Norwalk	Ramona	Window replacement	Replacement of worn and inefficient windows with new double-pane rated windows.
PACE	Anderson	Relocation of Green portable to replace 1968 portable at Anderson.	Carryover project from prior program year. Expected to be completed in July 2024.
PACE	Green	New two-classroom modular project.	Carryover project from prior program year. Expected to be completed in August 2024.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

LACOE's Grantee Instructional Memorandum (GIM) and overall recruitment process outline the responsibilities of delegate agencies and the grantee. LACOE as the grantee conducts large-scale recruitment that covers the total expanse of its service area. This includes large-scale advertising like radio or regional banner advertisements. The largest example of LACOE's regional recruitment efforts is prekkid.org and 1-877-PREKKID. LACOE hosts the prekkid.org website and phone number. Families who go online or call the phone number looking for their local pre-kindergarten programs find prekkid.org as their top search engine result. Interested families submit their contact information and LACOE office staff contact families directly to verify family information and refer them to their nearest HS/EHS agency. Since the website covers all of Los Angeles County, LACOE staff also refer families to the nearest agency even if they belong to another grantee. LACOE implemented a standardized procedure utilizing Microsoft Power Apps for tracking its referral data with the goal of increasing the success rate of its referrals. In essence, LACOE is working to see that more of its referrals become enrolled. LACOE regularly shares its referral outcomes data with its Policy Council.

LACOE conducts in-person recruitment activities for larger regional events. Some large-scale events include the annual Los Angeles Times Festival of Books at the University of Southern California and the Kingdom Day Parade on Martin Luther King Jr. Day. These events attract thousands of Los Angeles County residents. LACOE provides training and technical assistance to its delegate agencies as well. The grantee regularly provides a recruitment "All-Stars" training to delegate agencies to help them develop marketing pitches to recruit families.

Delegate agency staff are shown how to set up recruitment booths and advertise their programs to families.

The LACOE GIM establishes the guidelines that delegates must follow in recruiting children and families. Delegate agencies are asked to plan their recruitment activities annually and conduct local community outreach by recruiting at community events such as health fairs, events at elementary schools, or other family events. Delegate agencies must also foster partnerships and relationships with other local agencies that serve children and families. These agencies may include local shelters, community-based organizations, or churches.

LACOE has established partnerships to recruit and enroll special populations. These special populations include children with disabilities, those experiencing homelessness, and children in foster care. The grantee actively looks for potential partners to reach these populations and acts as a facilitator to connect these families with Head Start and Early Head Start services.

LACOE requires that each of its delegate agencies actively recruit and enroll children with disabilities for Head Start and Early Head Start. Each delegate must enroll at least 10 percent of its total number of funded slots. Delegate agencies are required to work closely with their local education agencies and regional centers to connect children and their families to services at the beginning of the year and as developmental concerns arise during the program year. Each delegate agency has dedicated staff assigned to help with the identification and referral process and support families as they navigate the special education process. LACOE regularly meets the Head Start Program Performance Standards requirement of enrolling 10

percent of its funded enrollment. During the 2022-23 program year, LACOE reached 18.4% in Head Start and 20.7% in Early Head Start.

LACOE conducts extensive outreach to identify and enroll families experiencing homelessness. The larger LACOE organization maintains a Homeless Education department that supports families experiencing homelessness. LACOE's Head Start and Early Learning Division partners up with its Homeless Education department to provide quarterly McKinney-Vento Homelessness collaboration meetings between school districts across Los Angeles County and LACOE's delegate agencies. The meetings try to connect Head Start and Early Head Start agencies to their K-12 counterparts to identify and connect families experiencing homelessness to their local agencies. The meetings also reinforce the definition of homelessness under McKinney-Vento. Several years ago, LACOE implemented the delegate use of a housing questionnaire to be completed at the time of enrollment in an effort to identify families experiencing homelessness at the outset of the enrollment process. The questionnaire allows families to self-identify their living situations to see if they are automatically eligible for services. LACOE also collects referrals from greater LACOE's Homeless Education department for families experiencing homelessness. The Homeless Education department uses a dedicated form that allows LACOE HSEL to specifically track the outcomes of the homeless referrals.

LACOE has maintained a partnership with the Department of Children and Family Services (DCFS) to recruit and enroll children. LACOE has worked with DCFS for over 15 years to help foster children find a Head Start program and improve how referrals are processed. LACOE has developed an electronic referral system, the Educational Passport System (EPS). DCFS social

workers submit referrals from their caseloads. LACOE staff enter the referred family's information into ChildPlus for delegates to contact and recruit families.

LACOE's Inclusive ECE team also conducts ongoing outreach with Regional Centers to promote quality inclusive early educational settings and recruitment of children with moderate to severe disabilities in early learning settings. Regional Center representatives are members of LACOE's IEEEP leadership team, which convenes quarterly for community updates, resource sharing, networking, and planning on inclusive early childhood education. LACOE's mobile unit is used to support the collaboration between early learning centers and Regional Centers. The mobile unit travels to Regional Center offices and is used to provide education, recruitment, and support services for children with special needs. The mobile unit converts into a model inclusive classroom and can be used as space to conduct screenings, recruitment, assessments, and other services for children and families. The unit is wheelchair accessible.

Serving Children under Head Start Act 645(a)(2)

In the 2019-24 project period, LACOE was approved to serve children under the Head Start Act 645(a)(2) criteria and seeks approval to continue to do so in the 2024-29 project period. Under these criteria, LACOE enrolls children with visual impairment into Head Start and Early Head Start programs at the Blind Children's Center in alignment with Head Start Act 645(a)(2) and the Head Start Program Performance Standards in 45 CFR 1302.12(g). The children enrolled under these criteria require highly specialized services, resources, and staff. Per the stipulations in Head Start Act 645(a)(2), young children with visual impairment comprise a community under 1,000 individuals in Los Angeles County. In addition, no other infant, toddler, or preschool program specializes in serving the same population in the community as

Blind Children's Center does. Families come from afar to access the specialized services and support provided by Blind Children's Center, whose mission is to prepare visually impaired children to thrive in a sighted world through inclusive, family-focused early intervention and child development programs. At least 50% of families are served according to the criteria in 645(a)(1).

LACOE provides guidance to first identify whether families qualify for Head Start or Early Head Start under typical eligibility categories (i.e., income eligibility or categorically eligible categories). Only when BCC has identified that participants cannot be enrolled within typical eligibility categories may this eligibility category be used. In the case of children who are visually impaired, BCC may use a physician's or ophthalmologist's report to document Visual Impairment as the basis for enrollment. They may also use referrals from regional centers or other agencies that serve visually impaired children that document Visual Impairment being experienced by the applicant.

Promoting Regular Attendance

LACOE's ERSEA GIM establishes the guidelines for agencies to follow when promoting regular attendance and working towards supporting chronically absent and other vulnerable children. It describes the methods that delegates must use to track and help support children's improved attendance. This includes mandates that agencies record attendance within the first hour of school so that they can contact families whose children are unexpectedly absent, as well as how to use reports in ChildPlus to track children's attendance and implement a multi-disciplinary approach to identify and resolve potential barriers to attendance.

Education and Child Development

At LACOE, we are committed to providing the highest quality care and education for our youngest learners. That's why we utilize and implement The Creative Curriculum for Infants, Toddlers, & Twos, The Creative Curriculum for Preschool, and The Creative Curriculum for Family Child Care across all of our center-based and family child care programs. Each edition of the Creative Curriculum is carefully designed to support responsive and individualized care for each child in our programs. Furthermore, these curricula help us create environments that foster curiosity, creativity, and exploration in all our program options. By incorporating these innovative and research-based curricula, we provide a well-rounded and enriching learning experience for all children in our care.

Center-based Programs

Creative Curriculum for Preschool

The Creative Curriculum is a research-based collection of volumes that offers valuable guidance and effective strategies for teachers. These resources aim to support children's growth in a variety of areas, including emotional, behavioral, and cognitive regulation skills, positive relationships, language and communication, literacy, mathematics, scientific reasoning, and physical development. Within the curriculum, you will find specific teaching practices, such as Intentional Teaching Cards and Book Discussion Cards, that can aid in fostering these skills. It also highlights the significance of providing a stimulating and secure learning environment that encourages hands-on activities for children to actively participate in.

The Creative Curriculum® for Preschool outlines nine key areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and

Technology, Social Studies, and the Arts. Volumes 1-6 offer a comprehensive overview of young children's development and provide specific teaching strategies to support their growth in each of these domains.

In addition, the curriculum offers guidance on how to support children as they progress through their developmental milestones. The Intentional Teaching Cards feature activities in Language, Literacy, Mathematics, Social-Emotional, and Physical Development, with a focus on the Teaching Sequence to cater to children at different stages of development. This personalized approach allows teachers to tailor activities to each child's unique strengths and needs. Supplementing these resources are the Mighty Minutes and Teaching Guides, which offer related learning opportunities for children to explore concepts and skills across all domains.

Creative Curriculum for Infants, Toddlers, and Twos

The Creative Curriculum® for Infants, Toddlers & Twos is research-based and focuses on establishing responsive relationships and interactions with young children. It supports teachers in creating secure and trusting bonds with infants and toddlers through simple actions such as smiling, showing affection, and engaging in play. Additionally, the curriculum emphasizes utilizing daily routines as valuable learning opportunities and offers guidance on creating structured yet flexible schedules. It values the power of play and exploration as a means for learning and suggests using a variety of materials to encourage curiosity and creativity. The curriculum also promotes language-rich environments and interactions, with strategies such as using high-pitched voices, asking open-ended questions, and introducing new words through books and songs. It also helps children develop emotional, behavioral, and cognitive self-

regulation through techniques like redirecting behaviors and cultivating a supportive atmosphere. The curriculum further supports cognitive development by providing specific prompts and opportunities for children to explore math concepts and problem-solving skills. It also encourages physical development through a range of activities and encourages teachers to choose challenges that are suitable for each child's abilities.

The Creative Curriculum® for Infants, Toddlers & Twos focuses on nine areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts. It also includes specific teaching practices to support children's development in each area. The curriculum provides guidance on how to support children's progress through developmental stages and includes activities that cover all five Head Start Early Learning Outcomes Framework (ELOF) domains. Teachers can use these activities to individualize learning for each child and can also utilize other resources provided to offer multiple learning opportunities in all domains.

Family Child Care

Creative Curriculum for Family Child Care

The Creative Curriculum® for Family Child Care, 3rd Edition is a research-based approach to learning that promotes effective teaching practices, learning experiences, and developmentally appropriate content for children. It offers resources and guidance for promoting positive child outcomes in areas such as social and emotional development, responsive relationships and interactions, language and communication, literacy, mathematics development, scientific reasoning, and perceptual, motor, and physical development. The

curriculum also emphasizes the importance of daily routines as opportunities for learning and encourages play and exploration in a play-based environment.

The Creative Curriculum® for Family Child Care, 3rd Edition covers all areas of development and learning, including social and emotional, physical, language, cognitive, literacy, math, science and technology, social studies, the arts, and English language acquisition. It outlines the sequence of learning for each domain and provides guidance on how to support children through their developmental progressions. Resources such as Volume 2: Routines and Experiences, Volume 3: Objectives for Development & Learning, and Intentional Teaching Cards offer information and guidance on assessing children's abilities and scaffolding their development in a flexible and responsive manner. The curriculum also includes color-coded learning objectives for each domain and allows for individualization and accommodation for children with special needs.

Alignment to Head Start Learning Outcomes Framework: Ages Birth to Five

The Creative Curriculum stands out for its strong alignment with both state early learning guidelines and the Head Start Early Learning Outcomes Framework. This is clearly reflected in all its curriculum materials, which offer comprehensive support for each domain and sub-domain within the ELOF. Notably, the curriculum goes beyond just content and equips teachers with guidance on creating an optimal learning environment and daily schedule that promotes children's growth. Furthermore, it provides valuable resources for working with diverse families and children with special needs, making it a truly inclusive program. Additionally, the Creative Curriculum meets all the necessary requirements outlined in the CCDF Final Rule, ensuring that it meets the highest standards for early childhood education.

Supporting Creative Curriculum Fidelity

To ensure curriculum fidelity, our team at Early Learning Outcomes understands the importance of providing comprehensive training for all key individuals involved in the education process. This includes Education Coordinators, Administrators, Teaching Staff, Home Visitors, and LACOE staff. Our goal is not only to familiarize staff with the different components of our curriculums, but to also equip them with effective strategies and practices for successful implementation. To achieve this, we offer Saturday workshops and weekday workshops for our team members. Furthermore, we extend our support to our delegate agencies by providing consultation, individual trainings, and technical assistance tailored to their specific program options. As we work with a mix of non-profit agencies and school districts, our dedicated Early Learning Outcomes consultants are assigned to each agency to assist in building systems that align with our non-negotiables. To ensure ongoing progress, we conduct surveys twice a year to gauge curriculum fidelity. These surveys allow staff to self-report their proficiency in implementing different elements of our curriculums. This valuable information helps us plan our curriculum trainings and collaborate with developers to determine the focus of these trainings. In addition, we conduct Data Dives and action planning with our delegate agencies to strengthen curriculum implementation. Through Tier 1 monitoring, our agencies can identify trends and areas for improvement. We then use adult learning theory to provide personalized professional development to address these areas and enhance workforce competency in curriculum implementation. We also regularly review curriculum data to identify teachers who may benefit from intensive coaching in curriculum implementation. This allows us to provide targeted support and ensure that all teachers are equipped to implement our curriculums with

fidelity. As part of our commitment to maintaining high standards of curriculum implementation, LACOE conducts Tier 2 monitoring to validate the information collected during Tier 1 monitoring by our delegate agencies. Based on the findings, we provide training, technical assistance, and support in planning mid-course corrections to help our agencies achieve specific objectives.

Home-based Programs

LACOE and the delegates will implement the Parents as Teachers (PAT) Foundational I & II curriculum, which focuses on fostering reflective practices to strengthen the relationship between home visitors and families, promote positive parent-child interactions, and enhance overall family well-being. This comprehensive curriculum provides valuable online resources, including materials for home visitors, engaging activities for families and children, and informative parenting resources to support family growth and development. Parents are also given guidance on how to individualize sequences of learning experiences based on the child's interests, strengths, and needs.

More than a dozen outcome studies have been conducted on the effects of the Parents as Teachers model. Evaluations have been supported by various states, school districts, private foundations, universities, and research organizations. With each new evaluation, we continue to learn about the children and families served by Parents as Teachers and the long-term impacts on children and families.

The PAT curriculum consistently promotes effective home visiting practices and interactions that research has shown to be successful in engaging families. It provides comprehensive resources and strategies for building positive relationships with families and

supporting children's development and learning. The curriculum encourages a strengths-based approach and offers guidance for effective communication and joint planning with families. It also emphasizes the importance of sensitive and responsive interactions between parents and children, as well as using routines as opportunities for learning. Additionally, the curriculum provides resources for promoting children's development across each domain, including social and emotional development, problem-solving skills, math and literacy skills, and physical development. The curriculum supports parent competence and supports the home visitor in noting, acknowledging, and communicating with parents their strong positive parenting behaviors.

The PAT curriculum provides a sequence of learning experiences that supports children as they build knowledge and skills in each of the ELOF domains. The curriculum provides specific strategies to support children's learning and development at different age and developmental levels (birth to five). PAT provides home visiting resources, parent handouts, and activity pages that include specific skills and behaviors according to milestones. Through the PAT curriculum, children are provided multiple opportunities to explore and learn concepts or skills within the home environment, within family traditions, values, and home routines. PAT is flexible and provides guidance on how home visitors can individualize sequences of learning experiences based on family or child interest, strengths, and needs.

Throughout the 2024-25 program year, LACOE is committed to ensuring that home visiting staff are fully equipped to implement the curriculum with fidelity. We will provide extensive coaching opportunities and supervision support strategies, including reflective supervision, to help home visitor supervisors and home visiting staff feel confident and

competent in their curriculum implementation. Additionally, we will facilitate PAT booster trainings, led by PAT trainers, that are in line with the latest trends in curriculum data. These trainings will provide home visitors with the necessary tools and techniques to enhance their curriculum delivery. Furthermore, we will utilize a tiered monitoring system to assess the implementation of curriculum, providing targeted support to those who may need it and ultimately leading to increased fidelity.

As a part of the service delivery model of the home-based program, LACOE and delegates will implement group socializations. Group socializations in a home-based option will provide families a variety of opportunities to interact with other families and children, community-based professionals, and home visiting staff about the parenting techniques and help locate resources. Group socializations also allow families opportunities to plan and implement activities with their children within the group socialization setting. Delegate agencies implementing an EHS home-based program will provide 22 group socializations, while those operating a Head Start home-based program will provide 16 group socializations per year. Socializations/group connections will also include expectant families wherever enrolled. Socializations/group connections focus on supporting and scaffolding the parent-child bond and supporting the parent as primary educator of their child. Home visitors link group socializations to family goals, values, and children's developmental needs.

Delegates will utilize PAT curriculum resources to implement effective planning with parents, including specific roles and responsibilities for parents. Socializations/group connections are planned and implemented in partnership with the parent and include 1) an intent, 2) learning activities, 3) facilitation methods, and 4) documentation and evaluation

related to at least one area of emphasis (Parent-Child Interactions, Development-Centered Parenting, and/or Family Well-Being). Home visitors will also use the Head Start Early Learning Outcomes Framework and parent feedback to individualize for children.

Health

LACOE understands that health is the foundation of school readiness and essential for children's growth and development. Children learn better when they are healthy, and healthy development provides the building blocks for educational achievement. Programs will support children's growth through health services centered around early learning and development, which affect children's motor skills, social development, and emotional behavior. These services will ensure that required health screenings are up to date, according to the state's Early and Periodic Screening Diagnosis and Treatment (EPSDT) program, and provide access to care, which will help children thrive and promote healthy habits.

Oral hygiene education is integrated into the daily curriculum of each classroom. Children are actively encouraged to engage in tooth brushing activities. Each participating agency prominently displays oral health information on their daily schedules. Children are provided with a new toothbrush every three months or as needed. Additionally, some agencies distribute take-home oral health kits to both children and their parents.

Head Start supports children's nutritional needs by providing them with nutritious meals that promote growth and development, as well as social and emotional development through family-style meal services that are culturally appropriate. Parents receive nutrition education through workshops held in collaboration with various community partners, such as UC Davis, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and

registered dietitians (RDNs) at each agency. Children who may benefit from individual nutritional intervention are referred to RDNs for one-on-one care and goal setting. Parents work with the RDNs to learn intervention strategies to optimize their children's nutritional status. RDNs work with children's medical homes to ensure that nutritional needs are met in collaboration with the medical provider, if applicable.

When families leave the program, parents are knowledgeable about how to maximize their food budget, the importance of good nutrition, how to read food labels, and how to prepare nutritious recipes. Also, parents have been connected to local providers they can continue working with after leaving Head Start. Children leave the program having experienced a varied menu that reflects their culture, while also being introduced to new foods to prepare them for school and the future. Workshops, menus, and materials are provided in the family's first language, as many of the dietitians are multilingual or bilingual. Children also receive nutrition education as part of their lesson plan and participate in activities such as gardening, harvesting, and preparing their own vegetables and fruits.

Up-to-date Child Health Status, Ongoing Care, and Timely Follow-up

LACOE developed two medical provider memorandums of understanding (MOUs) for program year 2023-24 with Western University School of Dentistry and Veritas Healthcare, Inc. to help families meet the age-appropriate health care requirements for lead screening, immunizations, tuberculosis screening/testing, hemoglobin testing, and dental screenings. LACOE, in collaboration with the medical providers and staff, will assist children who are not up to date on primary medical or oral health care to receive culturally appropriate care and/or referrals to medical and dental providers. Delegate agencies currently perform vision and

hearing screenings to help bring children up to date on their health care. Parent consent will be obtained for children who are not up to date on dental and lead screening.

LACOE, in collaboration with the delegate agencies, will monitor health indicators monthly to ensure that children who are not up to date on their required health and oral health care receive timely and appropriate follow-up. Delegates will ensure that children's health needs are identified and that referrals for services to appropriate community-based agencies are completed. This follow-up may include delegate agency staff completing screenings, retrieving missing screenings from the medical/dental providers, or referring families to their medical and/or dental provider. Each delegate will follow their protocol for health and oral health care follow-up, including running ChildPlus reports, ensuring that families' identified needs have been met through follow-up procedures, and documenting follow-up. LACOE will monitor for compliance by conducting health check-in meetings with delegate agencies. Agencies will continue with follow-up care until the children's health/dental requirements are met.

Mental Health

LACOE HSEL will continue to strengthen its mental health services delivery system through a comprehensive approach that aims to strengthen various dimensions, ensuring the highest standards of care and support for children and families in our community.

Organizational Wellness

In the pursuit of fostering a thriving organization, our commitment to implementing a comprehensive wellness framework extends beyond conventional boundaries. Recognizing that

a healthy and engaged workforce is at the heart of our success, our multifaceted approach involves building an organizational culture that emphasizes equity, diversity, and inclusion, staff wellness, and resilience-informed care. This work prioritizes both individual and organizational self-examination and is informed by research-based practice and guided by self-reflection and dialogue. As an organization, we strive to create a workplace environment where every team member feels a sense of belonging, is engaged in their work, and contributes meaningfully to our shared vision and mission.

Initiatives promoting staff engagement will include tailored opportunities that encourage collaboration, open communication, and participation in decision-making processes. Recognizing the dynamic nature of the workplace, our framework will also integrate opportunities for continuous learning and professional development, empowering our team to stay abreast of emerging trends and advancements in the field. The emphasis on organizational culture, equity, and inclusion will be embedded in daily practices and policies, ensuring that these principles are not just lofty ideals but integral components of our organizational DNA. This will involve creating platforms for open dialogue, implementing inclusive hiring practices, and fostering a workplace culture that celebrates diversity. Moreover, as part of our comprehensive wellness framework, we will continue to prioritize staff wellness by partnering with the Employee Assistance Service for Education (EASE). To promote physical and mental well-being, we will ensure that mental health resources are readily available, and we will offer flexible work arrangements that support a healthy work-life balance.

A key element in our approach will be resilience-informed care, acknowledging the challenges inherent in the field and equipping our team with the tools needed to navigate and

thrive in their roles. Additionally, our commitment to data-driven planning will play a pivotal role in shaping the wellness framework. Meeting agendas, attendance records and evaluations, revised policies and procedures, requests for technical assistance, scheduled wellness events, workshops, and feedback mechanisms will provide the insights needed to refine and tailor our initiatives, ensuring they remain responsive to the evolving needs and aspirations of our workforce.

Our focus on parent well-being will draw inspiration from the UCLA Health Care Institute's Winning with Wellness program. Recognizing the diverse backgrounds and unique familial structures within our community, we will craft tailored activities aimed at expanding the capacity of parents and caregivers to manage stress and engage in self-care. Survey data collected by the UCLA Anderson School of Management will inform next steps, with the goal of designing culturally relevant activities that resonate with the communities we serve. By honing in on the symbiotic relationship between parents and children, our efforts aim to support child well-being by fortifying parent wellness, strengthening the parent-child bond and creating a foundation for holistic family wellness. Meeting agendas, attendance, evaluation data, Program Information Report (PIR) indicators and parent feedback will be used to assess and monitor progress.

Mental Health Staffing and Oversight

In our commitment to establishing a robust system of care and oversight for mental health services, we prioritize offering entry points for interns, seasoned experts, and other mental health personnel. This ensures a dynamic and collaborative work environment, blending fresh perspectives with experienced insights. Effective practices are crucial for meeting

established standards in mental health service delivery. Our system emphasizes this through ongoing program monitoring, measuring adherence to standards, and fostering continual improvement. To this end, ChildPlus reports and the Tier 1 Mental Health Oversight forms are used to track timely and effective service delivery. To build and enhance staff capacity, we provide tailored professional development opportunities for interns, seasoned professionals, and other mental health personnel at various career stages. Quarterly meetings are held to keep mental health coordinators abreast of changes in policy and trends in the field. Attendance, participant feedback, and meeting evaluation data are used to inform continuous quality improvement. This collective commitment to excellence, infused with professional expertise at every level, aims to elevate the quality of mental health services. Embracing diversity in perspectives, experiences, and expertise, we strive to create an environment that nurtures continuous improvement and professional excellence, delivering exceptional mental health services. Mental health staff recruitment and retention, and staff professional development hours, will continue to be assessed annually through the staff qualifications matrix/process.

Recordkeeping Systems

To enhance the access, security, and confidentiality of our mental health data, we propose a thorough evaluation of our current recordkeeping system, ChildPlus. This assessment will specifically focus on how to limit access to the mental health module and ensure appropriate security measures are in place. Additionally, we will research and identify three electronic health record options suitable for safeguarding Personally Identifiable Information (PII) and Protected Health Information (PHI). These options will undergo a detailed scrutiny of

their data security measures. At the same time, we will continue to assess the feasibility of using ChildPlus as our primary recordkeeping system. If necessary, we will consult with ChildPlus to determine what adjustments to the existing database are possible. The final recommendation will be based on a comprehensive evaluation of the security measures and capabilities of both ChildPlus and potential novel electronic health record systems.

Multi-disciplinary Teams and Communication

A pivotal element of our strategic plan involves enhancing the capacity of our Multi-disciplinary Teams (MDTs) and creating an integrated, comprehensive, and systematic MDT approach that better meets the needs of children and families. To this end, we will remain focused on redesigning tools to improve documentation and on strengthening procedures to improve team collaboration, communication, and follow-up.

As an initial step, we will foster a culture of continuous learning by establishing a dedicated MDT learning community that facilitates knowledge-sharing among team members. This collaborative platform will serve as a space for professionals to exchange insights, best practices, and experiences and will involve clarifying team roles and responsibilities to ensure each member's expertise is optimally utilized. Key recommendations and/or findings will be tracked and shared with all content areas during All Service Coordinators' Meetings. Clear documentation practices will be emphasized, utilizing the capabilities of ChildPlus as a robust recordkeeping system. Paper and/or hard copy iterations of the new ChildPlus MDT tab and/or event, as well as committee agendas and notes, will be used to track progress and plot a path forward. This maximization of ChildPlus will not only streamline the documentation process but also contribute to refining the MDT process through continuous assessment and improvement.

Additionally, we recognize the importance of proactive follow-up mechanisms within the MDT framework. This involves tracking and reviewing interventions and outcomes, ensuring that the implemented strategies align with the identified needs. Regular communication channels will be established to promote real-time information sharing, enabling team members to stay informed and engaged in the collaborative process. By emphasizing clarity of roles, meticulous documentation, proactive follow-up, and effective communication, our enhanced MDT approach aims to create a dynamic, efficient, and responsive team. This, in turn, will contribute to the delivery of high-quality services to the diverse range of individuals and families served by our organization.

Reflective Practice

To fortify reflective practice across the spectrum of our program activities, a comprehensive assessment of our organizational capacity will be undertaken, specifically targeting individual child assessments, family partnership building, multi-disciplinary teams, supervisor-supervisee relationships, and program planning. By identifying training needs associated with these diverse facets, this initiative takes a targeted approach to bolster our teams' ability to engage in thoughtful introspection. Through the strategic enhancement of reflective practice, our goal is to empower staff members to critically evaluate and continually improve various aspects of our mental health services. This includes refining the precision of individual child assessments, strengthening collaborative efforts within multi-disciplinary teams, fostering meaningful connections in family partnership building, nurturing effective supervisor-supervisee relationships, and optimizing program planning for the utmost efficacy.

Conscious Discipline Framework Implementation

In our endeavor to drive meaningful and positive interactions between staff and children forward, HSEL will implement a comprehensive five-year implementation plan for the Conscious Discipline framework. This transformative tool, intricately tailored to our prenatal–to-five continuum of services, goes beyond conventional approaches by incorporating social-emotional learning and development at its core. This holistic framework not only transcends traditional behavioral strategies but is designed to foster the essential social-emotional skills crucial for children’s growth and well-being. Conscious Discipline emerges as a pivotal catalyst in the nurturing of these vital skills, playing a fundamental role in building the capacity of our supervisors and staff. It empowers them to form profound and meaningful connections with families, recognizing and responding to the unique social and emotional needs of each child. By seamlessly integrating social-emotional learning into our programs, Conscious Discipline becomes a dynamic instrument of empathy and responsiveness. This approach holds particular significance in our diverse community, where Conscious Discipline serves as a bridge, connecting our teams with the diverse backgrounds and experiences of the children and families we serve. Through this framework, we aim to empower our teams to forge stronger bonds with both children and their caregivers, fostering a supportive and inclusive environment. The proposed five-year implementation plan is thoughtfully designed to leverage insights gained through a meticulous analysis of delegate agency implementation and training needs. This strategic approach ensures the systematic and sustainable integration of the Conscious Discipline framework into our programs. By doing so, we seek to create a seamless and effective incorporation that not only aligns with our organization’s values but significantly

enhances the overall quality of our services. Through the infusion of social-emotional learning and development, Conscious Discipline becomes a cornerstone in the foundation of our commitment to the holistic growth and well-being of the children and families entrusted to our care.

Family Well-being

Comprehensive mental health services offered to parents and caregivers will continue to include many individual and group options to best meet their wellness needs. Mental health consultation services remain available to parents using the in-house referral process. Perinatal screenings for new and expectant parents, focused on promoting healthy development and supporting early identification of need, also remain in place. At any point of service delivery, mental health consultants are equipped to refer the parent/family to a community based mental health agency, should they require a higher level of care. ChildPlus Reports will be used to monitor and track service delivery.

Group training and education for parents will continue to include the following topics: appreciating mental health issues, behavior management, child abuse, domestic violence, and substance abuse, and emotional wellness. Health and Family Services PIR data will help capture parent access to trainings; agendas, evaluations, and survey data will help assess the quality of trainings and inform future planning.

Oversight System for Behavioral and Development Screenings

Dedicated to enhancing our oversight and implementation processes for behavioral and developmental screenings, which include Ages and Stages Questionnaire – Social Emotional 2

(ASQ-SE2) and Ages and Stages Questionnaire 3 (ASQ3), we are unwavering in our commitment to fostering a data-driven approach among teachers and instructional staff. By building staff capacity for data-driven instruction, we aspire to significantly amplify the impact of our initiatives. Our primary objectives are to elevate the accuracy of behavioral and developmental screenings and establish a robust foundation for informed decision-making based on data insights. The improvements in our implementation approach are meticulously designed to seamlessly integrate with effective family engagement practices, emphasizing the active involvement of families in the screening process. This strategic alignment extends its influence to multi-disciplinary team planning, where collaborative efforts are harnessed to address individualized needs. A key aspect of this enhancement involves the integration of responsive referral systems, streamlining early intervention and support mechanisms. This, in turn, solidifies our commitment to delivering timely and targeted services, driven by the valuable data-driven insights derived from the screening process. In adopting this comprehensive approach, our aim is not only to enhance the efficiency of our oversight system but also to empower our teams with the necessary tools for proactive and informed intervention strategies. Through this refined system, we are poised to elevate the quality and impact of our behavioral and developmental screenings, ensuring a holistic and responsive approach to the needs of the individuals and families we serve.

Mental Health Resource and Referral System

In recognition of the growing needs for mental health services, we are dedicated to establishing a culturally responsive mental health resources and referral system. HSEL will foster community partnerships and actively engage with diverse stakeholders to promote

access and deliver timely services to children and families. By strategically incorporating promotion and prevention measures, we aim not only to address immediate needs but also to create a proactive support network that enhances overall community well-being. Importantly, our efforts extend beyond providing services – we are committed to erasing stigmas associated with mental health, fostering an environment where seeking support is encouraged and celebrated. Through this multifaceted approach, we aspire to create a resilient, inclusive, and stigma-free community where mental health resources are readily available, accessible, and responsive to the evolving needs of our diverse population.

Family and Community Engagement

Family engagement builds relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children's positive development from early childhood through young adulthood. Family engagement occurs in the home, early childhood program, school, and community, and is a shared responsibility with all those who support children's learning.

Agency staff respectfully engage parents as equal partners and welcome their knowledge, pride, and concerns about their children, which will increase families' capacity to support their children's social and emotional development and language and math skills. Agency staff also develop a two-generation approach to address prevalent needs of families across their program, and which may leverage community partnerships or other funding sources. In addition, the programs partner with families to support family goals and children's learning and development in culturally and linguistically responsive ways. Family engagement is

offered in an environment in which the family feels safe and in the family's preferred language, or through an interpreter. Parents and family members have opportunities to participate as employees or volunteers in the classroom and/or in group activities. Furthermore, fathers and father figures are encouraged to be active participants in their children's lives, and Family and Community Engagement has specific activities throughout the year to increase their participation.

Supportive Engagement Activities – Delegates

We understand that families are their child's first teachers and can support school readiness when they are knowledgeable about their child's development, are advocates for their children, and understand the importance of parent-child relationships. LACOE and the delegates engage families in a variety of settings. Home visits and parent conferences are opportunities to partner with parents in support of their children's development towards school readiness. These activities allow educators to build respectful and collaborative partnerships with parents and family members to develop a broad understanding of their roles in relationship to the development of their child. In center-based and family child care program options, well-planned, intentional, and focused home visits and parent conferences allow for the home-school connection to take place. Minimum requirements for home visits and parent conferences include:

- The utilization of home visits and parent conferences as a driver to deliver and complete education services (e.g., screenings, referrals as needed, family goals, individualized development plans (IDP) and child goal setting, review of ongoing child assessment data, screening results, and the progression of their child's development).

- Utilize the LACOE Home Visit and Parent Conference form to document home visit and parent conference activities.
- Conduct at minimum two home visit activities per program year for each child. When possible, we encourage delegate agencies to conduct the first home visit 30 days prior to the child's start date but not later than 45 days of the child's start date.
- Conduct at minimum two parent conference activities per program year for each family.
- Provide professional development to staff to effectively implement home visit and parent conference activities.

Supportive Engagement Activities – LACOE

LACOE provides leadership opportunities for parents elected by delegate policy committees to serve on the LACOE Policy Council. Policy Council parents are offered opportunities to participate in strategic planning and help inform the areas of development for a given project period. Parents are also offered opportunities to share the importance of early learning and benefits of the Early Head Start and Head Start programs with decision-makers at the local, state, and federal levels. Training sessions to help develop presentation skills and to ensure messaging is consistent, appropriate, and useful are provided to Policy Council members for each identified activity.

In addition to presentation and leadership opportunities noted above, LACOE continues to focus on parent development. Some of the current opportunities include office assistant positions, which is a two-year, part-time (up to 24 hours per week) intern position that serves the purpose of providing training and work experience for parents seeking eventual permanent employment. In addition, LACOE's Career Development Initiative is open to all Head Start and

Early Head Start parents served by delegates who are seeking a career in the early childhood education field. Moreover, LACOE provides ongoing parent trainings.

Looking ahead to the new project period, LACOE will continue to invest in and grow parent development opportunities. Additional focus areas to expand include father/male involvement, parent/family engagement, education and career, mental health, financial literacy, advocacy, leadership, and others.

Parenting Curriculum

LACOE delegates provide various opportunities for parents to enhance their parenting skills, knowledge, and understanding of their children's education and developmental needs. They are required to implement a LACOE-approved parenting curriculum to address this requirement. The following are three evidence-based parenting curricula that delegates may select from each program year: Abriendo Puertas/Opening Doors, Incredible Years, and/or Center on the Social and Emotional Foundations for Early Learning (CSEFEL). LACOE delegates recruit/encourage families to participate by sending out interest surveys to parents to determine times, days, and locations to offer the parenting curricula.

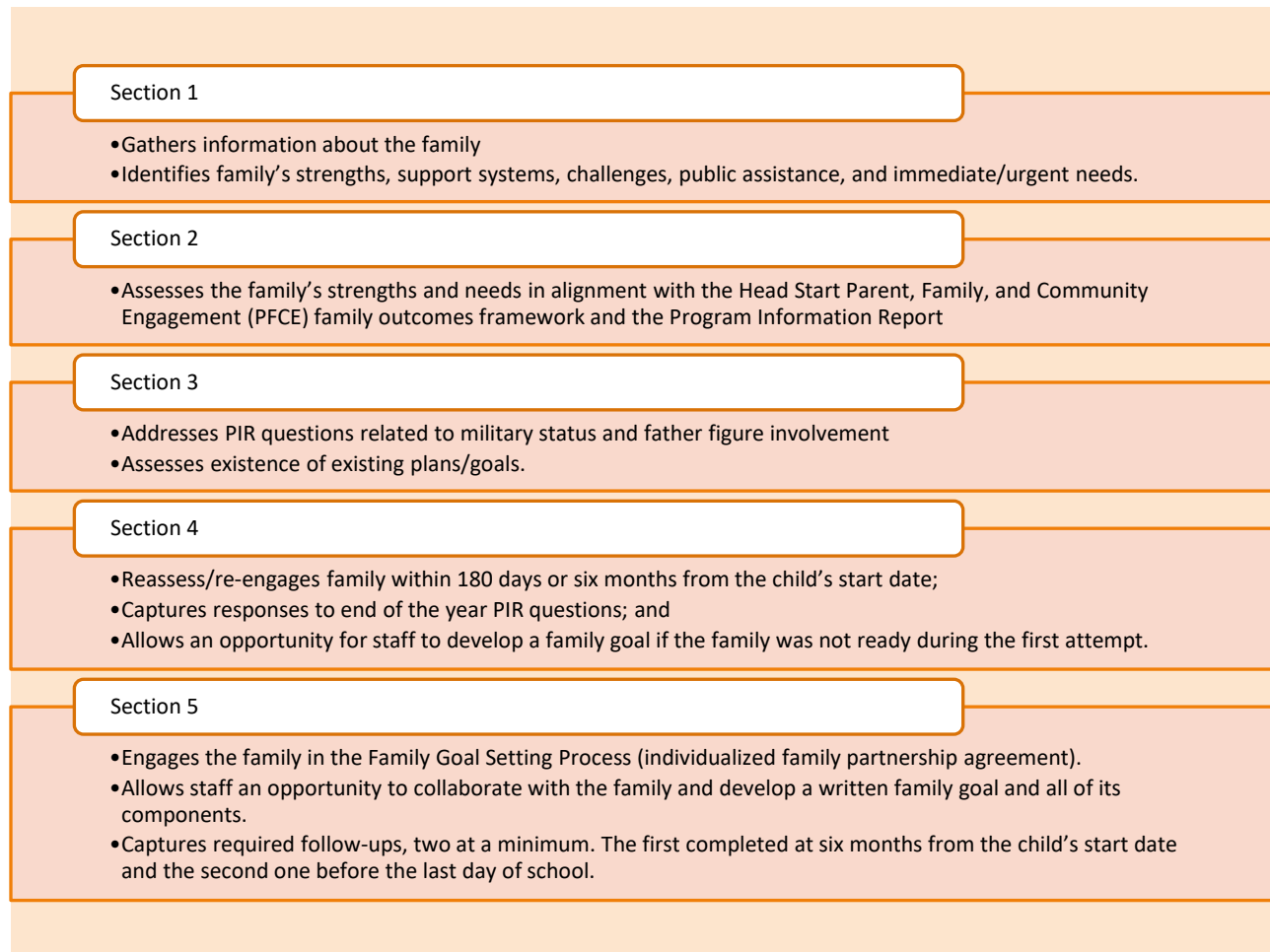
Family Partnership Services

LACOE's Family and Community Engagement (FCE) GIM provides minimum expectations for delegate agencies to adhere to. The GIM also provides minimum expectations to support family goal setting, identify strengths and needs, and monitor progress towards families achieving their written individualized partnership agreement. The Family Partnership Process Form is a LACOE required standardized form which is used to document all components of the

goal and facilitates relationship building between delegate agency staff, families, and their children to build positive and goal-oriented connections starting at enrollment and throughout the program year.

The Family Partnership Process form is designed to support the effective coordination of services and build authentic relationships between families and staff. The Family Partnership Process (FPP) form has five sections, and it's completed in partnership with the family within 30 calendar days before the child's start date and up to 90 calendar days after the start date. Family service workers and home visitors are expected to use existing information to assist in the completion of and in collaboration with families since families are the experts in their communities and have the right to self-determination. Figure 3 describes what is found in each section.

Figure 3



Community Partnerships and Addressing Challenges to Partnering

According to a data review of families for PY 2022-23, families identified Housing and Emergency/Crisis (food, clothing, etc.) as the top two needs. Most delegate agencies partner with Baby2Baby to assist families when an emergency/crisis has been identified. Baby2Baby has distributed over 170 million diapers to families in need and has provided over 375 million basic essentials. With regards to housing needs, this is no surprise since Los Angeles County is one of the most expensive places to live. According to the 2022 MIT Living Wage Calculator, two adults working full-time, with three children, would need to earn a minimum of \$37.78 an hour each

to support their family in Los Angeles County. The average rent cost is \$2,700, according to Zillow. Section 8 vouchers are available, but according to an ABC7 news article dated June 2023, the average wait time for a voucher is roughly 28 months in the Los Angeles-Long Beach-Anaheim, CA Metro Area, while other sources indicate the wait time can be more than five years whenever applications for vouchers are available. Despite these challenges, delegates work with each family to individualize support and help identify resources to access via county-level partners and other local partners. Through local, county, and state partnerships, delegates also support families access resources and services to address various needs, such as job training programs, higher education, CalWORKs, etc.

Services for Children with Disabilities

LACOE is deeply committed to ensuring equitable access and inclusive practices for all individuals, including those with disabilities and suspected disabilities. This narrative outlines our strategic plan to elevate our disability services, with a focus on staffing and oversight, building staff capacity for effective inclusion practices, fostering multi-disciplinary team planning, and leveraging organizational expertise from key partners like BCC, LAUSD, and LACOE's Inclusive ECE team. We are confident that this comprehensive approach will not only elevate our disability services but also contribute to creating a more inclusive and supportive environment for all individuals in our community. By incorporating Universal Design for Learning strategies and utilizing adaptive equipment and assistive technology, we can provide services to children of all levels and abilities.

Disability Services Staffing and Oversight

Ensuring the steadfastness of essential oversight positions is paramount in providing dependable services to children and families with disabilities. Our commitment to consistency includes standardized ongoing monitoring practices incorporated into our oversight framework. This involves regular program assessments, fostering continuous improvement and adherence to established standards, thereby ensuring the unwavering delivery of high-quality disability services. Effective communication channels will be established to facilitate seamless coordination among key personnel and departments involved in disability services. Furthermore, our commitment to community partnerships will be instrumental in creating a network of support and resources. Collaborating with Local Education Agencies (LEAs) and Regional Centers will provide valuable insights, enriching our practices and ensuring alignment with broader educational and regional objectives. This collaborative approach reinforces our dedication to creating an ecosystem that not only meets but exceeds the expectations of the children and families we serve.

Staff Capacity for Effective Inclusion Practices

In acknowledging the critical role of staff capacity in fostering effective inclusion practices, we emphasize the integral role of data-driven strategies, ensuring that our approach is informed by comprehensive insights. Parent input, behavioral assessments, and development assessments, including Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) goals, are invaluable components of this data-driven model, offering a holistic understanding of the unique needs and strengths of each child with disabilities. Teacher observations provide additional layers of insight, offering a firsthand perspective on students'

interactions, learning styles, and potential areas of growth. In response to this recognition, HSEL is committed to implementing an all-encompassing training program that goes beyond traditional approaches. This comprehensive initiative will not only delve into disability awareness but will also integrate strategies for adapting teaching methods based on data-driven observations, including the careful consideration of child IEP and IFSP goals. By incorporating data into our training, we aim to equip our staff with a nuanced understanding of each individual's learning profile, considering specific IEP and IFSP goals and identified areas of growth. This empowerment enables our staff to tailor their approaches effectively, ensuring that they align with the personalized learning objectives outlined in the child's educational and developmental plans. Professional development opportunities will emphasize the importance of creating inclusive learning environments and leveraging the power of data, including IEP and IFSP goals, to inform instructional decisions. By empowering our staff with a rich toolkit of knowledge and skills derived from data-driven practices, we are poised to provide inclusive services that are not only responsive, but also reflective of the diverse needs of individuals with disabilities. This approach aligns with our commitment to a personalized and holistic approach to education, ensuring that every learner, in consideration of their IEP and IFSP goals and areas of growth, receives the tailored support necessary for their success.

LACOE is a recipient of the California Department of Education (CDE) Inclusive Early Education Expansion Program (IEEEP) which funds an Inclusive ECE team to build organizational capacity for inclusive practices and provides supports for children with moderate to severe disabilities in early learning settings. The team is also funded by Quality Start Los Angeles (QSLA), LA County's quality rating and improvement system. Each quarter, the IECE team

provides a two-day Inclusion Institute, which offers training on five topics: Supporting Inclusive Practices, Adaptations and Accommodations, ASQ/SE, Universal Design for Learning, and Behavior and the Use of Positive Behavior Supports. The audience includes administrators, coaches, and classroom staff. The team also provides intensive individualized coaching, team simulated coaching, and specialized training on inclusive practices.

Facility and Classroom Environments

The IEEEP funding provides resources for facility improvements towards Americans with Disabilities Act (ADA) compliance and adaptive equipment. IEEEP facility projects include ramps, ADA signage, installation of adaptive equipment and other renovations. The Inclusive ECE Team is reliable in the Inclusive Classroom Profile (ICP™). The ICP is an observation rating scale designed to assess the quality of daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. The Inclusive ECE team uses the ICP to assess classroom environments when intensive individualized coaching is provided for classrooms of children with severe to moderate disabilities or suspected disabilities. When need is identified, the Inclusive ECE team coordinates for the purchase of adaptive equipment and provides training for its use.

Multi-disciplinary Team Planning

In our commitment to holistic and collaborative care, we will strengthen our multi-disciplinary team planning processes. This involves enhancing communication channels, fostering a culture of collaboration, and providing targeted training to ensure that diverse

perspectives contribute to effective decision-making. By improving our team planning, we aim to provide more comprehensive and tailored support for individuals with disabilities.

Leveraging Organizational Expertise

We hold in high regard the invaluable expertise contributed by esteemed organizations such as Blind Children’s Center, LAUSD Special Education, and LACOE Inclusive ECE. These strategic partnerships extend beyond mere collaboration, as they bring a tapestry of unique perspectives and experiences that enrich the fabric of our organizational initiatives. Each partner organization boasts a wealth of knowledge, honed through years of dedicated service, and their distinct viewpoints contribute to a more comprehensive understanding of the complex landscape of disability services. Collaborating closely with these organizations is not just a practical endeavor; it is an opportunity to tap into the diverse experiences that have shaped their respective approaches to inclusive education. The Blind Children’s Center, with its specialized focus, offers insights into the nuances of supporting children with visual impairments. LAUSD Special Education brings to the table a wealth of experience in navigating the intricate challenges of diverse learners within a large educational system. Simultaneously, LACOE Inclusive ECE provides valuable perspectives on inclusive practices tailored to the early childhood education setting. Through this collaborative venture, our plan is not only to leverage their knowledge but also to create a dynamic network for ongoing collaboration and shared learning. This network becomes a conduit for the exchange of best practices, innovative strategies, and successful interventions, fostering a culture of continuous improvement within our organization. The unique perspectives and experiences brought by our partners serve as catalysts for innovation, ensuring that our disability services evolve in tandem with the ever-

changing landscape of education and inclusive practices. Moreover, these partnerships contribute to the broader goal of establishing a community of practitioners dedicated to the advancement of inclusive education. By creating a synergy of expertise, resources, and experiences, we aspire to enhance our organizational capacity to better serve individuals with disabilities. In doing so, we not only strengthen our ability to deliver high-quality disability services but also actively contribute to the broader dialogue surrounding inclusive education at a regional and national level.

Individualizing and Collaborating

LACOE HSEL is deeply committed to ensuring that the individualized needs of children with disabilities are met through a multifaceted approach that embraces inclusive enrollment systems, family partnerships, and effective resource and referral systems. In establishing inclusive enrollment systems, our program aims to create an environment where every child, regardless of ability, is welcome and provided with equal opportunities for growth and development. Through collaborative efforts with parents, we recognize the importance of understanding each child's unique strengths and challenges, ensuring that their individualized needs are not only identified but also addressed effectively and holistically.

Our program emphasizes family partnerships as an integral component of ensuring the success of children with disabilities. We actively collaborate with parents, valuing their insights, experiences, and perspectives in the planning and implementation of educational strategies. By fostering open lines of communication and creating a supportive network, we empower parents to be active participants in their child's educational journey. Regular meetings, workshops, and resources are provided to guide parents in navigating the educational

landscape and understanding the rights and resources available under the Individuals with Disabilities Education Act (IDEA).

Furthermore, in coordination with the local education agencies (LEAs) responsible for implementing IDEA, LACOE ensures a seamless collaboration to meet the unique needs of children with disabilities. LACOE operates under a comprehensive Memorandum of Understanding (MOU) umbrella agreement with LAUSD, underscoring our commitment to effective collaboration and clear communication. Further solidifying our partnerships, each delegate agency maintains a distinct MOU with its respective LEAs. In addition to these crucial agreements, LACOE has established a formal MOU with all seven Regional Centers serving the HSEL HS/EHS service area within Los Angeles County. Simultaneously, each delegate agency upholds individual MOUs with their respective regional centers, ensuring a cohesive network and collaborative efforts and enabling HSEL staff to assist families in navigating the referral process. These MOUs collectively form a structured framework that governs our interactions, promotes transparency, and reinforces our commitment to seamless service delivery in support of our educational mission. By working closely with these agencies, we stay informed about the latest developments in special education policies, practices, and resources. This collaboration facilitates the exchange of information, expertise, and support, creating a cohesive system that prioritizes the holistic development of each child.

To complement these efforts, our program has implemented effective resource and referral systems. These systems are designed to connect families with the necessary resources, services, and support networks both within and beyond the educational setting. By offering a comprehensive array of resources, we empower parents and caregivers with the tools they

need to advocate for their child's needs and foster a nurturing and inclusive environment at home.

Transitions

Transitions to and from Early Head Start

Staff must complete the first transition planning meeting at least six months prior to the child's third birthday in partnership with the parent/guardian and the EHS teacher/home visitor. If the child is two years six months of age at entry, the first transition planning meeting must occur within 30 calendar days from the child's start date.

For children to fully reach their potential for school readiness, EHS children are to transition to Head Start or another early education program as soon as possible after the child's third birthday. EHS children must transition into Head Start or another program as soon as possible after the child's third birthday but are permitted to remain in Early Head Start for a limited number of additional months following the third birthday if necessary for an appropriate transition. In extenuating circumstances, after all efforts are exhausted, the child may remain in EHS if the agency meets Community Care Licensing and Head Start requirements when the child turns three years old.

Delegates must hold a minimum of two transition planning meetings (30 months of age and 36 months of age) for children transitioning out of EHS. If a child remains in EHS past their third birthday, then another transition planning meeting is due at 39 months of age. Transition planning meetings will be held monthly for any child that continues in the EHS program past 39 months of age, with the first held at 40 months and continuing until the child transitions out.

Each EHS transition meeting must be documented individually on the digital Early Head Start Transition event in ChildPlus.

Transitions from Head Start to Kindergarten

Staff must review Head Start transition activities with all families during the family reassessment. Documentation of the interaction with the family will be entered in ChildPlus under the Family Outcomes Tab, (End of Year Assessment) End of Year Assessment Notes. Data entry of the HS transitions activities must describe services and activities that were provided/offered for the child who will transition out. For families who have a late start in the year (January and beyond); delegate agencies will document the interaction with the family in ChildPlus under the Family Outcomes Tab, (Assessment) Preliminary Assessment Notes.

In addition, staff must:

- Provide parent training on LEA expectations and school readiness. Training must include topics that will assist parents in navigating the school system and advocating for their child.
- Inform parents that elementary schools are not mandated to make accommodations for special dietary needs and that they may be required to provide food for their child while at school unless the diet modifications are required in their child's IEP or Section 504 Plan.
- Make attempts to initiate meetings involving Head Start teachers, parents, and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.
- Provide advocacy training to families of children with disabilities to help them understand their roles and rights as parents during the transition process.

- Participate, as possible, in joint transition-related training and professional development activities for Head Start staff and kindergarten or other child development staff.
- Try to contact parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children.

Transitions Between Programs

Staff must effectively plan and provide transition services and related supports to all pregnant women, Early Head Start and Head Start children, and their families served in all approved program options (home-based, center-based, and family child care). Also, staff must provide an orientation at enrollment to all pregnant women and Early Head Start and Head Start families to explain the comprehensive services available.

Transition planning is a coordinated effort supported by all content areas; therefore, each transition plan must be written as a comprehensive procedure that specifies timeframes for the following activities:

- Timely coordination with each family who has a child with a disability, health, nutrition, and/or mental health need.
- Providing parents with copies of documents (e.g., Individualized Health Plan or special diet documentation) to individualize services for their child.
- Educating parents on advocacy avenues (e.g., helping them understand how children are progressing, helping them understand their roles and rights as parents during the transition process, and enabling them to make informed decisions related to their children's education and future placements).
- Helping families identify and understand criteria used to determine high-quality early childhood settings.

- After obtaining written parental consent, inform the child's next placement of any special needs the child may have.

Services to Enrolled Pregnant Women

Designated delegate agency staff complete the Prenatal Health History and Nutritional Screening for Pregnant Women before or during the first home visit. This aids in the determination and initiation of support within 30 calendar days as to whether the pregnant women have health insurance and a medical/dental home for the duration of the pregnancy and immediate postpartum period, as well as assessing any other health, nutrition, mental health or social supports are required to ensure the optimum outcome of the pregnancy. Within 14 days from identification of need, or sooner if deemed urgent, delegate agency staff provide resources, referrals, or individual support to the expectant family. This includes connecting the family to reliable community services.

Delegate agencies operating EHS programs must use the Patient Health Questionnaire-9 (PHQ-9) to screen for prenatal and/or postpartum depression for enrolled pregnant women and expectant parents within 45 calendar days from the enrolled pregnant woman's start date in the program. Mental health assessments, interventions, and other follow-up, including linkages to substance abuse prevention and treatment services as well as community-based mental health providers, when needed, must be provided to EHS parents and families within 14 calendar days from the date that mental health needs are identified to ensure that expectant parents have access to specialty sources of ongoing care.

Program's Strategy to Providing Information, Education & Services

LACOE supports delegate agencies in providing high-quality prenatal and postnatal education and family support through standardized tools and resources. This comprehensive approach promotes stress reduction, parental depression prevention, and optimal pregnancy outcomes for expectant families:

- LACOE GIM: A standardized assessment framework ensuring minimum expectations for service quality, meeting required Head Start Program Performance Standards.
- Standardized paperwork: Providing consistency and clarity in service documentation.
- Appraisal of the agency policies and procedures: Ensuring alignment with best practices.
- LACOE's Standardized Required Services to Pregnant Women form: ensuring completion of essential educational topics and services.
- Internal/external referrals: Facilitating access to intensive and individualized support when necessary.
- ChildPlus data system: Enabling comprehensive recordkeeping and timely tracking of services.
- Parents as Teachers (PAT®) – Home Visiting Curriculum: Delivering evidence-based prenatal and postnatal education including addressing fetal development, nutrition, risks of alcohol and drugs, postpartum recovery, and infant care and safe sleep practices.

LACOE's strategy to provide prenatal and postpartum information, education, and services—such as those that address fetal development, nutrition, risks of alcohol and drugs, postpartum recovery, and infant care and safe sleep practices—is grounded in its use of PAT®

as the curriculum of choice. PAT® includes Parent Educator resources that provide information that strengthens the capacity of delegate agency staff to provide information on the above topics, and Parent Handouts that present the same information to parents in language that is easily understood by them. Many elements of the PAT® curriculum have been translated into Spanish; select Parent Handouts and activities have been translated into other languages as well. In addition to the above topics, the PAT® curriculum provides information about attachment, mental health and wellness, and safety, including but not limited to information about risks associated with sleeping practices.

In addition, delegate agencies must provide specialty training to EHS program staff and parents on fetal development; the risks of alcohol, drugs, and smoking; parental depression; and father engagement. The delegate agency must ensure documentation and tracking of training is used. Documentation might include 1) a calendar of events or copies of flyers for parents and staff, 2) agendas, 3) sign-in sheets, 4) training materials, and/or 5) evaluations.

Family Partnership Services – prenatal and postpartum maternal and infant health

Staff must provide families, including enrolled pregnant women, with a parent handbook/resource directory that describes a variety of ways that parents can access, throughout the year, the internal and external services and resources that are responsive to their needs and interests. In addition, agencies may provide parents with resources through handbooks, parent meetings/workshops, orientations, conferences, monthly newsletters, home visits, socializations, pre-service meetings, electronic/digital communication, and/or information posted on the parent bulletin board. Families must receive the parent handbook

and resource directory within 30 calendar days of the child's or pregnant mother's enrollment date.

Staff must engage pregnant women in the digital Family Partnership Process, which is accessible in ChildPlus. This must occur within 90 calendar days of the pregnant woman's enrollment date (start date). This process may not be offered more than 30 days prior to the pregnant woman's start date. Referrals will be documented in the ChildPlus recordkeeping system, as instructed in the respective service area(s) manual. Staff must also engage enrolled pregnant women and their partners with the opportunity to participate in the family goal-setting process and discussions about enrollment options for the infant.

Resources and/or referrals for programs serving pregnant women must include comprehensive prenatal and postpartum care; early and continuing risk assessments; health promotion and treatment; mental health interventions and follow-up; prenatal education on fetal development, labor, delivery, and postpartum recovery; and information on the benefits of breastfeeding to all pregnant and nursing mothers.

Transportation

All LACOE delegates have centers in areas accessible by walking or public transportation. Except for Norwalk-La Mirada Unified School District (NLMUSD), there is no current need to directly transport children or assist families in accessing other transportation so that children can attend the program.

NLMUSD is the only delegate that provides regular transportation services. Most of the families requiring transportation need access to full-day classes located at the Ramona site. NLMUSD transports Head Start children between three bus stop locations and the Ramona site

daily. NLMUSD assesses the need for transportation services annually and identifies the best locations for bus stops. All delegates connect families to local transportation resources when transportation is identified as a barrier to program attendance. For example, Pacific Asian Consortium for Employment partners with the LA Metro Low-Income Fare is Easy (LIFE) program and can process applications on site and issue TAP cards to qualifying families.

LACOE requests a transportation waiver for the 2024-25 program year, effective July 1, 2024, for the following areas:

- Child Restraint System (§1303.71(d) and §1303.72(a)(1))
- Bus Monitor Requirement (§1303.72 (e))

The waiver applies to the following delegates:

- ABC Unified School District
- Mountain View School District
- Norwalk-La Mirada Unified School District
- Pacific Asian Consortium in Employment

Sub-Section C: Governance, Organizational, and Management Structures

Governance Structure

LACOE is governed by the Los Angeles County Board of Education and County Superintendent of Schools. The Board consists of seven members appointed by the Los Angeles County Board of Supervisors to serve two- and four-year terms. Established via political appointment, the Board is exempt from the Head Start Act of 2007 composition requirements, and there are no proposed changes to the current structure or process of shared governance.

Together, the Superintendent, Board, and Policy Council execute practices that ensure active, independent, and informed governance, including full participation in the direction, development, planning, and evaluation of the Head Start/Early Head Start program. The shared responsibilities of the Superintendent, Board, and Policy Council include establishing procedures and criteria for the recruitment, selection, and enrollment of children; reviewing and approving major policies, including financial management, accounting, and reporting; approving personnel policies; reviewing and approving funding applications and amendments, reviewing ongoing monitoring of program and fiscal operations; annual planning based on the community assessment; annual program self-assessment, including progress on program and school readiness goals; and reviewing child outcomes and school readiness data.

Board Composition

The Board is representative of the diverse community served, with members who represent the entire county. The ethnic make-up is 13% Asian, 29% African American, 29% Latino, and 29% Caucasian. Its members' expertise includes urban education, policy analysis, juvenile justice, special needs, and management. Additionally, the Board includes two student board members, both of whom play a vital role in promoting transparency, inclusivity, and student-focused decision-making within the LACOE governance structure.

Policy Council

LACOE's Policy Council (PC) is composed of at least 51% currently enrolled HS and EHS parents, as well as representatives from community and civic organizations. Every delegate has representation based on enrollment, program type, and options. This ensures representation of all communities LACOE serves. Additionally, one LACOE Board member serves as the Board

Liaison to the PC and participates in monthly meetings, which ensures regular communication between the governing body and Policy Council.

Sharing Information with Governing Body

The Board and Superintendent ensure effective oversight of the program and accountability for federal and state funds in a variety of ways, including frequent communication with the Chief Education Officer and HSEL Executive Director. The management team supports the governing body by providing training on their roles and responsibilities, internal controls, program requirements, and other priority areas. LACOE's training for its board and the delegates' boards, recognized by OHS as a program strength, provides grantee and delegate board members with an in-depth review of HS/EHS requirements.

The very public nature of the governing body ensures complete transparency in its operation and a clear understanding of the accountability role it plays in the use of federal funds. The Board meets three times per month and reviews program/fiscal matters at least once per month. Members regularly participate in Board study sessions to review priority items, such as community assessment, monitoring results, self-assessment, and funding applications, including the operational budget as required by the HS Act of 2007. In addition, the management team submits monthly memos to the Board to address the HS Act's required information-sharing items; weekly memos are submitted to address pressing issues.

Sharing Information with Policy Council

The process for communication with the Policy Council involves several key steps to ensure effective information exchange and decision-making.

- **Agenda Setting** – Before each meeting, an agenda is set to outline the topics and issues to be discussed. This agenda is distributed to members of the Policy Council in advance, allowing them to prepare and contribute meaningfully to the discussion.
- **Information Compilation** – Relevant information, reports, and documents related to the agenda items are compiled and distributed to Policy Council members before the meeting. This gives members an opportunity to review materials and come prepared.
- **Meeting Schedule** – Meetings are scheduled regularly, and members are informed of the dates, times, and locations well in advance. This ensures that participants can plan their attendance and allocate time for discussions.
- **Meeting Facilitation** – The meetings are facilitated by the chairperson or another appointed member. The chairperson, with Governance staff support, ensures that the agenda is followed, encourages participation, and moderates discussions to maintain focus and efficiency.
- **Presentations and Updates** – Program staff and relevant stakeholders provide presentations and updates on key program information, policies, activities, and services. This information is shared with the Policy Council members to keep them informed and gather their insights.
- **Members of the Policy Council** serve as members on subcommittees (Executive, Planning and Development, and Education and Transition). Information is brought to and from these three committees to the Policy Council at each Policy Council meeting.
- **Part of each Policy Council meeting** is the development of key points. These key points are provided to each member to share during their Policy Committee meetings. Policy Council members are provided the opportunity at all Policy

Council meetings to share information, questions, and/or concerns from their Policy Committee.

- Decision-Making Process – In cases where decisions need to be made, a structured decision-making process is followed. This involves providing and reviewing information, answering any questions, voting, and consensus-building.
- Action Items and Follow-Up – Clear action items are identified during the meeting, specifying tasks, responsibilities, and deadlines as appropriate. This ensures that decisions are implemented and progress is monitored.
- Documentation – Minutes of the meetings are documented and distributed to all Policy Council members. This documentation serves as a record of discussions, decisions, and action items.
- Feedback – Members are encouraged to provide feedback on the communication process's effectiveness, allowing for continuous improvement.
- Accessibility and Inclusivity – Efforts are made to ensure that the communication process is accessible and inclusive. This may involve providing translations, accommodating diverse communication styles, and considering the needs of all members.

Role of Parent Committees

Parent committees communicate with staff to inform program policies, activities, and services to ensure they meet the needs of children and families as follows:

- Meetings – Parent committees and program staff hold regular meetings to discuss various aspects of the program. These meetings provide a platform for open communication, allowing parents to share their perspectives, concerns, and suggestions directly with the staff.

- Parent Representatives – Parent representatives within the committee collaborate with program staff. These representatives act as a bridge, conveying the collective views and concerns of parents to the staff and vice versa.
- Workshops and Training Sessions – Workshops or training sessions for parents and staff enhance mutual understanding. These workshops/trainings may cover program policies, upcoming activities, and services, fostering a collaborative relationship between parents and staff.
- Collaborative Decision-Making – Involving parents in decision-making processes related to program policies and activities. This collaborative approach ensures that the services offered align with the needs and expectations of the families involved.

Communication with Policy Council and Policy Committees

In addition to the activities described in the *Sharing Information with Policy Council* and *Role of Parent Committees* sections, the Policy Council and Policy Committees ensure communication as follows:

- Each LACOE delegate agency elects Policy Committee members to serve as Policy Council representatives.
- The Policy Council (PC) representatives attend the monthly PC meetings, and PC subcommittee members attend monthly subcommittee meetings.

Relationships – Training and Technical Assistance or Orientation Sessions

All Policy Council members receive training throughout the year to ensure they are knowledgeable about the program, including vision, mission, goals, organizational structure, and Board and PC responsibilities. LACOE also provides PC members with training on meeting facilitation, bylaws, and other requirements. Similarly, LACOE Board members receive training and support from LACOE management teams on board member roles and responsibilities, internal controls, program requirements, and other priority areas. Additionally, LACOE has developed a series of self-paced online training modules for Board members to view at their convenience.

Avoiding Conflicts of Interest

Both the LACOE Board bylaws and the LACOE Policy Council bylaws clearly outline roles and responsibilities for governing body members, including the review and adoption of policies addressing conflict of interest as stated in the Head Start Act, Section 642(c).

In accordance with law, County Board members disclose reportable information per the Conflict of Interest Code of the Los Angeles County Office of Education: Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730). No County Board member shall participate in the making of any decision when the decision will or may be affected by his/her financial, family, or other personal interest or consideration as detailed in the Political Reform Act (Government Code 87100-87505) and in Government Code 1090-1098. Additionally, County Board members file an assuming office Statement of Economic Interests/Form 700 within 30 days of assuming office, and annually file a Statement of

Economic Interests/Form 700 in accordance with the disclosure categories specified in LACOE's Conflict of Interest Code.

Human Resources Management

Organizational Structure

The organization's structure is designed to support the management, implementation, and oversight of all the programs under the Head Start and Early Learning Division.

Criminal Background Checks

LACOE's and the delegates' human resources policies and procedures ensure that criminal record clearances occur prior to employees or contractors starting their positions. This check includes obtaining the following: (1) FBI criminal history check, including fingerprints; (2) state criminal history check, including fingerprints; and (3) child abuse and neglect state registry check. The State of California does not include sex offender checks in the clearance process. For delegates that are LEAs, a dual system of checking is maintained to meet both the California Department of Education requirement and the Community Care Licensing requirement. There is also a Rap Back process in place for California for offenses that occur within California.

Staff Orientations

LACOE implements a multi-day division onboarding system for new employees, which begins with each new staff person completing necessary personnel documents at LACOE's Human Resources Office and subsequent process specific to the HSEL division. The division onboarding begins with a facility tour/staff introductions and computer desktop orientation. New hires are electronically provided additional HR forms specific to HSEL, such as the

Standards of Conduct document. They print, sign, and submit their paperwork to the Head Start Early Learning Grants Consultant, responsible for all internal HR processes, by the conclusion of the first day of work. The orientation process continues with meetings between the new employee and the supervisor to review the performance evaluation timelines and required training. Finally, all orientations conclude with a face-to-face meeting with the Executive Director, Assistant Directors, and the Head Start Early Learning Grants Consultant to cover division policies and procedures. The Executive Director provides a detailed description of the Strategic Plan and organizational structure.

Approach to Staff Training and Professional Development

LACOE tracks professional development hours for all staff members with the goal of each person completing no fewer than 15 hours of professional development related to their position and aligned with the annual performance evaluation. This includes reflective supervision, through which the supervisory manager holds three meetings per year in alignment with the Electronic Evaluation Tool (EET) system. For represented staff, the meeting documentation is captured through written memo or email. As part of each staff member's annual work plan, specific EET goals are set to ensure that staff have an opportunity to contribute to division goals and objectives, as well as to identify and pursue professional development growth opportunities. The individual annual work plan also allows for identified areas of growth and improvement to be addressed via additional training and/or coaching support.

Program Management and Quality Improvement

LACOE implements an approach for ongoing oversight, correction, and assessment of delegate progress toward achieving goals as outlined in the Monitoring for Continuous Quality Improvement GIM. The system of support for delegates is based on improving their effectiveness and continuously building agency capacity. LACOE's existing individual agency planning (IAP) process uses program data, monitoring results, and staff interviews to decide the specific level of monitoring support that a delegate needs. The system is designed to be flexible for changing conditions, so a delegate may reach a different monitoring support level at any point during the year as circumstances warrant. The LACOE monitoring support levels are described below. Delegates on Enhanced Monitoring or Intensive Monitoring receive more frequent monitoring and additional supports that are documented and tracked on a Quality Improvement Plan (QIP).

- Support Level: Standard Monitoring – This baseline status consists of regular, ongoing monitoring. It requires LACOE team members to adhere to the monitoring framework and established timelines, conduct desk reviews where possible, complete holistic file reviews, and review agency reports and information prior to on-site visits to validate agency operations.
- Support Level: Enhanced Monitoring – In addition to all procedures associated with Standard Monitoring, this level may include focused area reviews and an increased frequency of site visits with targeted technical assistance. Delegates remain assigned to Enhanced Monitoring until the required revisions to procedures are submitted, approved, and the delegate demonstrates full implementation of the corrections for at least six months, as documented during follow-up visits by LACOE staff.

- Support Level: Intensive Monitoring – This level consists of increased, extensive, and comprehensive system-driven reviews and requires frequent site visits and mandated technical assistance. This monitoring support level may also include Interim Administrative Management (IAM) and the required redirection of program funds.

Additionally, LACOE implements a comprehensive shared leadership process for Strategic Planning. The planning process included active and ongoing delegate participation in the design and development process. We expect enhanced planning efforts will better support the implementation of quality systems and program evaluation for continuous improvement. This application is a result of the shared collaborative process for planning with our delegates.

Continuous Program Improvement

LACOE's Data Analysis for Continuous Quality Improvement (DACQI) system is directly tied to the division's strategic plan, annual funding application and budget, work plans, and school readiness plan, as well as the workforce development and professional learning plan. The DACQI is intended to be a resource that (1) helps the governing body, leadership, management, and program staff understand how the data collected supports achievement of program and school readiness goals, (2) fosters implementation of a culture of continuous learning for all staff, and (3) increases staff's ability to identify and address gaps in services and continuously improve outcomes.

Throughout the program year, LACOE staff engage in ongoing data analysis of various data sources, including ongoing monitoring results, enrollment and attendance reports, PIR indicators, CLASS, DRDP, and curriculum fidelity results. On a quarterly basis, the Strategic Leadership Team (SLT) analyzes the data at a macro level to determine if any changes are

required to the strategic plan, funding application and budget, work plans, school readiness plan, and/or the workforce development and professional learning plan. All necessary changes are documented via the updated key document(s) and then communicated to appropriate stakeholder(s): OHS, County Superintendent, County Board, Policy Council, delegates, and LACOE staff.

Budget and Staffing Support Quality Services

LACOE's management systems and staffing patterns support the delivery of quality services to children and individualized support to our delegates and grantee staff. The Workforce Development and Professional Learning (WDPL) Plan supports the building of staff capacity and effectiveness in working with the diverse children and families in LACOE programs.

Section II. Budget & Budget Justification Narrative

LACOE proposes the following budget to support the expected outcomes, program goals and objectives, and program design and approach described throughout Section I of this application. The budget also supports the workforce development and professional learning plan included as part of this application.

LACOE uses a data-driven process and maintains documentation to ensure that the amounts budgeted herein are reflective of the activities to be implemented to lead to successful program outcomes. The process of data analysis and assessment includes an opportunity for identification of budget implications and adjustments necessary for continued support of successful program outcomes throughout the year. The data analysis process occurs at least three times per year or as needed to ensure the budget supports the program.

Therefore, this budget reflects the best-known data at the time of submission but may change throughout the year to support outcomes and continuous improvements. When such changes require OHS approval, budget revisions are submitted in the Head Start Enterprise System after securing the necessary County Board and County Superintendent approvals.

Budget Summary

Table 10 provides a summary of the budget for the 2024-25 program year to support services to 4,917 Head Start and 2,779 Early Head Start participants.

Table 10			
Agency	Head Start	Early Head Start	Total Federal Funding
<i>LACOE</i>	<i>\$28,256,927</i>	<i>\$10,074,088</i>	<i>\$38,331,015</i>
<i>Delegates</i>			
ABC Unified School District	\$3,654,043	\$0	\$3,654,043
Bassett Unified School District	\$2,653,583	\$1,463,983	\$4,117,566
Blind Children's Center	\$501,859	\$1,249,183	\$1,751,042
Children's Institute, Inc.	\$2,284,989	\$3,811,632	\$6,096,621
El Monte City School District	\$7,182,747	\$2,781,480	\$9,964,227
Foundation for Early Childhood Education, Inc.	\$8,355,314	\$2,896,016	\$11,251,330
Garvey School District	\$6,137,785	\$4,652,120	\$10,789,905
Mexican American Opportunity Foundation	\$11,210,594	\$6,620,386	\$17,830,980
Mountain View School District	\$5,050,622	\$2,288,774	\$7,339,396
Norwalk-La Mirada Unified School District	\$7,731,616	\$5,334,131	\$13,065,747
Pacific Asian Consortium in Employment	\$10,577,981	\$6,061,302	\$16,639,283
Para Los Niños	\$3,564,364	\$3,478,547	\$7,042,911
Plaza de la Raza Child Development Services, Inc.	\$9,216,542	\$4,424,026	\$13,640,568
Pomona Unified School District	\$12,729,560	\$7,974,429	\$20,703,989
St. Anne's Family Services	\$1,763,018	\$9,522,039	\$11,285,057
TBD Slots	\$271,088	\$825,632	\$1,096,720

Table 10			
Agency	Head Start	Early Head Start	Total Federal Funding
Delegates Other* ⁴¹	\$1,500,000	\$965,948	\$2,465,948
<i>Delegate Subtotal</i>	<i>\$94,385,705</i>	<i>\$64,349,626</i>	<i>\$158,735,331</i>
Total	\$122,642,632	\$74,423,714	\$197,066,346

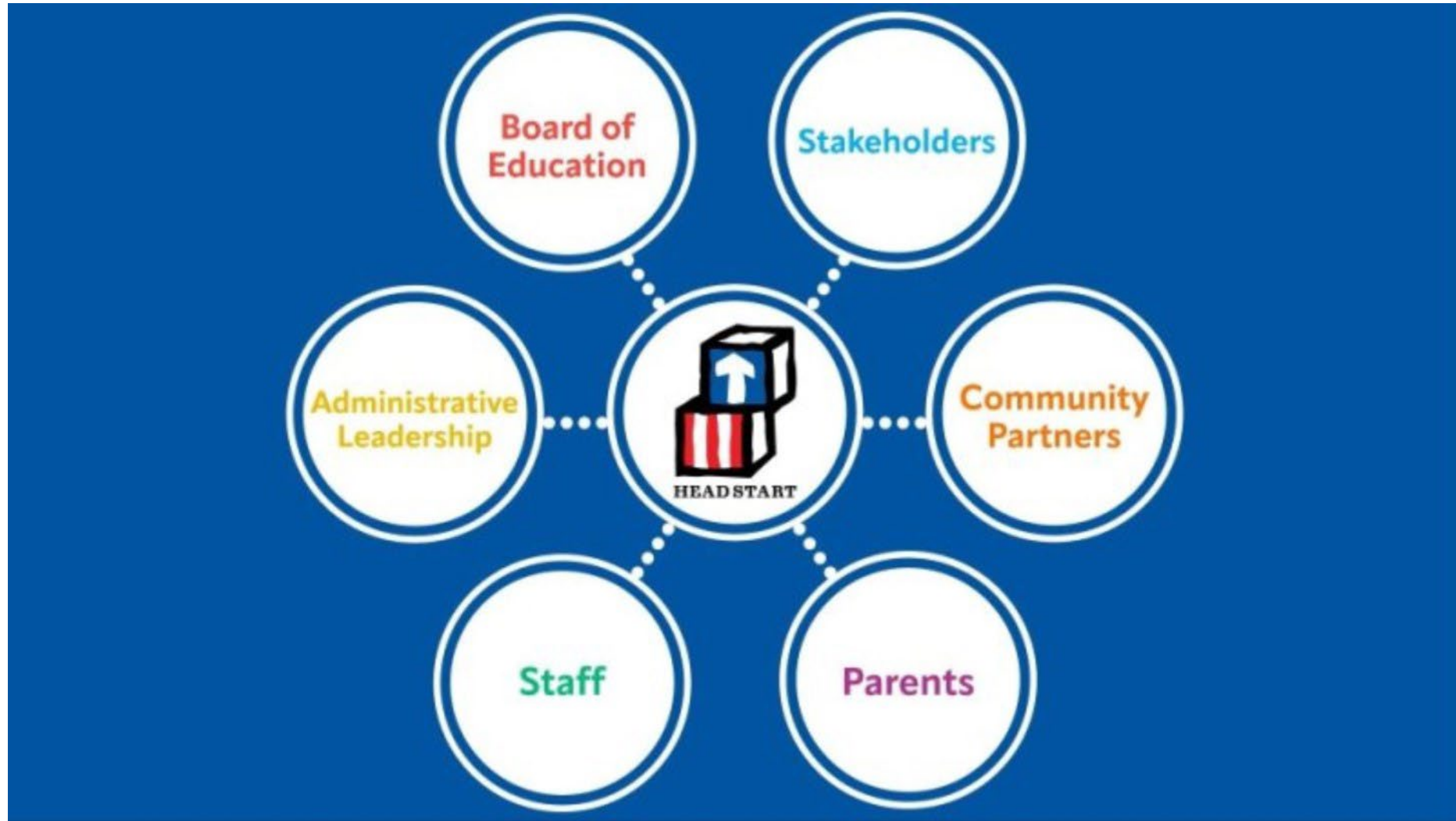
⁴¹ Funds to be allocated to delegates for operational needs, health & safety or other equipment, or maintenance and minor renovations



Head Start & Early Head Start Consolidated Funding Application

Los Angeles County Office of Education
Head Start and Early Learning Division
Year One 2024-25

Strategic Planning



Annual Funding Application Process

Strategic Planning

Early Childhood Education Landscape Analysis

Comprehensive Community Assessment



LACOE invites delegates to submit an application

Program Activities and Design

Budget

Collaborative Reviews



LACOE consolidates application and submits to OHS

Goals and Objectives

Slot Allocations and Program Options

Service Delivery and Budget



Consolidated Funding Application

Head Start &
Early Head Start

Year One
Baseline Application



- I. Program Design and Approach to Service Delivery
 - Subsection A: Goals
 - Subsection B: Service Delivery
 - Subsection C: Governance, Organizational & Management Structures
- II. Budget Narrative and Budget

Program Design



Delegates	EHS	HS	CSPP	CCTR
ABC Unified School District	-	176	-	-
Bassett Unified School District	64	135	-	-
Blind Children's Center	52	33	33	-
Children's Institute, Inc.	134	126	-	-
El Monte City School District	100	381	48	-
Foundation for Early Childhood Education, Inc.	108	386	-	-
Garvey School District	194	326	118	80
Mexican American Opportunity Foundation	328	575	-	-
Mt. View School District	82	298	12	-
Norwalk-La Mirada Unified School District	220	464	24	-
Pacific Asian Consortium in Employment	270	564	293	-
Para Los Niños	137	210	-	81
Plaza de la Raza Child Development Services, Inc.	248	474	417	104
Pomona Unified School District	392	658	-	-
St. Anne's Family Services	418	95	-	76
Volunteers of America, Los Angeles	-	-	322	-
Unallocated	32	16	-	-
TOTAL	2,779	4,917	1,267	341

Service Delivery

Inclusive Early Education Expansion Program

- Focus on serving children with moderate to severe disabilities and supporting staff in their work with this population

School Readiness of African American Boys and Their Families

- Build staff's capacity to serve children in culturally responsive and strength-based programs

Service Delivery

Universal PreKindergarten Career Development Initiative

- Continue to support, attract, retain, and build capacity of the early learning workforce to help meet the demand for qualified educators and support career growth and leadership development

Conscious Discipline

- Implement the Conscious Discipline Framework over the five-year project period to support meaningful and positive interactions between staff and children and support inclusive environments

Budget

80.55% of funding is directly allocated to delegates to deliver services to children and families

	Head Start	Early Head Start	Total
LACOE	\$28,256,927	\$10,074,088	\$38,331,015
Delegates	\$94,385,705	\$64,349,626	\$158,735,331
Total	\$122,642,632	\$74,423,714	\$197,066,346

A photograph of four young children of diverse backgrounds standing in a row against a solid yellow background. From left to right: a Black girl with pigtails and pink bows wearing a grey t-shirt and jeans; a girl of South Asian descent with dark curly hair and colorful clips wearing a coral top and white lace skirt; a white girl with blonde hair and bangs wearing a teal dress; and an Asian boy with black hair wearing a red and grey striped polo shirt. The children are standing close together, with some placing their hands on each other's shoulders. The text "Thank you." is centered over the image in a white serif font.

Thank you.

Board Meeting – March 19, 2024

Item VII. Recommendations

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

The 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs is submitted for the County Board's final review and consideration for approval.

A preview of the Annual Report 2022-23 was presented to the board on February 20, 2024. Based on feedback provided, revisions were made to the report and are reflected on pages 17, 18 and 50.



Performance Data for
LACOE - Operated Educational Programs

ANNUAL REPORT

2022-2023



Los Angeles County
Office of Education

2022-23 ANNUAL REPORT

Executive Summary

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

2022-23

EDUCATIONAL PROGRAMS

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

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

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

HEAD START

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

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

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

CHARTER SCHOOLS

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



A close-up photograph of a hand holding a black graduation cap (mortarboard) against a background of warm, out-of-focus circular lights (bokeh). The hand is wearing a white sleeve, and the cap has a black tassel hanging down. The text "Educational Programs" is overlaid in a bold, red font.

Educational Programs

Mental Health & Wellness

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

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

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

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

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

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

Tier 1 – UNIVERSAL STRATEGIES

Classroom Presentations

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

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

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

Mental Health & Wellness

Mental Health Awareness Activities

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

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

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

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

Staff Training

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

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

Mental Health & Wellness

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

Parent/Caregiver Workshops

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

Collaborations

SMH Program collaborations throughout the year included:

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

Mental Health & Wellness

Tier 2 – TARGETED STRATEGIES

Referral Process

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

General Counseling

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

Active Parenting of Teens Curriculum

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

Group Counseling Sessions

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

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

Tier 3 – INTENSIVE INTERVENTION STRATEGIES

Teacher/Staff Mental Health Consultations

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

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

Mental Health & Wellness

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

Individual and Family Sessions

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

Home Visits

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

Mental Health Advocacy

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

Crisis Interventions and Suicide Assessments

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

Graduate Level Social Work Mental Health Intern Experience

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

Mental Health & Wellness

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

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

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

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

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

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

EDUCATIONAL PROGRAMS GOALS 2022-23

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

LCAP GOAL 1:

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

Increase graduation rates by 2%

Increase student attendance by 1%

Decrease County Community Schools chronic absenteeism by 2%

Decrease Juvenile Court School suspension rate by 2%

LCAP GOAL 2:

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

Increase attendance rate by 1%

Suspension rates shall not be more than 20% at the JCS, 5% at the CCS, and 1% at IPOLY and LACHSA.

Parent Participation at least 20% of the student population

LCAP GOAL 3:

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

Increase CAASPP ELA and math scores at least 2% at all sites

Increase reclassification rates at least 2%

Increase number of students scoring a level 4 on the ELPAC at least 1%

Increase STAR Math and ELA data by 0.3 points

PARENT EDUCATION PROGRAM

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

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

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

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

LACHSA UPDATE SCHOOL YEAR 22-23

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

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

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

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

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

LACHSA UPDATE SCHOOL YEAR 22-23

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

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

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

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

LACHSA UPDATE SCHOOL YEAR 22-23

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

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

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

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

LACHSA UPDATE SCHOOL YEAR 22-23

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

LACHSA UPDATE JANUARY 2024

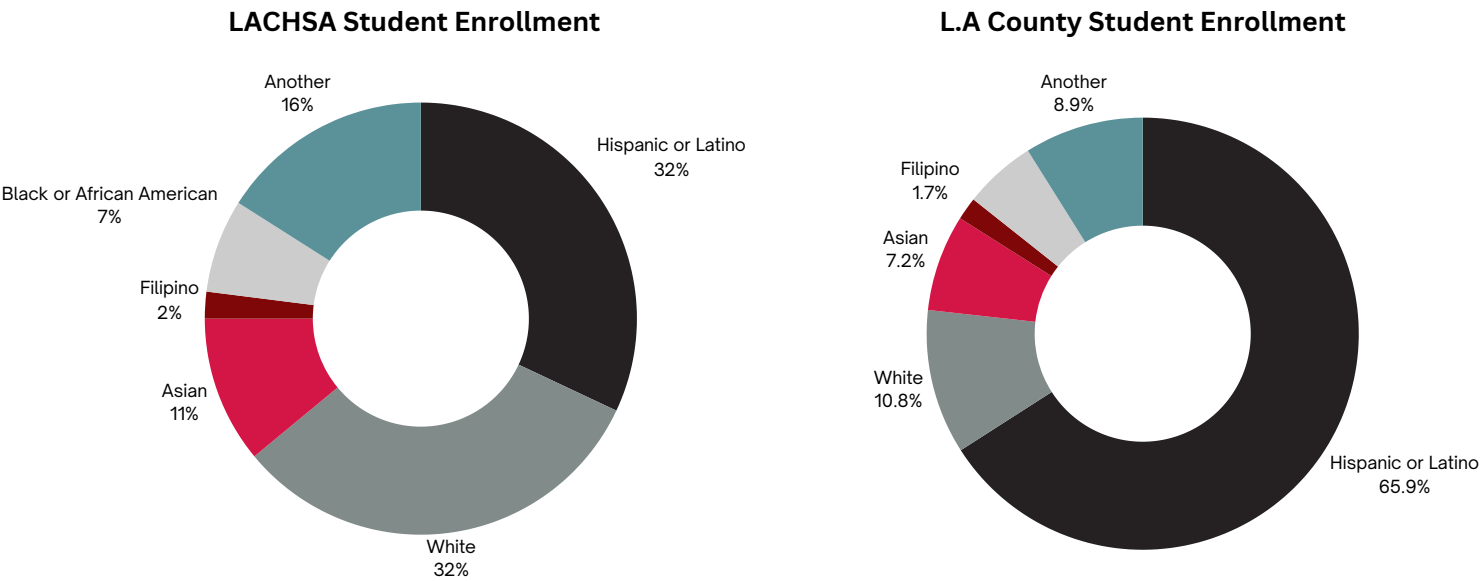
LACHSA 2023-24 Data

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

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

LACHSA UPDATE JANUARY 2024

LACHSA 2022-23 Comparative Demographic Data



Student Subgroup	LACHSA	LA County
English Learners	1%	18.5%
Socially Economically Disadvantaged	21%	68.9%
Students with Disabilities	7%	13.5%

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

LACHSA UPDATE JANUARY 2024

2024-25 Admission Process Updates

Steps to Enroll Accepted Students - Universal

The following are steps that will be taken to enroll students who have been accepted into LACHSA. The admissions coordinator will send emails, which will be bilingual (English/Spanish), to inform students of their acceptance. They will have one week to respond. The email will contain a link to a Google form, which they can use to reply and provide necessary information. During the mid-week, the admissions coordinator will send a reminder email to ensure that students do not miss the deadline. The admissions coordinator and art chairs will be available to answer any questions through email or phone. At the end of the week, the admissions coordinator will compile a list of students who have not responded and share it with the rest of the team and art chairs. If there are still students who have not responded after the deadline, the art chairs and equity coordinator will reach out again to answer any questions and concerns, ensuring that every student has the opportunity to enroll in LACHSA.

Steps to Enroll Accepted Students - BIPOC/Free-Reduced/Local Community

The following are steps that will be taken to enroll students who have been accepted into LACHSA from the BIPOC/Free-Reduced/Local Community. The admissions coordinator will send emails, which will be bilingual (English/Spanish), to inform students of their acceptance. They will have one week to respond. The email will contain a link to a Google form, which they can use to reply and provide necessary information. In addition, the equity coordinator will send congratulatory text messages, reminding students of the email and providing a contact email for follow-up questions or concerns. During the mid-week, the admissions coordinator will send a reminder email to ensure that students do not miss the deadline. The admissions coordinator will compile a list of students who have not responded and share it with the art chairs and equity coordinator. The admissions coordinator and art chairs will be available to answer any questions through email or phone. Before the deadline, art chairs and equity coordinator will make personal phone calls to students to answer any pending questions. If there are still students who have not responded after the deadline, the art chairs and equity coordinator will reach out again to answer any questions and concerns, ensuring that every student has the opportunity to enroll in LACHSA.

LACHSA

OVERVIEW

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

LACHSA Demographics

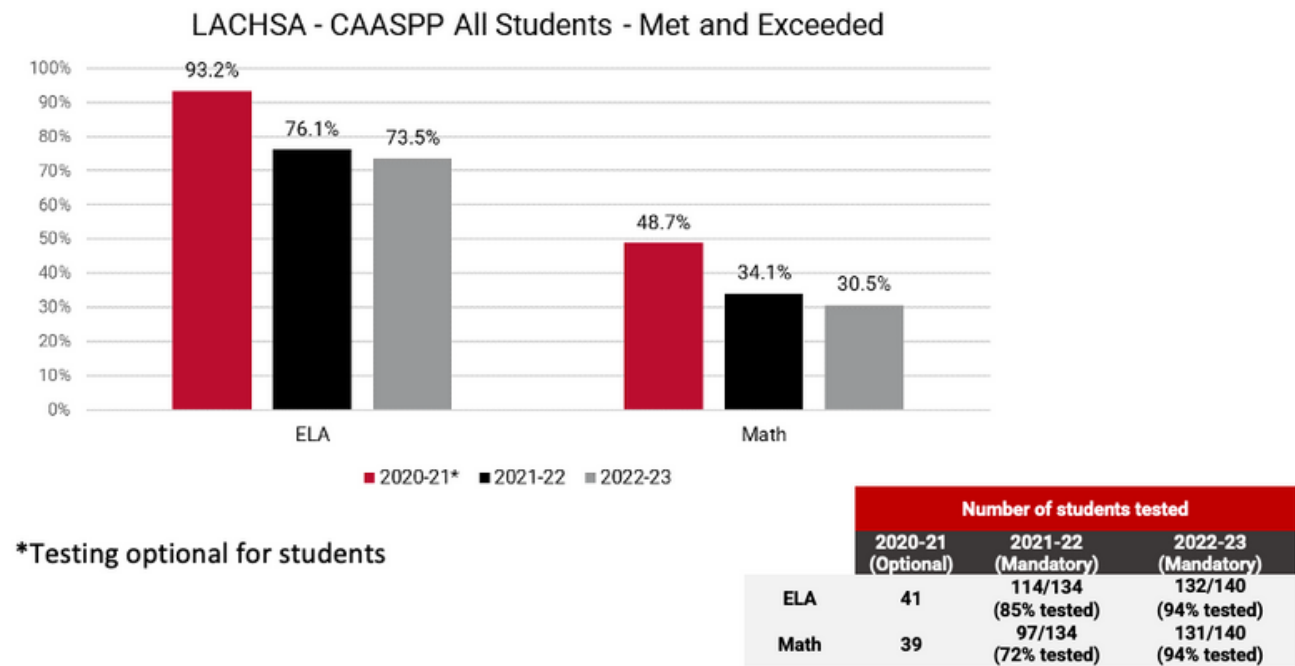
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	526	527	549
Hispanic or Latino	29%	29.4%	32.1%
White	34%	34.5%	32.1%
Asian	10%	10.2%	10.6%
Filipino	2%	2.1%	2.0%
Black or African American	6%	6.3%	7.3%
Other (two or more races, not reported)	19%	17.5%	15.7%
English Learners	1%	1.3%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

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

LACHSA

DATA

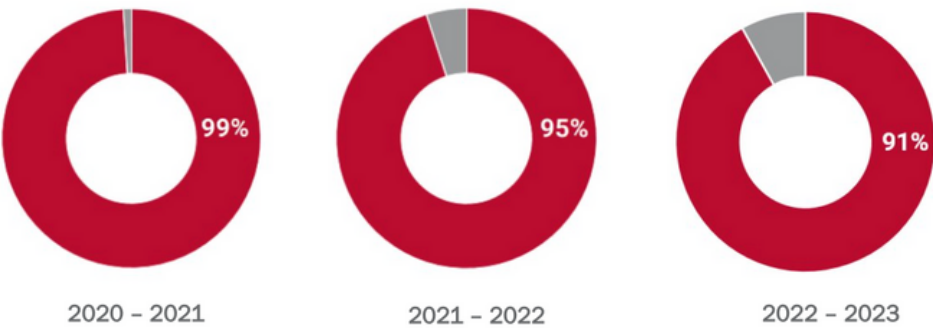
LACHSA CAASPP Test Scores



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

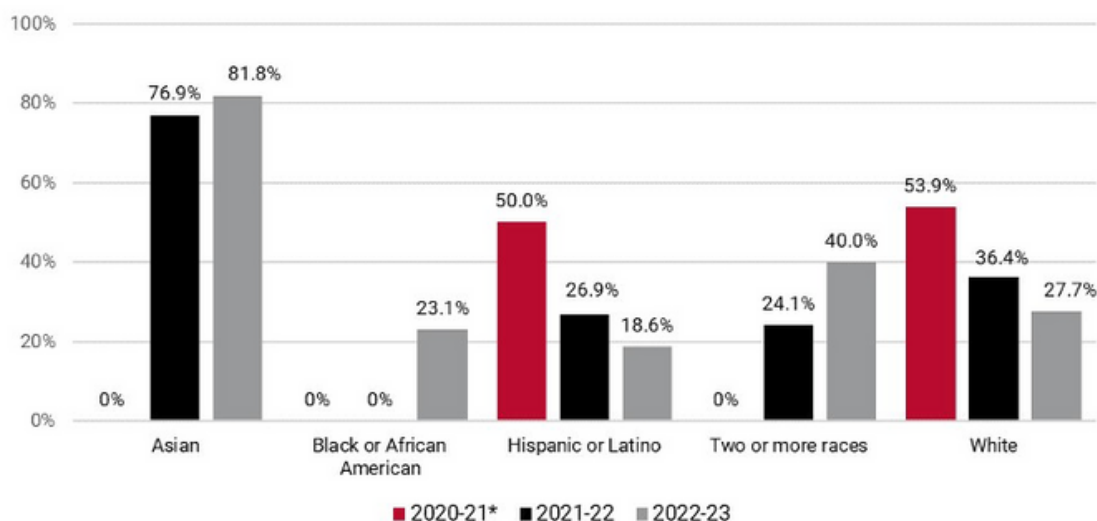
LACHSA Graduation Rates 2020-21/2022-23

Percent of Students that received a high school diploma

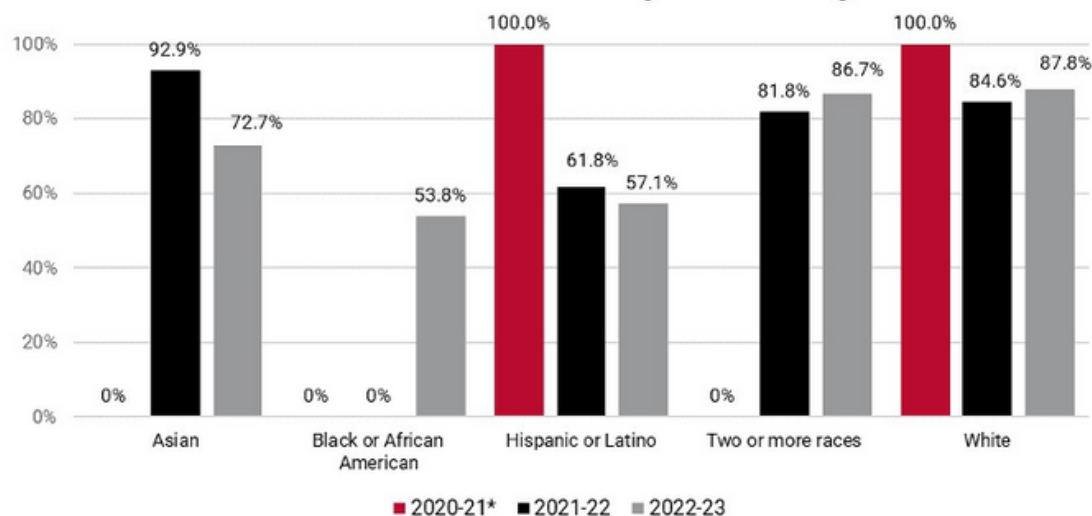


LACHSA DATA

LACHSA CAASPP ELA Meeting or Exceeding



LACHSA CAASPP Math - Meeting or Exceeding



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

IPLY

OVERVIEW

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

IPLY Demographics

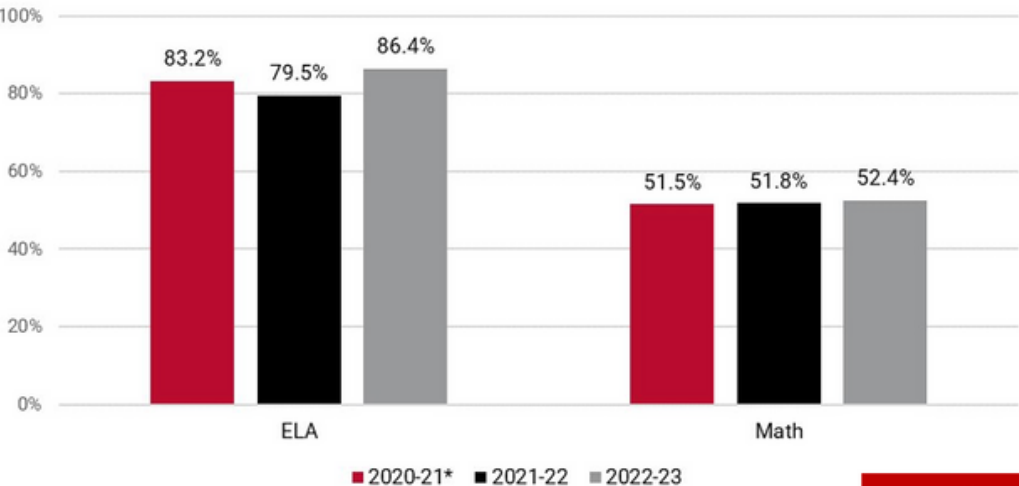
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	459	462	483
Hispanic or Latino	60%	60.2%	62.3%
White	7%	7.4%	7.5%
Asian	11%	10.6%	9.5%
Filipino	13%	13.4%	12.2%
Black or African American	3%	2.8%	2.7%
Other (two or more races, not reported)	6%	5.0%	5.2%
English Learners	1%	0.9%	0.8%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

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

IPOLY

DATA

IPOLY CAASPP All Students - Met or Exceeded



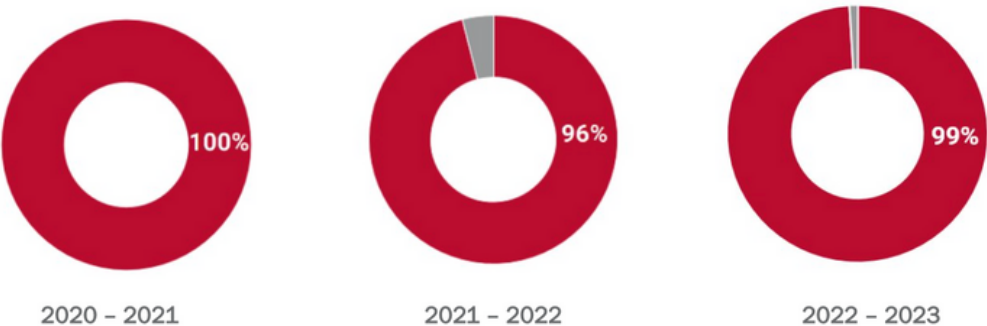
*Testing optional for students

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

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

IPOLY Graduation Rate

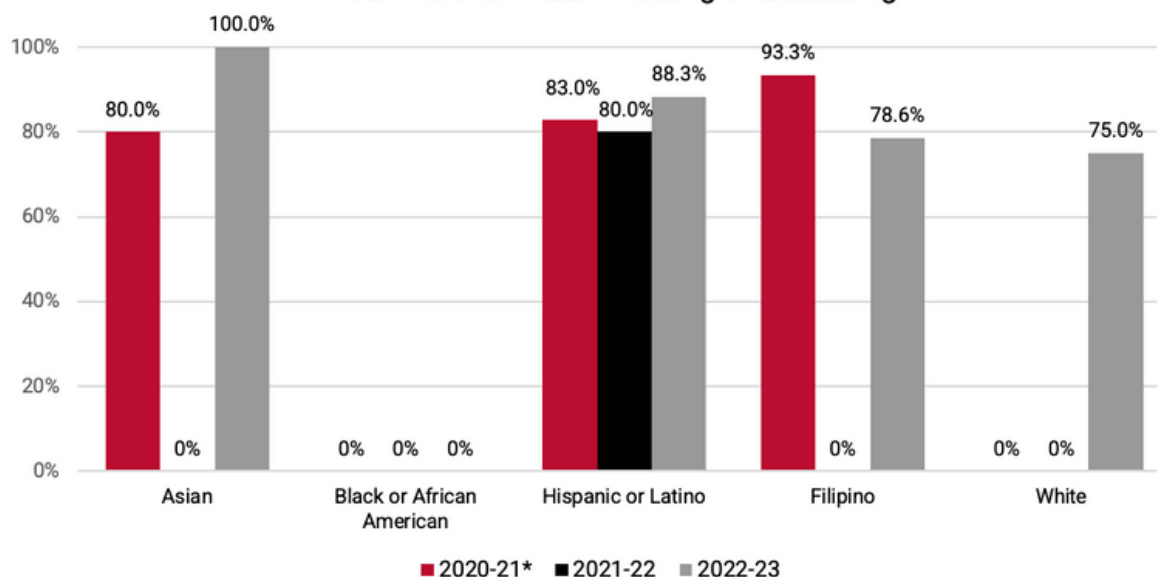
Percent of Students that received a high school diploma



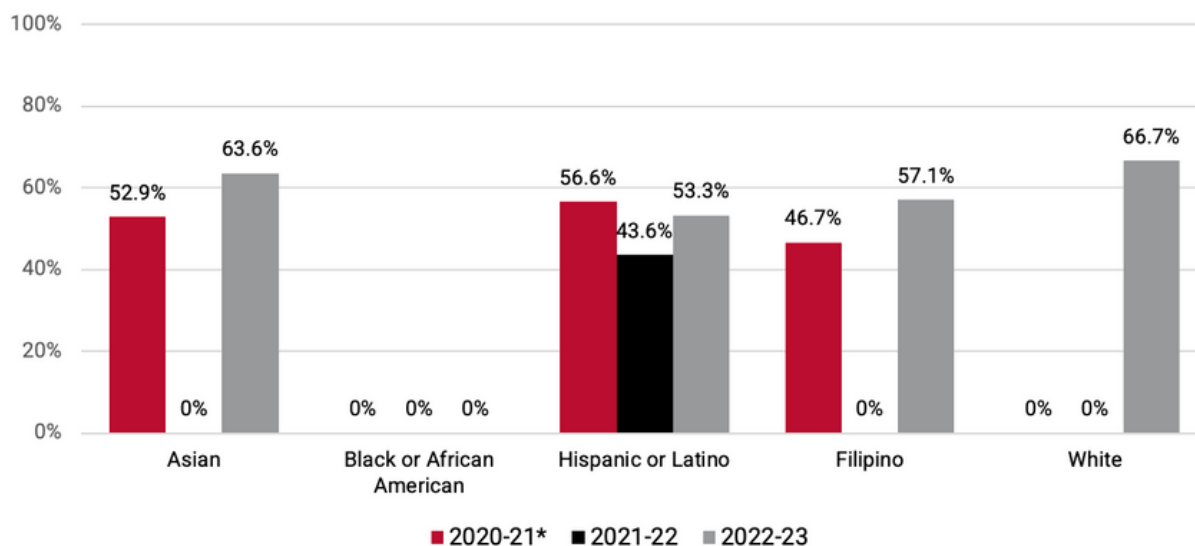
IPOLY

DATA

IPOLY - CAASPP ELA Meeting or Exceeding



IPOLY - CAASPP Math Meeting or Exceeding



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

COUNTY COMMUNITY SCHOOLS

OVERVIEW

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

CCS Demographics

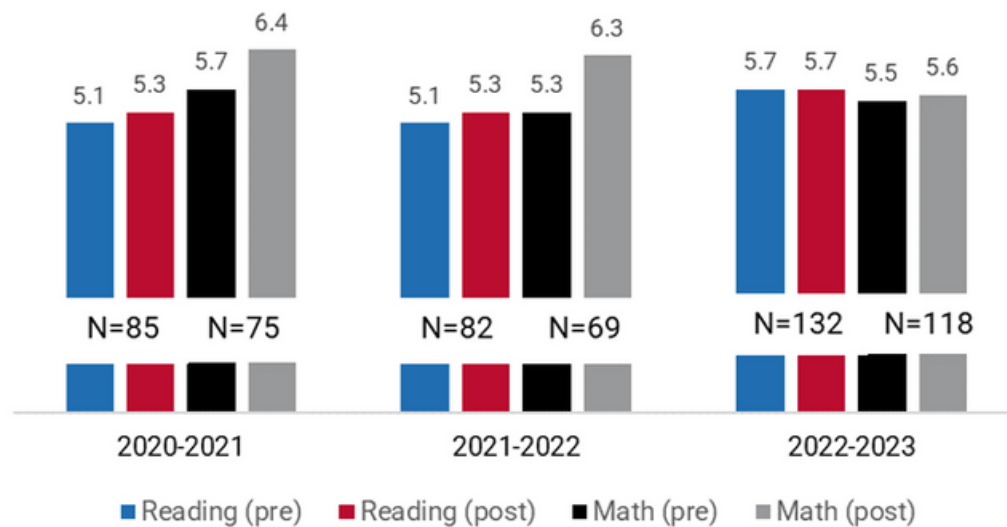
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	403	369	373
CBEDS One Day Snapshot	232	135	130
Hispanic or Latino	74%	70.4%	76.2%
White	3%	1.5%	3.8%
Asian	1.3%	1.5%	1.5%
Filipino	0.0%	0.7%	0.8%
Black or African American	20%	21.5%	16.2%
Other (two or more races, not reported)	1.7%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

COUNTY COMMUNITY SCHOOLS

DATA

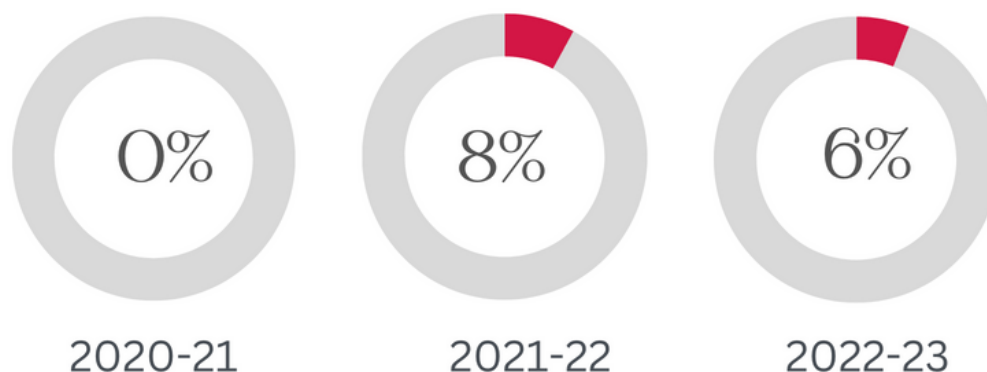
CCS/IS STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests



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

County Community School Suspension Rate



HALL SCHOOLS OVERVIEW

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

HALL SCHOOL Demographics

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

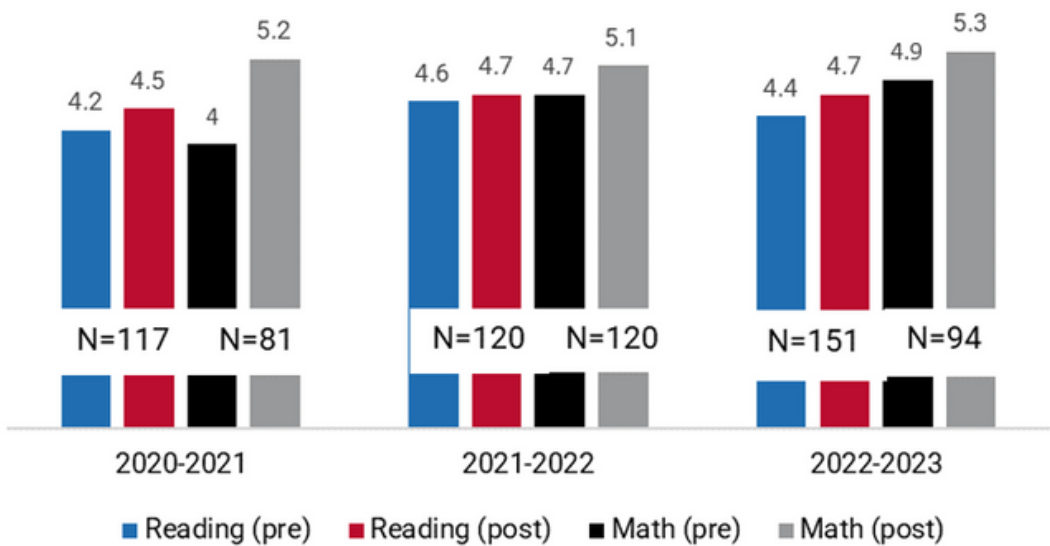
Data retrieved (11-30-23) from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

HALL
SCHOOLS

DATA

Juvenile Halls STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests



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

CAMP SCHOOLS

OVERVIEW

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

CAMP Demographics

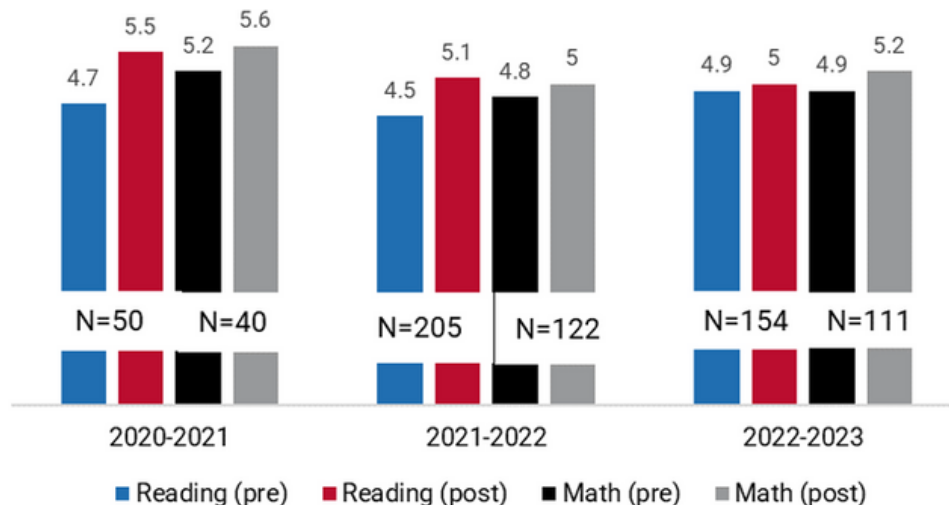
Student Groups	2020 - 2021	2021 - 2022	2022 - 2023
Total Enrollment	509	350	347
CBEDS One Day Snapshot	190	122	91
Hispanic or Latino	65%	63.1%	54.9%
White	5%	5.7%	1.1%
Asian	1.1%	0.0%	2.2%
Filipino	0.0%	0.0%	0.0%
Black or African American	28%	31.1%	39.6%
Other (two or more races, not reported)	0.7%	0.9%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

CAMP SCHOOLS

DATA

Juvenile Camps STAR Test Scores

Average Grade Level Equivalency of Students for Star Tests

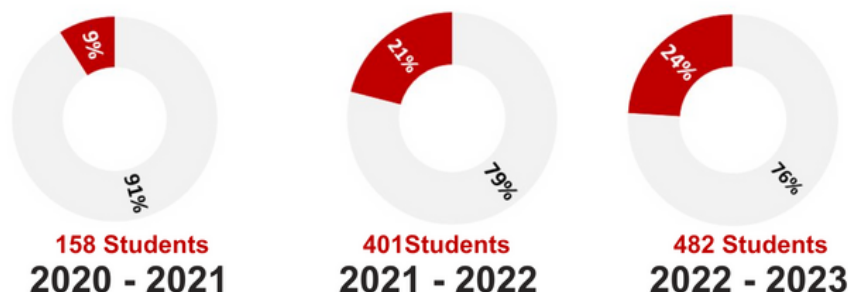


The chart above illustrates the Local Measure of Academic Progress scores (STAR Assessment) from the 2020-2021 school year to the 2022-2023 school year for juvenile camp schools. In the 2022-2023 school year, STAR Reading scores increased from 4.9 to 5.0 grade level equivalency. This is an increase of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

JCS Suspension Rates-Halls and Camps

Students suspended at least one time

■ Suspended ■ Not suspended



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

JCS Career Technical Education

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

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

Arts, Media & Entertainment Industry

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

Graphic Design

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

Food Service

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

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

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

CTE Pathway enrollments for Juvenile Court Schools:

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

JCS Career Technical Education

CTE Pathway enrollments for LACHSA:

	2022-2023
CTE Pathway Enrolled	62
Industry Certifications Earned	0

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

OSHA Certification

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

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

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

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

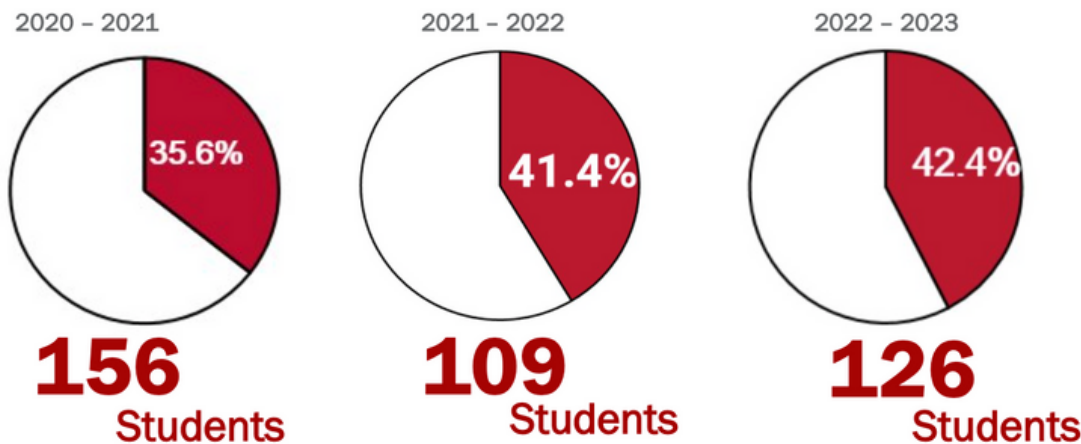
JCS High School Graduates

HIGH SCHOOL GRADUATES

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

JCS/CCS & IS Number of Graduates

Students that received a high school diploma



2022-23 Data retrieved from LACOE PowerBI

Transition & Aftercare

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

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

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

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





Head Start and Early Learning

HEAD START AND EARLY LEARNING

OVERVIEW

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

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

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

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



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

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

HEAD START AND EARLY LEARNING

OVERVIEW

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

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



HEAD START AND EARLY LEARNING

DEVELOPMENTAL ASSESSMENT

Measuring developmental progress and using data to support learning.

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

Desired Results Developmental Profile

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

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

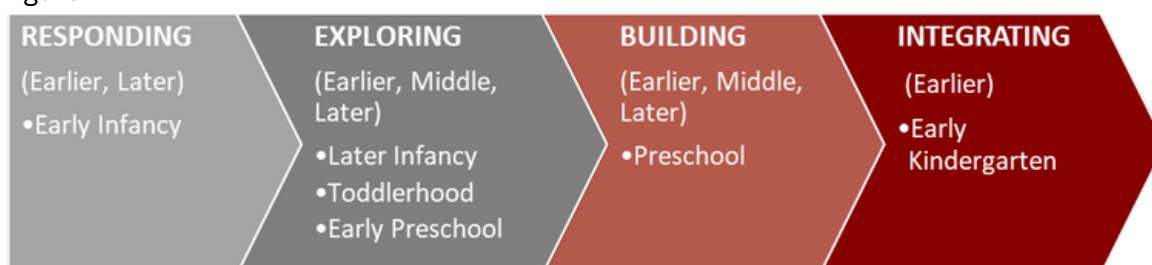
The DRDP consists of two views, an Infant/Toddler View and a Preschool View. The Infant/Toddler View is used to assess infants and toddlers in Early Head Start (EHS) and General Child Care and Development (CCTR) programs. The Preschool View is used to assess preschool-aged children in Head Start (HS)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

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

Developmental Progress and Kindergarten Readiness

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

Figure 1.



HEAD START AND EARLY LEARNING

RESULTS: INFANTS AND TODDLERS

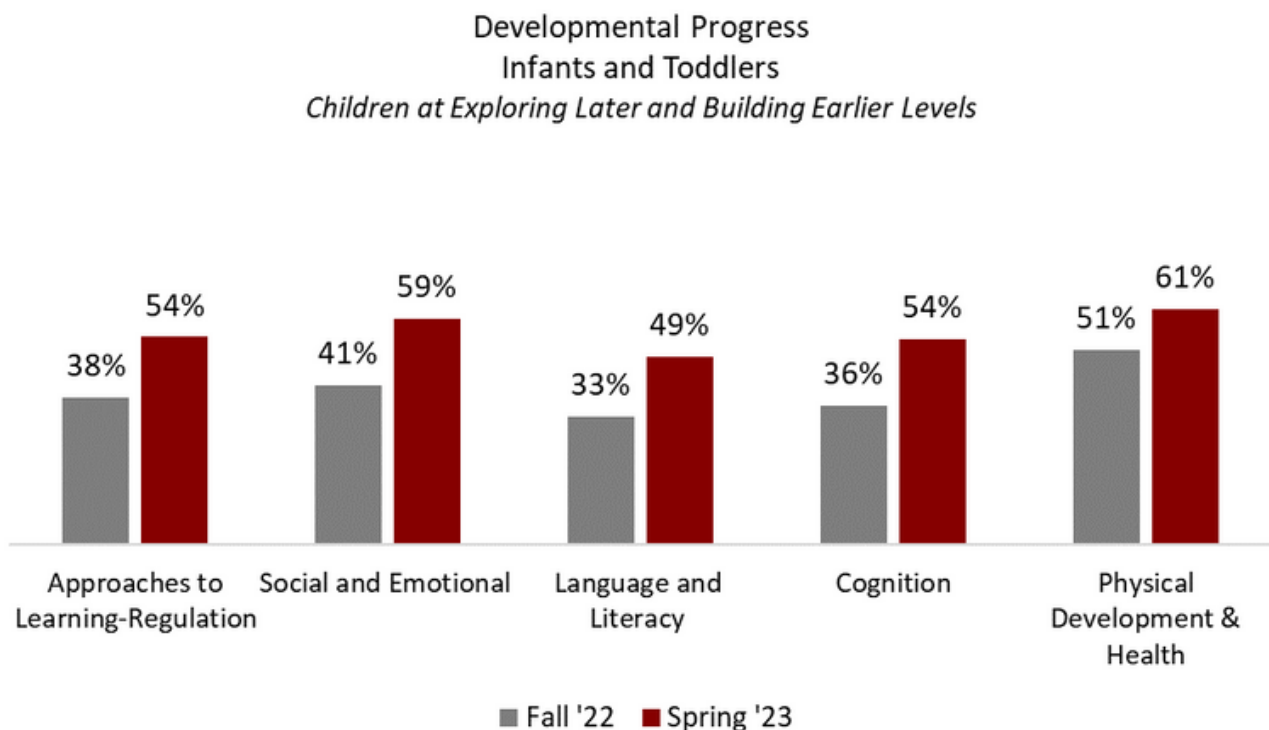
Progress of infants and toddlers across developmental domains.

DRDP Results for Infants and Toddlers

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

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

Figure 2.



HEAD START AND EARLY LEARNING

RESULTS: PRESCHOOL CHILDREN

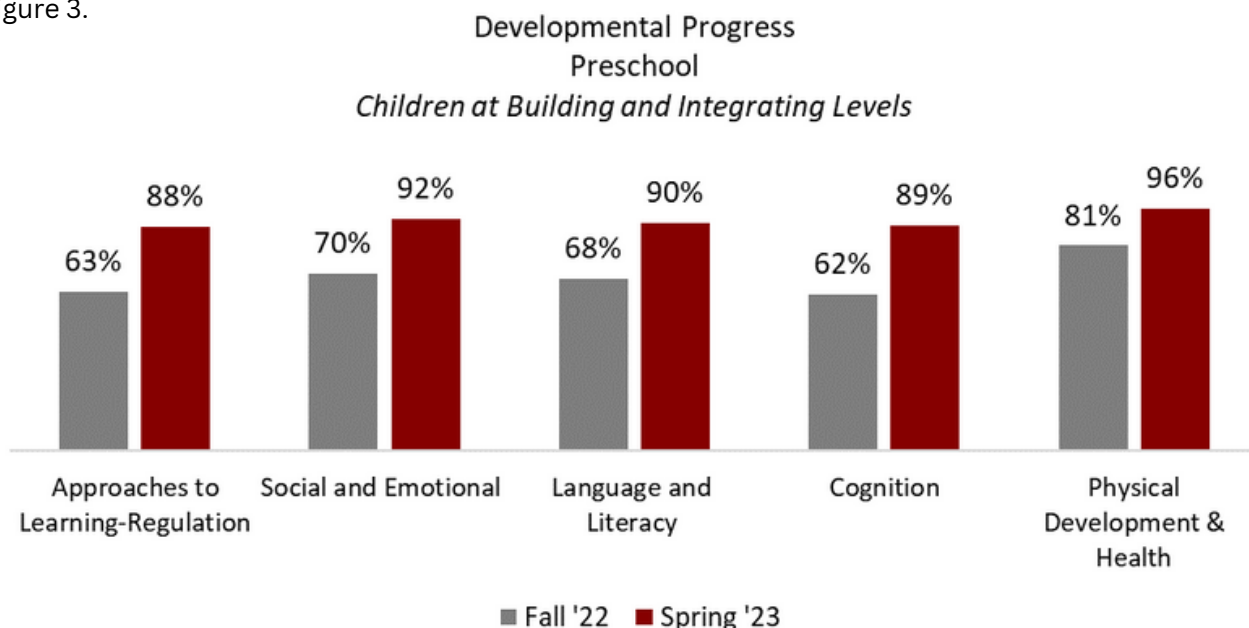
Progress of preschool children across developmental domains.

DRDP Results for Preschool Children

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

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

Figure 3.



Dual Language Development

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

HEAD START AND EARLY LEARNING

CLASSROOM QUALITY

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

Classroom Assessment Scoring System

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

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



Preschool Classroom Quality (CLASS) Results

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

Table 1.

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

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

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

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

HEAD START AND EARLY LEARNING

NEXT STEPS

Adaptations and innovations to ensure the provision of quality services.

2023-24 Program Year Strategies

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

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



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

HEAD START AND EARLY LEARNING

NEXT STEPS

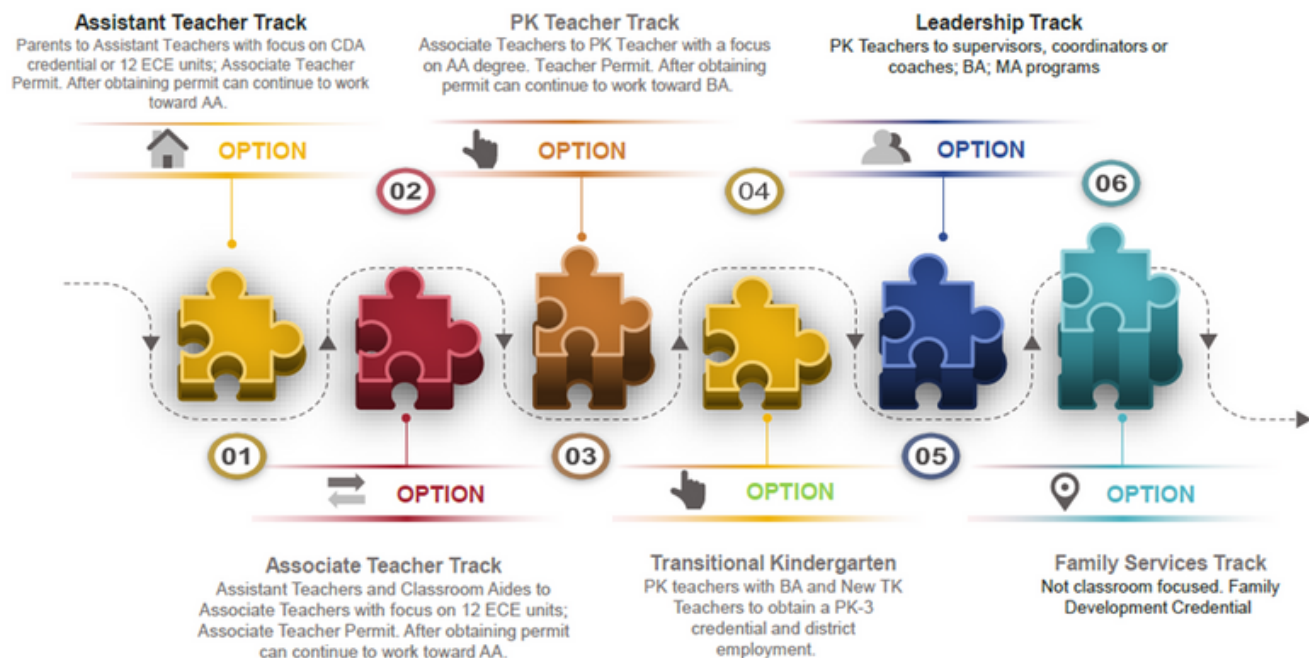
Adaptations and innovations to ensure the provision of quality services.

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

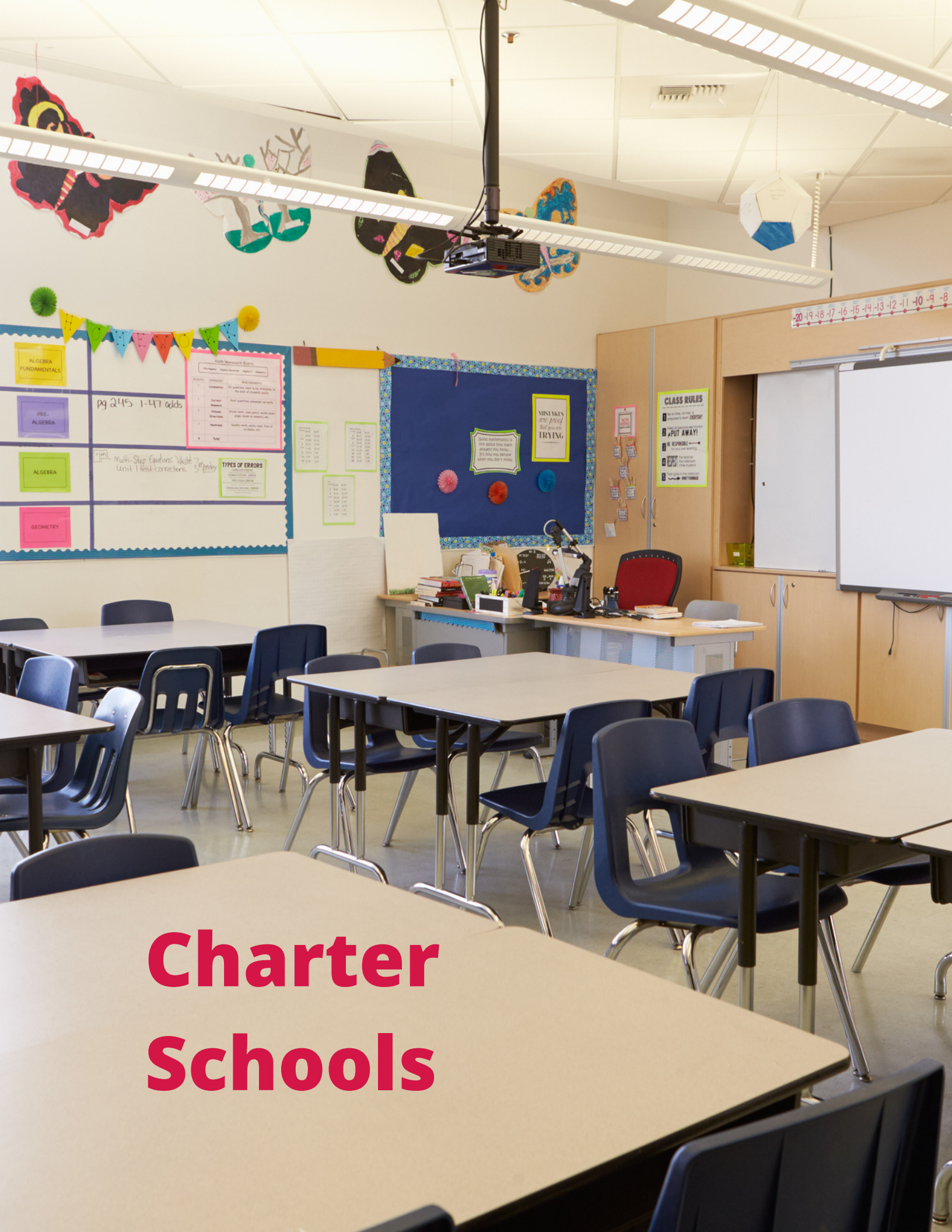
Through the Early Education Teacher Development grant from the California Department of Education (CDE), LACOE will help improve career pathways to pre-kindergarten employment and opportunities for development and advancement within the early learning field by continuing to:

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

Figure 4.



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



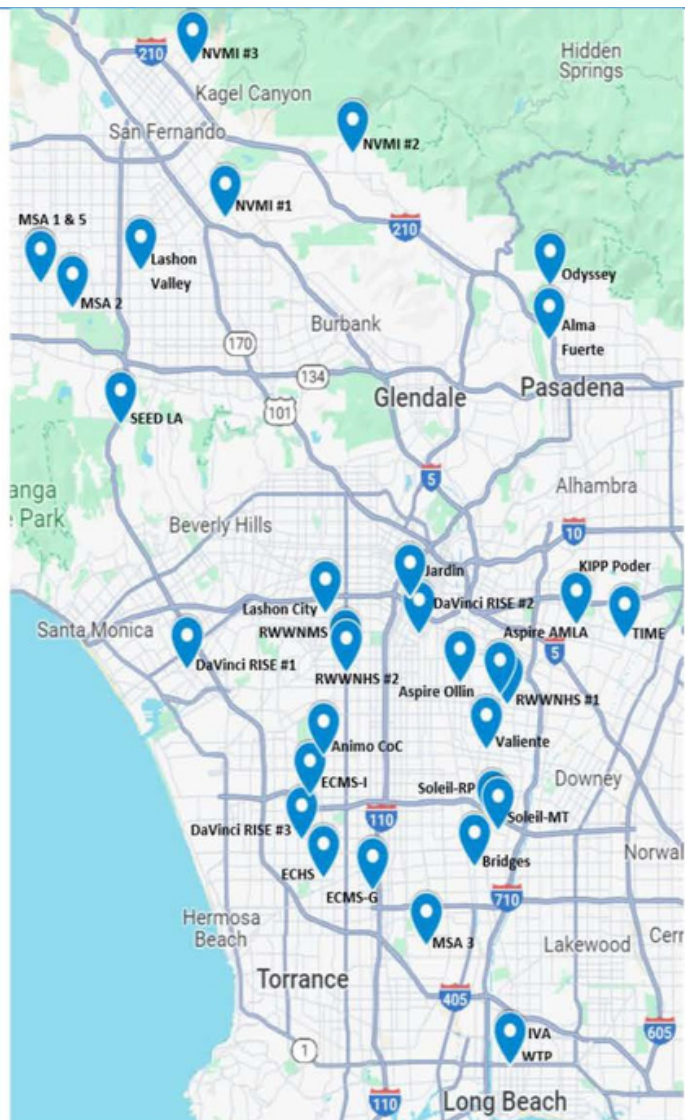
Charter Schools

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

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

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

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



* School located in Private Facilities

* School authorized by SBE but oversight provided by LACOE

Charter School Office

Actions Taken by County Board of Education 2022-23

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

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

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

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

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

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

Summary of County Board of Education Actions: 2022-2023

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

One matter was an appeal of a school district decision:

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

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

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

Charter School Office

Actions Taken by County Board of Education 2022-23

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

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

Charter School Office

Enrollment for Charter Schools Authorized by the County Board of Education

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

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

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

Enrollment for Charter Schools Authorized by the County Board of Education

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

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

Charter School Office

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

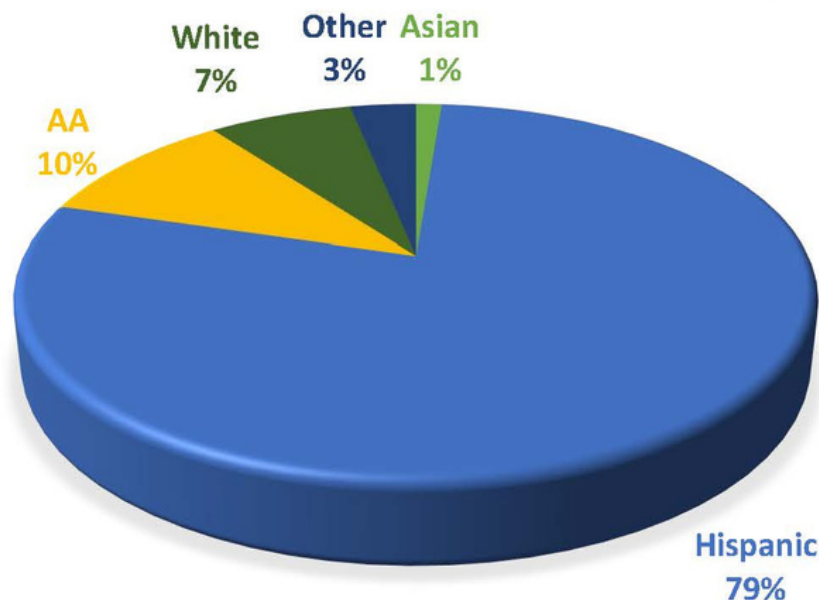
The LA County Office of Education is committed to racial equity and social justice by ensuring equal access and opportunities for all students. Student demographic data is reviewed to determine the extent to which each charter school's student enrollment demographics are equitable and reflective of the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

Combined 2022-23 student demographic data of all LACOE-monitored charter schools reflected that 79% of students were Hispanic/Latino, 10% African American, 7% White, 1% Asian, and 3% as Other. This indicates that LACOE-monitored charter schools as a whole serve higher percentages of both African American and Hispanic students than LA County as a whole, with lower percentages of Asian and white students. These LACOE-monitored charter schools also serve higher percentages of Socio-economically Disadvantaged students, students with Disabilities, English Learners and Foster Youth, with lower percentages of students experiencing homelessness.

Figure 1 below shows student demographic data from 2022-23 for schools monitored by the County Board of Education, and Figure 2 shows the student demographics of the County overall. Figure 3 shows student group demographics for both the schools monitored by the County Board of Education and the County Overall.

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

LACOE-MONITORED CHARTER SCHOOLS



Charter School Office

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

Figure 2: Los Angeles County Student Demographics

ALL STUDENTS ENROLLED IN LA COUNTY

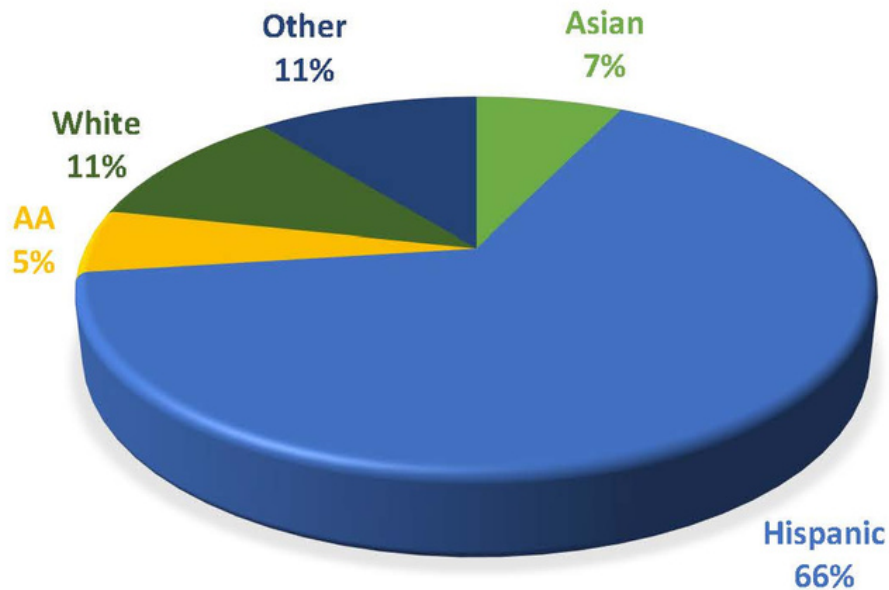
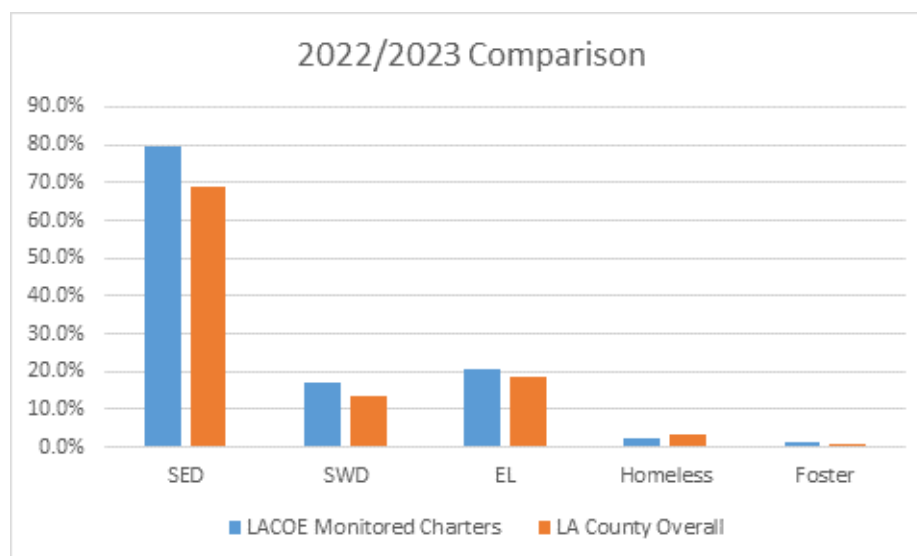


Figure 3: County Board of Education-Authorized Charter School and Los Angeles County Student Group Demographics



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

Charter School Office

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

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

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

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

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

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

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

Charter School Office

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

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

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

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

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

Source: <https://caaspp->

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

Charter School Office

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

Renewal Criteria and Tiered Performance Levels

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

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

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

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

Charter School Office

Charter School Portfolio 2022-23 and Updates Impacting Charter Schools

Fiscal Monitoring and Oversight

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

Facilities and Co-locations

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

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

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

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

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

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

Board Meeting – March 19, 2024

Item VII. Recommendations

- C. Los Angeles County Board of Education Discussion and Approval of California County Board of Education (CCBE) Transition Letter to California Schools Boards Association (CSBA)

The County Board will have a discussion on the draft CCBE Transition Letter to CSBA and consider approval of letter to forward to CSBA.

March 19, 2024 – ***Draft Letter***

CSBA Board of Directors:

This letter is written at the unanimous request of our Los Angeles County Board of Education to express our concerns with the action taken by CSBA's Board of Directors on November 29, 2023, to dismantle the California County Boards of Education (CCBE). CSBA's action was taken without any discussion, extensive input, warning or notice to its county boards of education members.

We request your response to our two priority concerns:

1. Fiscal Accountability and Transparency – LACOE Board has paid the additional dues on top of basic district dues to belong to CSBA because of the value we received and our participation in the decisions on how our dues would be spent through the governance structure of CCBE. We expect the same or similar services as we received in the past with our county dues.
2. Identity and Structure – The CSBA Board erased more than six decades of CCBE's services to its members. County Boards' longstanding support structure and our community of well-respected elected and appointed officials have dedicated years to the development of county-specific resources, training and mentoring opportunities, network building, advocacy agendas, and connections between Boards, Trustees and County Superintendents. The loss of CCBE is a loss of a community that was dedicated to ensuring the effectiveness of County Board Members in our essential role for students in our County and throughout the State. We need to know how we can retain our identity and our shared governance structure under CSBA's new Region 14. We must ensure our communication among county board members and with other professional organizations continue to be effective and continue to meet county-specific needs.

We look forward to receipt of your prompt response to our requests.

Yvonne Chan, ED. D.
President, Los Angeles County Board of Education

Via Email Delivery

CSBA Executive Committee

Albert Gonzalez	Bettye Lusk
Debra Schade	Susan Markarian

CSBA Board of Directors

Tyler Nelson	Christopher "Kit" Oase	Eleanor Evans
David T. Garcia	Roger Snyder	Bruce Dennis
Renee Nash	Kathy Spate	Devon Conley
Alisa MacAvoy	Sabrena Rodriguez	Tanya Ortiz Franklin
Jackie Wong	William Farrism	Nancy Smith
Rachel Hurd	Susan Henry	Jan Baird
Karen Gray	Helen Hall	Chris Clark
Christina Cameron-Otero	Sylvia Leong	Michael Teasdale
Joaquin Rivera	John McPherson	

cc: Vernon Billy, CEO and Executive Director, California School Boards Association

Board Meeting – March 19, 2024

Item VII. Recommendations

- D. Adoption of the AB 922 Los Angeles County Triennial Plan for Expelled Students 2024 (Enclosure)

The Superintendent recommends that the Board adopt the AB 922 Los Angeles County Triennial Plan for Expelled Pupils from the Division of Student Support Services and the Division of Student Programs that was a report on the March 12, 2024 Board Meeting.

Section 48926 of the California Education Code requires the County Superintendent of Schools, in conjunction with superintendents of the school districts within the County, to develop a plan for providing services to expelled pupils. The countywide plan shall:

- Enumerate existing educational alternatives
- Identify gaps in educational services
- Identify plans for filling those service gaps and
- Identify alternative placements for pupils who fail to meet terms and conditions of their alternative placement.

LOS ANGELES COUNTY PLAN FOR EXPELLED STUDENTS

2024

A description of educational services under
California Education Code § 48926

Prepared by



**Los Angeles County
Office of Education**

Leading Educators ▪ Supporting Students ▪ Serving Communities



**Los Angeles County
Office of Education**

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Los Angeles County Plan for Expelled Pupils

(Education Code § 48926)

Prepared by:

Division of Student Support Services
Division of Student Programs
Division of Pupil Services

Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

ABC Unified School District
Acton-Agua Dulce Unified School District
Alhambra Unified School District
Antelope Valley Union High School District
Arcadia Unified School District
Azusa Unified School District
Baldwin Park Unified School District
Bassett Unified School District
Bellflower Unified School District
Beverly Hills Unified School District
Bonita Unified School District
Burbank Unified School District
Castaic Union School District
Centinela Valley Union High School District
Charter Oak Unified School District
Claremont Unified School District
Compton Unified School District
Covina-Valley Unified School District
Culver City Unified School District
Downey Unified School District
Duarte Unified School District
East Whittier City School District
Eastside Union School District
El Monte City School District
El Monte Union High School District
El Rancho Unified School District
El Segundo Unified School District
Garvey School District
Glendale Unified School District
Glendora Unified School District
Gorman School District
Hacienda-La Puente Unified School District
Hawthorne School District
Hermosa Beach City School District
Hughes-Elizabeth Lakes Union School District
Inglewood Unified School District
Keppel Union School District
La Cañada Unified School District
Lancaster School District
Las Virgenes Unified School District

Lawndale School District
Lennox School District
Little Lake City School District
Long Beach Unified School District
Los Angeles Unified School District
Los Nietos School District
Lynwood Unified School District
Manhattan Beach Unified School District
Monrovia Unified School District
Montebello Unified School District
Mountain View School District
Newhall School District
Norwalk-La Mirada Unified School District
Palmdale School District
Palos Verdes Peninsula Unified School District
Paramount Unified School District
Pasadena Unified School District
Pomona Unified School District
Redondo Beach Unified School District
Rosemead School District
Rowland Unified School District
San Gabriel Unified School District
San Marino Unified School District
Santa Monica-Malibu Unified School District
Saugus Union School District
South Pasadena Unified School District
South Whittier School District
Sulphur Springs Union School District
Temple City Unified School District
Torrance Unified School District
Valle Lindo School District
Walnut Valley Unified School District
West Covina Unified School District
Westside Union School District
Whittier City School District
Whittier Union High School District
William S. Hart Union High School District
Wilsona School District
Wiseburn Unified School District

Los Angeles County Plan for Expelled Pupils

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Los Angeles County Plan for Expelled Pupils (Education Code § 48926)

Introduction

The Los Angeles County Superintendent of Schools, in collaboration with the Superintendents of the school districts within the county, have developed the county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code § 48926. In addressing the needs of all expelled pupils, the countywide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and
- identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Education Code § 48916.1 provides that, at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, a consortium of districts or in joint agreement with the county superintendent of schools.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

Profile

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County has approximately 10 million residents, including about 1.3 million students in 80 school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 384,822 students, while our smallest, Gorman School District, has 83 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE is a premier provider of integrated educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: Making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

Division of Student Programs

The Division of Student Programs (DSP) serves approximately 3,000 students throughout Los Angeles County. DSP provides educational services in a variety of settings, including one juvenile hall school, two secured youth treatment facilities, four camp schools, three County Community Schools, three independent study programs, and two specialized high schools. All school sites are WASC accredited and offer Common Core curriculum and a variety of supplemental services intended to address the learning needs of individual students. Additionally, school staff work closely with the Probation Department and the Los Angeles County Department of Mental Health to provide comprehensive educational services for all students. The mission of the DSP is to ensure student success by providing quality academic programs supported by an organizational culture that is focused on data and Professional Learning Communities. DSP is a placement option for expelled students who are referred to LACOE.

Division of Pupil Services

The Division of Pupil Services (DPS) supports the Principal Administrative Units (PAUs) in the implementation of programs and initiatives to facilitate the academic, emotional, mental, social, and physical health of all students. This support is provided through professional development and the collaborative efforts of staff members in the Camps Assessment Unit, Compliance Support Services, Health Services, Neglected/Delinquent and Homeless Youth Services, as well as Counseling, Nursing and Aftercare Services. The mission of the DPS is to meet the academic, social, emotional, and physical needs of the students in LACOE's Educational Programs.

Division of Student Support Services

The Division of Student Support Services (SSS) serves school districts, charter schools and LACOE programs by providing training and technical assistance in the areas of student enrollment and records; compulsory attendance and truancy reduction; custody of minors; support for students experiencing homelessness and youth in foster care; safe school planning; threat assessment, emergency response and crisis intervention; physical and behavioral health services; alcohol, tobacco and other drug prevention and intervention; Expanded Learning; Positive Behavioral Interventions and Supports and student discipline. SSS is responsible for hearing expulsion appeals on behalf of the county Board of Education and for providing support to students, parents, and school districts throughout the expulsion appeal process.

Educational Alternatives for Expelled Pupils

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of §§ 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code (EC). The alternative educational program to which an expelled pupil may be assigned is preceded by a decision of the local governing board, which may provide for one of the following expulsion orders, describing the student's educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917(a)];
2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or an alternative district program, such as opportunity program, Independent Study or continuation high school [EC § 48917(a)];
3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
4. Expulsion with a referral to a County Community Day School or other appropriate program operated by the Los Angeles County Office of Education [EC § 1981(c)].

A pupil who is expelled for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion recommendation) shall be assigned to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline concerns.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

At the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an educational program is provided to the student who is subject to the expulsion order for the period of the expulsion. Any educational program provided may be operated by the school district, the county superintendent of schools, a consortium of districts or in joint agreement with the county superintendent of schools.

District Operated Programs

The range of alternative educational programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study/Virtual Academy;
- Opportunity Class/School;
- Continuation High School;
- Charter School; and
- Home Study.

If a school district is unable to provide a suitable program, or if the expelled student fails to meet the terms and conditions of their rehabilitation plan or continues to pose a danger to other district students, as determined by the governing board, the district may refer the expelled student to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative educational programs that are designed to help students:

- take a renewed interest in school and learning;
- attend school consistently;
- set and attain academic and career goals; and
- recover credits and get back on track for graduation.

Specifically, these programs are designed to serve:

- Students experiencing difficulty at home or school;
- Students experiencing homelessness and youth in foster care;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and
- Students who have been expelled for whom a district operated educational program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- County Community Schools;
- Independent Study (operated in conjunction with a classroom option)

As previously stated, at the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an educational program is provided for the student subject to the expulsion order. For districts that may be unable to provide students who commit serious behavior violations with an alternative program that meets the restrictive requirements of California Education Code § 48915(d) (see Appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled students who are referred to the county office for placement in an alternative program will be assigned to a County Community School program. Community Schools operated by the county are designed to provide interventions for middle school students in grade 8 and high school students in grades 9 to 12.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980 “shall develop a plan for providing education services to all expelled pupils in that county.” One of the required elements of the plan is to identify gaps in educational services to expelled students and strategies for filling those service gaps.

Service Gap 1 – Limited Local Alternative Placement Options and Transportation Services

Largely, survey participants stated that educational alternative strategies and services implemented were relatively successful with expelled students. However, many districts reported that access to local, alternative placements impeded their ability to effectively and efficiently provide a suitable educational placement option. This was compounded by the closure of LACOE County Community Schools (CCS). Distance and lack of transportation to alternative sites were also cited as barriers to accessible and feasible educational placement options.

Districts highlighted the critical need for alternative educational placements to meet the needs of identified student groups, such as English Language Development students, students with disabilities and elementary school students.

Proposed Strategy: The utilization of preventative measures, such as alternatives to suspension, Restorative Practices, and multi-tiered system of supports to teach behavioral expectations, when implemented with fidelity, can be effective strategies to promote pro-social behaviors among students. The implementation of a universal screening tool or data review process can identify specific students in need of targeted and relevant Tier II intervention. Leveraging district and school-site support services can intercept a student's progression through the tiers of support. Promotion of universal strategies would likely circumvent escalating student behavior and thus disciplinary action as a response. A strong prevention model at the K-5 level can be a determinant of positive student outcomes and can circumvent the progression of maladaptive behaviors; therefore, keeping early learners from being subject to punitive and exclusionary disciplinary action.

As of July 1, 2024, SB 274 prohibits school districts and charter schools from suspending or expelling students in grades K-12 for willful defiance. It is highly encouraged that these local educational agencies (LEAs) ramp up timely in-school interventions or supports to address student behavior. Culturally responsive research-based programs, such as Positive Behavioral Interventions and Supports (PBIS), Socio-Emotional Learning (SEL) strategies and Restorative Practices, can be integrated into the school day and tailored to address students’ needs, according to their cognitive and developmental level. Additionally, these interventions support student engagement, contribute to conflict resolution skills, and promote a positive school climate.

Unfortunately, there may be instances when a student’s behavior requires punitive consequences and removal from the instructional program. When a student violates certain sections of the Education Code, they may be subject to either a mandatory or discretionary recommendation for expulsion when other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or the student poses a danger to themselves or others. Upon Board approval of an expulsion recommendation, the student is to be placed in an alternative educational placement for

the duration of the expulsion order with an accompanying Rehabilitation Plan for possible reinstatement.

With the dwindling alternative educational placements, districts are encouraged to establish partnerships with neighboring districts or charter schools to secure placement options for students with an active expulsion order. A Memorandum of Understanding (MOU) can be a mutual agreement, permitting LEAs to coordinate efforts to share the responsibility of providing alternative placements for expelled students. MOUs can expand placement options by facilitating the assignment to and enrollment of an expelled student in a neighboring LEA. Another option would be for the establishment or expansion of comprehensive virtual programs that provide instructional and support services to best meet the needs of the student and improve the likelihood that the conditions of the Rehabilitation Plan are satisfactorily met. It should be noted that an online program for expelled students should integrate regular check-ins to promote student engagement and to address any potential feelings of isolation or detachment.

Regarding expelled students with disabilities, it would behoove districts that lack an appropriate alternative placement to collaborate with their Special Education Local Plan Area (SELPA) to determine placement options based on the offer of Free and Appropriate Public Education (FAPE) per their Individualized Education Program (IEP). Transportation, as a related service, may be a related service agreed upon in the student's IEP. This conglomeration of neighboring districts, charters, and County Offices of Education can provide local control and accountability to provide all Special Education assurances guaranteed in federal law.

Students from special populations under an expulsion order, such as students experiencing homelessness or in foster care, may be entitled to transportation to an alternative placement outside their district boundaries per federal and state law. Also, youth from such populations may access subsidized stop gap measures, such as Hop, Skip, Drive, to their assigned alternative placement. Districts can leverage their respective Homeless or Foster Liaisons to determine eligibility and coordinate transportation resources.

LACOE'S Child Welfare and Attendance Unit is a resource that provides ongoing in-person and virtual training on other means of correction as well as consultation, technical assistance, and publications related to student discipline and other means of correction for LEAs to access. The monthly CWA Cafe and Regional Learning Network (RLN) Meetings are established community of practice meetings that provide legislative guidance, technical assistance, and opportunities for discussion and sharing of best practices related to complex cases pertaining to student disciplinary matters and prevention.

Service Gap 2 – Lack of Mental Health Supports

Survey respondents indicated concerns about students' access to needed mental health support. Per self-report, students indicated that they are experiencing higher levels of anxiety and experiencing challenges with coping and regulation. Mental health and counseling are critical resources to help students stabilize in the school environment and address any behavioral concerns.

Proposed Strategy: LACOE's Division of Student Support Services offers myriad professional development and training opportunities to address students' behavioral health needs.

The School Counselor Academy offered by the Mental Health and Counseling Unit provides valuable training, such as Universal Screening for Social/Emotional and Behavioral Needs, to

support the identification of students in need of targeted intervention. Participants are provided with practical, tiered strategies to effectively respond to the mental health and counseling needs of students. Youth Mental Health First Aid is offered free of charge upon request and is designed to teach adults who regularly interact with adolescents how to assist them during mental health challenges or in times of crisis, using a five-step action plan.

School-based interventions, coupled with referrals to community-based services, can strengthen positive outcomes for students. It is highly encouraged that LEAs utilize multi-disciplinary teams, such as Student Study Teams (SST), Coordination of Services Teams (COST), and IEP teams, as mechanisms to formulate individualized interventions for students as well as a process to monitor student progress and the effectiveness of interventions.

LEAs are encouraged to participate in the Community Schools Initiative to cultivate community resources to improve student wellbeing and outcomes. The California Department of Education launched the California Community Schools Partnership Program (CCSPP), which implements a shared decision-making model and creates community foundations that sustain mental and behavioral health for students and families.

Service Gap 3 – Improved Transition Support to/from School of Residence to LACOE CCS

Survey respondents expressed the need for information about and clarification on the referral process and student eligibility for admittance to LACOE CCS sites. Moreover, survey participants requested a streamlined referral process to CCS sites with improved coordination and communication between referring districts and LACOE.

Proposed Strategy: LACOE currently operates three County Community School (CCS) sites that can enroll and support the educational and socio-emotional needs of expelled students. LACOE’s Division of Student Programs can host informational meetings related to the referral process to a LACOE CCS site or Independent Study program along with an overview of the accredited curriculum, supportive services offered to students and families and community partnerships for enrichment and employment opportunities.

Informational meetings can address and limit inappropriate referrals to CCS sites as well as provide a platform for LEAs to connect with LACOE CCS staff and opportunities to become familiar with LACOE’s model of support for students and to ask questions. Connecting LEAs with LACOE staff can facilitate student enrollment and improve transitions for students by providing a “warm handoff” as students enter or exit the CCS program.

Transition Counselors are critical to the support needed for students as they transition from a CCS program to school of residence or career/college related program. Transition Counselors provide guidance to students during the transition and ensure appropriate follow-up by maintaining contact with youth for up to six months. They work closely with student, family, and community partners to remove any barriers that might impede successful progress.

Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others

California Education Code § 48926 requires the county-wide plan to further identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school, who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a County Community School or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or possibly a transfer to a program operated by an adjacent County Office of Education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

Appendix

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS QUESTIONNAIRE – SUMMARY OF DATA February 2024

Introduction

This section includes an overview of the data generated by the AB 922 survey. The survey was provided via email to all school district superintendents, many of whom delegated completion of the survey to the Director of Student Support Services, Supervisor of Child Welfare and Attendance, or Director of Alternative Education. All Los Angeles County school districts completed the survey either via email or by phone.

Suspended enforcement of the expulsion

In order to facilitate the participation of an expelled student in programs located within the school district, districts are required to suspend enforcement of the expulsion order. The student must comply with all stipulations of the expulsion order related to behavior, attendance, and participation in rehabilitation programs, such as counseling. Non-compliance with the expulsion order stipulations could trigger a full expulsion and removal from the district's program. A referral to a LACOE County Community School would be an alternative placement for such students.

Current Educational Alternatives Available	K-5	6-8	9-12	Total Districts Offering Program
Community Day Schools	3	16	16	17
County Community School Referrals	4	11	11	18
Opportunity Programs	3	9	5	11
Continuation High Schools	0	0	12	12
Charter Schools	1	4	3	5
Independent Study Programs	20	28	22	31
Other Alternative Programs	3	4	2	4

Have these strategies/services been successful? If not, what were the obstacles or gaps?

Forty-nine districts surveyed felt that the available alternative programs were at least somewhat successful. Fourteen districts responded that this question was not applicable, or they had not expelled students or needed alternative programs. One responded that there are no local options for students who are expelled; two districts did not answer the question. Multiple reasons were provided for the success of alternative programs, including flexible learning environments along with small group and one-on-one instruction to facilitate credit recovery and to help students learn to manage behaviors that caused them to be expelled. Incorporation of restorative justice, social-emotional learning, counseling and mental health services and case management to create a supportive environment for students and families also resulted in positive outcomes.

Obstacles or gaps identified for alternative programs include (# of responses):

- Limited local and LACOE CDS options (22), especially for students in sixth grade and below (2), students with disabilities (6) and students acquiring English as a second language (1);
- Referred students do not enroll (2) or do not attend regularly (3);

- Lack of transportation to LACOE CDS sites (10);
- Inadequate academic progress (2);
- Limited mental health services (4);
- Unable to reach parents or garner parent involvement and support (3);
- Insufficient return on investment for local CDS programs as it is expensive to staff a school for so few students (4); and
- Inability to find teachers willing to serve at an alternative site (3).

Identified obstacles or gaps specific to Independent Study included difficulty accessing online programs (1), minimal success with course completion (1), inconsistent check-ins with students (1) and isolation (1).

Suggestions or strategies for filling any service gaps which limit the ability to ensure the availability of educational services for expelled students

School district personnel shared the following suggestions and strategies (# of responses):

- Increase placement options, especially within LACOE (14) and LAUSD (1) as well as for the elementary grades (5) and for students with disabilities (8) and who are acquiring English as a second language (1);
- Create more opportunity programs that offer small class sizes (1) and Independent Study programs (2);
- Establish partnerships with neighboring districts (4) and with charter schools (1);
- Provide or subsidize transportation to CCS sites due to distance from school of residence (3);
- Increase communication between LACOE and referring school district to ensure student enrollment (1) and to monitor student progress (1);
- Increase mental health support for students and families (2) and support services for students who are a danger to themselves or others (1);
- Hire Child Welfare and Attendance Advisors to provide attendance and counseling services (1);
- Increase referrals to diversion programs (1) and to community agencies for mental health and counseling services (1);
- Establish a clearinghouse of resources to increase student motivation and engagement (1) and have districts share best practices regarding successful placements for students who are expelled (1);
- Require parent education (1);
- Involve DCFS or law enforcement when parent/guardian does not enroll the student (1);
- Increase funding to implement local CDS programs (1);
- Hire a full time counselor to provide individual counseling, assist with goal setting and school-based mental health services (1);
- Rotate content specific teachers into continuation high school teachers throughout the school day (1); and
- Increase professional development for teachers working in alternative settings (1) and administrator to student ratio (1).

Alternative placements for students who fail to meet the terms and conditions of the expulsion rehabilitation plan or pose a danger to other district students, as determined by the governing board

The following responses indicate strategies districts use when a student has failed to meet the conditions of the rehabilitation plan approved at the time of the expulsion order or who pose a danger to other district students (# of responses):

- Continue in the alternative setting (4);
- Involuntarily transfer to another site in the school district (2);
- Refer for Independent Study (4) or to a continuation high school (1), neighboring district (2), local charter school (5), private school (1);
- Refer to a LACOE CDS (8) or to Sunburst Academy (1);
- Coordinate enforcement with Los Angeles County Probation or the courts (1);

- Refer to law enforcement programs (1);
- Create a behavior plan (1); and
- Provide targeted interventions (1), additional counseling (1) and wrap around services (1).

What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?

In most cases, EC § 48900.5 requires districts to attempt other means of correction prior to suspension. The following are best practices school districts have successfully used to minimize the number of suspensions and expulsions (# of responses):

- Academic support and interventions, including multi-tiered system of supports (12), Student Study Teams (6), Response to Intervention (2) and unspecified alternative learning options (1);
- Behavior support and management strategies, including Positive Behavioral Interventions and Supports (36), restorative practices (36), social-emotional learning curriculum (12), School Attendance Review Team/School Attendance Review Board (12), Check in/Check Out (6), behavior contracts (4), peer mediation (3), Saturday School (3), Board-Certified Behavior Analysts (2), behaviorist/interventionists (2), detention (2), reflection journals (1), mentoring (1), Opportunity Rooms (1), Behavior Review Intervention Team (BRIT) meeting (1), functional behavior assessment (1) and unspecified Other Means of Correction (14);
- Counseling and mental health support, including Wellness Centers (7), Wellness Counselors/Support (7), Trauma Informed Practices (7), telehealth (2), Tobacco Use Prevention Education and vaping resources (2), universal screener (1) and unspecified Counseling/Mental Health Support (20);
- Diversity, Equity and Inclusion (DEI) strategies, including equity/rapport building professional development for staff (2) and unspecified DEI support (1);
- Opportunity transfer (2);
- Parent workshops (11);
- Referrals to community agencies (13), such as the Department of Mental Health's School Threat Assessment Team (1) and juvenile diversion programs (1) and to school resource officers (1); and
- LACOE trainings (3).
 - Specific programs mentioned as best practices include: Capturing Kids' Heart (4), Boys Town Model (1), Character Counts (1), Character Strong (1), EduClimber (1), Healthy Futures (1), Leader in Me (3), Safe and Civil Schools (2), Second Step (1), Stanford Toolkit (1), Turn Around Rooms (1), Vector Student Online Module (1), Youth Court (1) and YVape (1).



District Operated Educational Alternatives

District	School	Grades Served
Antelope Valley Union High School District	Phoenix High Community Day	9-12
Bassett Unified	Nueva Vista Continuation High School	9-12
Bellflower Unified	Bellflower Alternative Education Center	7-12
Burbank Unified	Burbank USD Community Day	7-12
Charter Oak Unified	Bridges Community Day	6-12
Compton Unified	Compton Community Day Middle	6-8
Compton Unified	Compton Community Day High	9-12
Downey Unified	Woodruff Academy	7-10
Eastside Union Elementary	Eastside Academy/Transitional Learning Center	K-8
El Monte Union High	El Monte Union High School Community Day	9-12
Glendale Unified	Jewel City Community Day	7-10
Hacienda la Puente Unified	Valley Community Day	7-12
Lancaster Elementary	RISE Community Day School	6-8
Los Angeles Unified	Elementary Community Day School	K-6
Los Angeles Unified	Secondary Community Day School	7-9
Los Angeles Unified	Aggeler Community Day	7-12
Los Angeles Unified	Alonzo Community Day	7-12
Los Angeles Unified	Johnston Community Day	7-12
Los Angeles Unified	London Community Day	7-12
Los Angeles Unified	Tri-C Community Day	9-12
Montebello Unified	Montebello Community Day	7-12
Palmdale Elementary	Oak Tree Community Day	K-8
Paramount Unified	Paramount Unified Community Day	7-12
Redondo Beach Unified	Redondo Beach Learning Academy	6-12
Temple City Unified	Temple City Virtual Academy	7-12
Temple City Unified	Dr. Doug Sears Learning Center	9-12
Torrance Unified	Gene Drevno Community Day	7-12
West Covina Unified	Monterey Park CDS	9-12



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

Division of Student Programs
(562) 922-8715 • Gaytan_Gilbert@lacoe.edu

Referral for Services for Expelled Students

STUDENT INFORMATION Please type or print legibly and complete ALL information.

3. NAME OF STUDENT (LAST, FIRST AND MIDDLE INITIAL)			4. BIRTHDATE	5. GENDER <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> N
6. AGE	7. GRADE	8. STUDENT STATE I.D. NUMBER (10 DIGITS)	9. AKA (Also Known As)	
10. NAME OF SCHOOL LAST ATTENDED			11. SCHOOL DISTRICT	
12. ADDRESS (NUMBER, STREET, APARTMENT NO., CITY AND ZIP CODE)				
13. ETHNICITY (PLEASE CHECK) <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Filipino <input type="checkbox"/> Hispanic <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other (specify)			14. LUNCH ELIGIBILITY <input type="checkbox"/> Free <input type="checkbox"/> Base <input type="checkbox"/> Reduced	
15. SPECIAL EDUCATION <input type="checkbox"/> No <input type="checkbox"/> Yes		16. LANGUAGE PROFICIENCY ★ <input type="checkbox"/> EL <input type="checkbox"/> FEP <input type="checkbox"/> EO	17. INTERPRETER NEEDED IF "YES," SPECIFY LANGUAGE <input type="checkbox"/> No <input type="checkbox"/> Yes	
18. 504 PLAN <input type="checkbox"/> No <input type="checkbox"/> Yes				
19. STUDENT IS ON PROBATION IF "YES," GIVE FIRST AND LAST NAME OF PROBATION OFFICER <input type="checkbox"/> No <input type="checkbox"/> Yes			20. PHONE # OF PROBATION OFFICER ()	
21. ADDRESS OF PROBATION OFFICER				
22. COMMENTS				

Parent(s)/Guardian(s)

23. FIRST AND LAST NAME OF PARENT(S)/GUARDIAN(S)	24. EMAIL ADDRESS
25. ADDRESS (IF DIFFERENT FROM STUDENT'S ABOVE)	26. TELEPHONE OR CELL NUMBER ()

Expulsion

27. REASON(S) FOR EXPULSION (CHECK APPROPRIATE SUB-SECTION LETTER(S) THAT APPLY) EC 48900: <input type="checkbox"/> a (1) <input type="checkbox"/> a (2) <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o <input type="checkbox"/> p <input type="checkbox"/> q <input type="checkbox"/> r <input type="checkbox"/> t			
EC 48900.2 <input type="checkbox"/> Sexual Harassment	EC 48900.3 <input type="checkbox"/> Hate Violence	EC 48900.4 <input type="checkbox"/> Threat and Intimidation	EC 48900.7 <input type="checkbox"/> Terroristic Threats
EC 48915 (a) <input type="checkbox"/> 1. Causing serious physical injury <input type="checkbox"/> 4. Robbery or extortion	<input type="checkbox"/> 2. Possession of knife, explosive, dangerous object <input type="checkbox"/> 5. Assault or battery upon school employee		
EC 48915 (c) <input type="checkbox"/> 1. Possessing, selling, or furnishing firearms <input type="checkbox"/> 2. Brandishing a knife <input type="checkbox"/> 3. Unlawfully selling a controlled substance	<input type="checkbox"/> 4. Sexual assault/sexual batter <input type="checkbox"/> 5. Possession of an explosive		
28. 48918(j) DATE LOCAL BOARD VOTED TO EXPEL		29. 48916(a) DATE OF REVIEW FOR RE-ADMISSION	

Referred By

30. NAME OF PERSON MAKING REFERRAL (FIRST, LAST)		31. TITLE/SCHOOL DISTRICT	
32. TELEPHONE NUMBER ()	33. FAX ()	34. E-MAIL	
35. SIGNATURE			36. DATE SIGNED

Attach the following:

- Copy of Expulsion Order Section 48918 (j)
- Rehabilitation Plan required pursuant to Section 48916 (b)
- Photocopy of Student Record; i.e., IEP (Goals and Objectives, Psychological Report, Manifestation Determination Report, Transition Plan, Behavior Support), Transcripts, Test Scores, Immunization Records, Home Language Survey, *CELDT Results, Assessment, Placement, and Designation.
- 504 Plan

Please return completed referral
including required documents to:

**Division of Student Programs
Los Angeles County Office of Education
9300 Imperial Hwy. EC 2077
Downey, CA 90242-2890
(562) 922-8715 • Gaytan_Gilbert@lacoe.edu**

For Office Use Only – Enrollment of Student Section (1981)

DATE REFERRED (MONTH/DAY/YEAR)	REFERRED TO PAU
<input type="checkbox"/> 1981 (a) <input type="checkbox"/> 48915 (b) or <input type="checkbox"/> 48915 (e) <input type="checkbox"/> 1981 (b) <input type="checkbox"/> SARB Referred or <input type="checkbox"/> Parent Request / District Approved <input type="checkbox"/> 1981 (c) Probation Referred <input type="checkbox"/> 300 <input type="checkbox"/> 601 <input type="checkbox"/> 602 <input type="checkbox"/> 654 (Not currently enrolled in school.) <input type="checkbox"/> Currently on Probation <input type="checkbox"/> Parole <input type="checkbox"/> Expelled 48915 (c) <input type="checkbox"/> 1981 (d) Homeless Student <input type="checkbox"/> 1982.5 Other <input type="checkbox"/> Expelled 48915 (a)	
Comments	

FORM NO. 307-014 Rev. 11/16/2023

California Education Code
§ 48915(d)

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

California Education Code
§ 48915(f)

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

California Education Code
§ 48915.01

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

California Education Code

§ 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. (c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. The subdivision, as it relates to the separation of pupils by grade levels does not apply to community day schools offering instruction in any of the kindergarten and grades 1 to 8 inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

- (A) The number of pupils recommended for expulsion.
- (B) The grounds for each recommended expulsion.
- (C) Whether the pupil was subsequently expelled.
- (D) Whether the expulsion order was suspended.
- (E) The type of referral made after the expulsion.
- (F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

California Education Code
§ 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Board Meeting – March 19, 2024

Item VII. Recommendations

E. Approval of Position Recommendation Report PRR 2.0 – March 2024

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

<u>Bill No.</u>	<u>Author</u>	<u>Topic</u>	<u>Position</u>
AB 1927	Alanis	Golden State Teacher Grant Program: career technical education instructors.	Support
AB 1929	McKinnor	Career technical education: data collection.	Support
AB 1947	Rivas, L.	California state preschool programs: contracting agencies: staff training days.	Support
AB 1955	Ward	Pupil health: school-based health services and school-based mental health services.	Support
AB 2071	Carrillo, J.	Pupil instruction: English Learner Roadmap: grant program: parent toolkit.	Support
AB 2074	Muratsuchi	Pupil instruction: English Learner Roadmap Policy: statewide implementation plan.	Support
AB 2173	Addis	Special education: emotional disability.	Support
AB 2176	Berman	Juveniles: access to education.	Support

AB 2251	Connolly	Graduation requirements: local requirements: exemptions.	Support
AB 2268	Muratsuchi	English learners: English language proficiency assessment.	Support
AB 2273	Holden	Career technical education: California Pilot Paid Internship Program.	Support
AB 2508	McCarty	Student financial aid: California Kids Investment and Development Savings (KIDS) Program: foster youth.	Support
AB 2630	Bonta	Pupil health: oral health assessment.	Support
AB 2771	Maienschein	Pupil attendance: schoolsite absence intervention teams.	Support
SB 1091	Menjivar	School facilities: greening projects.	Support
SB 1182	Gonzalez	Master Plan for Healthy, Sustainable, and Climate-Resilient Schools.	Support
SB 1263	Newman	Teacher credentialing: teaching performance assessments: repeal.	Support
SB 1277	Stern	Pupil instruction: genocide education: the Holocaust.	Support
SB 1283	Stern	Pupils: use of smartphones and social media.	Support
SB 1322	Wahab	Foster youth: Chafee Educational and Training Vouchers Program.	Support

SB 1341	Allen	Pupil instruction: course of study: visual and performing arts: media arts.	Support
SB 1378	Min	Pupil and student safety: identification cards: federal Title IX assistance telephone number.	Support
SB 1380	Dodd	Charter schools: establishment.	Support
SB 1429	Ochoa Bogh	Education finance: emergencies: snowstorms.	Support
SB 1504	Stern	Cyberbullying Protection Act.	Support

AB 1927 (Alanis) Golden State Teacher Grant Program: career technical education instructors. [Introduced: 1/25/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the Golden State Teacher Grant Program under the administration of the Student Aid Commission to award grants to students enrolled in professional preparation programs leading to a preliminary teaching credential or a pupil personnel services credential who commit to work for four years at a priority school or a preschool program.

This bill would expand the program to also award grants to students who commit to work for four years as a credentialed career technical education (CTE) instructor. The bill would make conforming changes.

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

Accountability, Support, and Monitoring: CTE is critical and the need for adequately credentialed CTE teachers has always been great, but even more so in recent years. The state's Golden State Pathways Program and priorities around preparing students to be college and career ready, necessitate the expansion of CTE courses and programs in schools, thus increasing the need for qualified faculty. This bill would

enable more candidates to earn their credentials and join the educator workforce. CTE teachers are as vital as other subject matters and this bill would reinforce this recognition. It seems inequitable that they have not previously been included in the financial aid programs. Further, the financial support provided to those seeking CTE credentials would enable a more diverse student body to enter professional training programs and in turn creating a more diverse teacher workforce.

Labor Relations: The expansion of the Golden State Teacher Grant Program awards to students who commit to work for four years as a credentialed CTE instructor supports the placement of qualified instructors in classrooms. The proposed bill aligns with efforts to mitigate the dire teacher shortage in the state.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Higher Education Committee on March 12, 2024.

AB 1929 (McKinnor) Career technical education: data collection.
[Introduced: 1/25/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the California Career Technical Education Incentive Grant (CTEIG) Program, administered by the State Department of Education, with the purpose of encouraging, maintaining, and strengthening the delivery of high-quality CTE programs. Existing law requires grant applicants under the program to meet minimum requirements, including reporting to the Superintendent of Public Instruction data relating to pupils and their CTE coursework.

This bill would require that data to be disaggregated by race.

Existing law establishes the Strong Workforce Program to provide funding to CTE regional consortia made up of community college districts and local educational agencies (LEAs). Existing law requires the collaborative efforts of these consortia to focus upon evidence-based decisionmaking and student success with workforce outcomes aligned with the performance accountability measures of the federal Workforce Innovation and Opportunity Act, and closing labor market and employment gaps.

This bill would require each consortium to collect data on CTE outcomes, disaggregated by race.

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

Accountability, Support, and Monitoring: Disaggregation of data is critical for proper data analysis to grow and improve any program. Reviewing CTE course data, disaggregated by student group, will only serve to enhance a LEA's ability to properly analyze data for decision making. It will better allow an LEA to gauge the effectiveness of CTE-related actions listed in their Local Control and Accountability Plan (LCAP). This requirement would not overburden an LEA as the requested data fields already exist in the student information system.

Organizations in Support:

- California Legislative Black Caucus (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 1947 (Rivas, L.) California state preschool programs: contracting agencies: staff training days. [Introduced: 1/29/2024]

Recommended Position: **Support**

Background Information: Existing law, the Early Education Act, requires the Superintendent of Public Instruction to administer all California state preschool programs, including, but not limited to, part-day and full-day age and developmentally appropriate programs for three- and four-year-old children. The act requires part-day and full-day California state preschool programs to operate minimum numbers of days per year. The act requires the State Department of Education, in collaboration with the State Department of Social Services, to implement a reimbursement system plan that establishes reasonable standards and assigned reimbursement rates, which vary with the length of the program year and the hours of service. The act authorizes an agency contracting with the State Department of Education to provide California state preschool program services to schedule up to two days of staff training, per contract period, using state reimbursement funding.

This bill would instead authorize up to six days of staff training, per contract period, using state reimbursement funding. The bill would require a contractor with an enrollment of an unspecified percentage of dual language learner children that schedules a minimum of three days of staff training to ensure that at least one scheduled staff training day is used to provide staff development that is specific to supporting dual language learner children. The bill would require a day of staff training scheduled during a contractor's regular hours of operation to count toward the minimum number of days a California state preschool program is required to operate per year.

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

Head Start and Early Learning: This bill would authorize California State Preschool Program providers to offer up to six days of annual training funded by the state contract, instead of two. It would also require many programs to provide additional training (included in this funded training time) related to supporting dual language learner children. These would be helpful changes.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Assembly Education Committee.

AB 1955 (Ward) Pupil health: school-based health services and school-based mental health services. [Introduced: 1/29/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the State Department of Education in state government and vests the department with powers and duties relating to the state's public school system, including encouraging and assisting school districts to improve and monitor the health of their pupils. Existing law requires the department, as part of that assistance, to provide information and guidance to schools that request the information and guidance to establish "Health Days" to provide screenings for common health problems among pupils.

This bill would require the department to include county offices of education and charter schools in the above-described provisions. The bill would require the department to encourage school districts, county offices of education, and

charter schools to participate in programs that offer reimbursement for school-based health services and school-based mental health services.

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

Regionalized Business Services: Including county offices of education and charter schools in existing legislation that requires the Department of Education (DOE) to encourage LEAs to improve and monitor the health of their pupils will have several positive impacts. Firstly, it will increase LEA participation in school-based medical service programs, resulting in more children receiving the services they need to stay healthy. This will benefit not only the health outcomes of students but also their academic performance and overall success. Finally, the increase in DOE support to charter schools will increase the number of LEAs serviced through the Los Angeles County Office of Education School-Based Medi-Cal Administrative Activities Program, benefiting both Los Angeles County students and LACOE operations. Overall, this bill will improve students' health and well-being and ensure they have access to quality health services.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 2071 (Carrillo, J.) Pupil instruction: English Learner Roadmap: grant program: parent toolkit. [Introduced: 2/5/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the State Board of Education, and requires the state board to adopt rules and regulations, not inconsistent with the laws of the state, to govern the public elementary and secondary schools of the state. Existing law requires the state board to determine all questions of policy within its powers. Pursuant to these powers, the state board has adopted a policy known as the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, also known as the EL Roadmap Policy, for the stated purpose of assisting the State Department of Education in providing guidance to LEAs with respect to educating English learners attending California public schools.

Existing law establishes the State Department of Education, under the administration of the Superintendent of Public Instruction, and assigns the department numerous duties relating to the governance and funding of LEAs.

This bill would require the state board to, on or before December 31, 2025, develop and adopt a “California English Learner Roadmap: Parent Toolkit” that will be made available to families served by school districts, county offices of education, and charter schools that are implementing the EL Roadmap Policy. The bill would require the state board to convene a workgroup to assist in the development of the parent toolkit. The bill would require the department to develop forms that may be used by parents of English learner pupils to request services from the pupil’s teacher or administrator as it relates to the parent toolkit.

The bill would establish the English Learner Roadmap Implementation Grant Program with the goal of locally planning and implementing the EL Roadmap Policy. The bill would appropriate \$30 million from the General Fund to the department for allocation pursuant to the program. The bill would require the department, commencing September 1, 2025, to award 25 one-time grants of up to \$1.5 million per grant to school districts, county offices of education, or charter schools. The bill would require the department to determine application procedures and selection criteria for grant awards, review applications, identify and determine how data will be collected and shared with the public, and meet quarterly with leaders from the grant recipients. The bill would require grant recipients to submit to the department data as it relates to the grant received. The bill would require the department to submit to the appropriate policy and fiscal committees of the Legislature an annual progress report and, on or before December 1, 2028, a final report, with information about the successes and challenges of the grant program.

Funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

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

Curriculum and Instructional Services: AB 2071 recognizes the linguistic diversity of California’s student population and aims to provide support for English learners (ELs) by acknowledging their home languages as assets for learning. In a general sense, the bill seeks to align local educational agency policies, including master plans and vision statements, with the EL Roadmap Policy, ensuring a cohesive and coordinated approach to English learner education. Support of this

bill would facilitate the creation of a "California English Learner Roadmap: Parent Toolkit," and the benefit of this resource is that it would empower parents with information and also enable them to actively participate in their children's education.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 2074 (Muratsuchi) Pupil instruction: English Learner Roadmap Policy: statewide implementation plan. [Introduced: 2/5/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the State Board of Education, and requires the state board to adopt rules and regulations, not inconsistent with the laws of the state, to govern the public elementary and secondary schools of the state. Existing law requires the state board to determine all questions of policy within its powers. Pursuant to these powers, the state board has adopted a policy known as the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, also known as the EL Roadmap Policy, for the stated purpose of assisting the State Department of Education in providing guidance to LEAs with respect to educating English learners attending California public schools.

This bill would require the department to develop a statewide implementation plan for the EL Roadmap Policy. In developing the plan, the bill would require the department to identify three positions within the department to develop the plan and to subsequently support school districts, county offices of education, and charter schools in implementing the plan. The bill would require the department to include in the plan clear and measurable statewide goals of implementation and a system of monitoring and accountability of the implementation of the plan. The bill would require the department to, on or before November 1, 2025, submit a report with the statewide implementation plan for the EL Roadmap Policy to the appropriate policy and fiscal committees of the Legislature. The bill would require the department to annually report, commencing January 1, 2027, to the appropriate policy and fiscal committees of the Legislature on LEAs that are engaged in the implementation of the plan.

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

Curriculum and Instructional Services: The English Learner Roadmap Policy has been approved by the state board of education since 2017, which aims to enhance the educational experiences and outcomes for English learners. This can lead to improved academic achievement, graduation rates, and college/career readiness - all actions that are in alignment to LACOE's pillars outlined in the organization's strategic plan.

Implementing the EL Roadmap Policy to fidelity in an LEA also fosters cultural competence among educators, along principle 1 of the policy, thus promoting a more inclusive and supportive learning environment for English learners. This effect is also consistent with LACOE's strategic plan around community and culture.

Organizations in Support:

- Californians Together (Sponsor)
- California Association for Bilingual Education (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 2173 (Addis) Special education: emotional disability.
[Introduced: 2/7/2024]

Recommended Position: **Support**

Background Information: Existing federal law defines the term “emotional disturbance” for purposes of the federal Individuals with Disabilities Education Act. Existing state law uses the term “emotional disturbance” for certain purposes relating to the provision of special education services.

This bill would provide that the term “emotional disturbance” as described above may also be known as “emotional disability” under state law.

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

Division of Special Education: The word “disturbance” has a negative connotation. Federal law still uses the term serious emotional disturbance. Changing from “Emotional Disturbance” to “Emotional Disability” presents as more positive for identified students and their families. Other terms that could be considered include “Emotional Dysregulation.” Many other organizations are supporting this bill as it will eliminate outdated language that stigmatizes students.

Organizations in Support:

- SELPA Administrators of California (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 2176 (Berman) Juveniles: access to education.
[Introduced: 2/7/2024]

Recommended Position: **Support**

Background Information: Existing law and case law recognize that education is a fundamental right under the state constitution. Existing law, the Arnold-Kennick Juvenile Court Law, states its purpose is to provide for the protection and safety of the public and each minor under the jurisdiction of the juvenile court, and require minors under the jurisdiction of the juvenile court to receive care, treatment, and guidance consistent with their best interests. Existing law requires county boards of education to provide for the administration and operation of public schools in juvenile halls, juvenile ranches, and juvenile camps, known as juvenile court schools.

This bill would prohibit juveniles who are detained in, or committed to, juvenile hall, a secure youth treatment facility, juvenile ranch, camp, or forestry camp from being denied access to an equitable education with their peers, except in limited and temporary circumstances where the juvenile poses an immediate threat to staff or other juveniles. The bill would, if a juvenile is denied access to an equitable education with their peers for three consecutive school days in a school year, authorize a petition to be filed and would require the juvenile court to grant a hearing on the petition. The bill would require the county probation department to establish, by clear and convincing evidence, that the juvenile poses an immediate threat to staff or other juveniles at juvenile hall, a secure youth treatment facility, juvenile ranch, camp, or forestry camp. The bill would require, if the court determines

that the probation department has not met its burden, to order that the juvenile be allowed to return to instruction with the juvenile's peers. The bill would require a county probation department, in collaboration with a county office of education, to ensure that juveniles who are temporarily denied access to equitable education with their peers have access to paper or online coursework that is aligned to grade level standards.

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

LACOE Special Education Local Plan Area (SELPA): This bill brings accountability to ensuring youth are granted access to equitable education within juvenile court school settings. In addition, this bill would support students access to education in juvenile court schools and support increased local accountability while also giving youth and families increased support to access equitable education.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Assembly Public Safety Committee.

AB 2251 (Connolly) Graduation requirements: local requirements: exemptions. [Introduced: 2/8/2024]

Recommended Position: **Support**

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

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

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

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

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

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

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

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

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill will be heard in the Assembly Education Committee on March 20, 2024.

AB 2268 (Muratsuchi) English learners: English language proficiency assessment. [Introduced: 2/8/2024]

Recommended Position: **Support**

Background Information: Existing law requires each school district that has one or more pupils who are English learners, and, to the extent required by

federal law, each county office of education and each charter school, to assess the English language development of each pupil in order to determine the pupil's level of proficiency. Existing law requires the State Department of Education, with the approval of the State Board of Education, to establish procedures for conducting the assessment and for the reclassification of a pupil of a pupil from English learner to English proficient. Existing law requires those reclassification procedures to utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including an assessment of language proficiency using the English language development test that is developed or acquired by the Superintendent of Public Instruction. Existing law requires the English language development test to assess pupils in kindergarten and grade 1 in English listening and speaking.

This bill would expressly state that the above-described requirement for pupils in kindergarten to be assessed in English listening and speaking does not include pupils in transitional kindergarten.

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

Head Start and Early Learning: This bill would exempt transitional kindergarten students from the English language proficiency assessment required of English learners in kindergarten by clarifying that transitional kindergarten is not considered part of kindergarten for the purposes of this assessment. Children in transitional kindergarten may be having their first school experience. It is important that they have developmentally appropriate opportunities to acquire and develop their use of the language through exploration, practice, and play. There is no need to assess at this level and risk prematurely labeling or stressing children.

Organizations in Support:

- California Association for Bilingual Education (Sponsor)
- Californians Together (Sponsor)
- Early Edge California (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill will be heard in the Assembly Education Committee on March 20, 2024.

AB 2273 (Holden) Career technical education: California Pilot Paid

Internship Program. [Introduced: 2/8/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the California Career Pathways Trust as a state education and economic and workforce development initiative with the goal of preparing pupils in kindergarten and grades 1 to 12, inclusive, to successfully transition to postsecondary education and training and to employment in high-skill, high-wage, and high-growth or emerging sectors of the state's economy. Existing law establishes the California CTEIG Program, administered by the State Department of Education, with the purpose of encouraging, maintaining, and strengthening the delivery of high-quality CTE programs.

This bill would establish the California Pilot Paid Internship Program in the department to help prepare thousands of California pupils for high-skill jobs of the future in engineering, health care, mathematics, manufacturing, science, teaching, and technology. The bill would appropriate \$12 million from the General Fund to the department to provide technical assistance to, and allocate grant funds to, school districts, charter schools, and county offices of education that establish or expand existing local public-private internship programs. The bill would require the department to allocate grant funds to LEAs to support, in total, up to 5,000 rising grade 12 pupils per year participating in 8-week internship programs. The bill would require the department to develop an application process for LEA grant applicants.

This bill would require LEA grant applicants to use grant funds and employer matching funds to provide participating pupils with an hourly wage of \$15. The bill would require public-private partnership internship programs to include a career-related experience that exposes grade 12 pupils to the world of work and opportunities for supervised and practice for a future career. The bill would require grant recipients to report pupil internship data to the Superintendent of Public Instruction on or before December 31 of each fiscal year. The bill would authorize grant funds to be available for expenditure or encumbrance from the 2024-25 fiscal year through the 2026-27 fiscal year. The bill would require the Superintendent to contract for an independent evaluation of the program and provide a report to the relevant fiscal and policy committees of the Legislature by January 1, 2028.

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

Accountability, Support, and Monitoring: This proposed pilot program support the development of high quality CTE programs that will allow

students to gain hands-on experience in a CTE field that will help prepare them for the jobs of tomorrow. In addition to providing an authentic, work-based learning experience, the financial support provided to student participants will encourage and enable wider participation amongst all student populations. Historically, students who are socioeconomically disadvantaged have been unable to participate in internships due to the need to commit their time to paid jobs in order to contribute to the family income needs. This bill also supports business and industry by providing a training program that will build a highly qualified future workforce.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Assembly Education Committee on March 20, 2024.

AB 2508 (McCarty) Student financial aid: California Kids Investment and Development Savings (KIDS) Program: foster youth.
[Introduced: 2/13/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the California Kids Investment and Development Savings (KIDS) Program, under the administration of the Scholarshare Investment Board (board), for purposes of expanding access to higher education through savings. Existing law, for the 2021-22 fiscal year, requires a KIDS Account to be established for all unduplicated pupils enrolled at a school district, public charter school, state special school, or other LEA, if one has not already been established for them, and requires the account to receive an enhanced deposit of \$500. Existing law, for the 2021-22 fiscal year, requires an eligible pupil who is also a foster youth to receive an additional enhanced deposit of \$500.

Existing law, commencing with the 2022-23 fiscal year, requires a KIDS Account to be opened for all unduplicated pupils enrolled at a school district, public charter school, state special school, or other LEA when the pupil is enrolled in first grade, if an account has not already been established for them, and requires the account to receive an enhanced deposit of \$500. Existing law, commencing with the 2022-23 fiscal year, requires an eligible first grade pupil who is also a foster youth to receive an additional enhanced deposit of \$500.

This bill, commencing with the 2025-26 fiscal year and subject to an appropriation by the Legislature, would require a KIDS Account to be opened

for a pupil who is a foster youth and is enrolled in any of grades 1 to 12, inclusive, at a school district, public charter school, state special school, or other LEA, if an account has not already been established for them, and would require the account to receive a one-time enhanced deposit of \$500. The bill would limit the one-time enhanced deposit provided by the bill to the KIDS Accounts of those foster youth that had not already received one of the above-described enhanced deposits for foster youth.

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

Student Support Services: AB 2508 aims to extend support to students in foster care by providing them with an additional deposit of \$500 into an established California KIDS account. Currently, this funding is provided to unduplicated students in foster care, who are enrolled in first grade, but the bill would expand eligibility to all students in foster care enrolled in grades 1 through 12, meeting the same criteria. This financial assistance will be deposited into a dedicated account within the KIDS Program, helping to mitigate financial obstacles many students may face. By ensuring that a student in foster care has access to increased financial support, this bill seeks to increase their opportunities for postsecondary success.

Organizations in Support:

- Advocates for Youth (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending assignment in the Assembly Rules Committee.

AB 2630 (Bonta) Pupil health: oral health assessment.

[Introduced: 2/14/2024]

Recommended Position: **Support**

Background Information: Existing law requires a pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, to present proof of having received an oral health assessment by a licensed dentist or other licensed or registered dental health professional operating within the professional's scope of practice that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

This bill would define “kindergarten” for these purposes as including both transitional kindergarten and kindergarten, and would require the above-described proof only once during a two-year kindergarten program.

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

Head Start and Early Learning: This bill would require children enrolled in transitional kindergarten to provide proof of having received an oral health assessment. Currently, the requirement is for children enrolled in kindergarten (or first grade, if the child did not participate in kindergarten). It is valuable for a child to receive an oral health assessment as early as possible. Oral diseases can impact a child’s ability to learn, while earlier detection can support the child’s overall learning experience. Head Start also requires assessment and ongoing treatment for enrolled children.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill will be heard in the Assembly Education Committee on March 20, 2024.

AB 2771 (Maienschein) Pupil attendance: schoolsite absence intervention teams. [Introduced: 2/15/2024]

Recommended Position: **Support**

Background Information: Existing law authorizes the establishment of county and local school attendance review boards that may promote the use of alternatives to the juvenile court system if available public and private services are insufficient or inappropriate to correct school attendance or school behavioral problems. Existing law requires the Superintendent of Public Instruction to coordinate and administer a state school attendance review board.

This bill would require the State Department of Education, by the beginning of the 2026-27 school year, to post information on its internet website about methods of reducing chronic absenteeism, including through the formation of schoolsite absence intervention teams composed of, but need not be limited to, the following members:

- a school counselor

- a representative from the school or school district
- a representative from the school or school district who has a relationship with truant children
- a representative of community-based youth service centers
- a representative of child welfare and attendance personnel
- a representative of school or county health care personnel
- a representative of school, county, or community mental health personnel.

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

Accountability, Support, and Monitoring: Schools and districts are addressing high levels of chronic absenteeism, resulting from a number of causes. This bill would result in the provision of resources for LEAs to access in addressing this critical issue.

Organizations in Support:

- GenUp (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Assembly Education Committee.

SB 1091 (Menjivar) School facilities: greening projects.

[Introduced: 2/12/2024]

Recommended Position: **Support**

Background Information: The Field Act requires the Department of General Services under the police power of the state to supervise the design and construction of any school building or the reconstruction or alteration of or addition to any school building, if not exempted, to ensure that plans and specifications comply with adopted rules and regulations and building standards published in regulations, and to ensure that the work of construction is performed in accordance with the approved plans and specifications for the protection of life and property.

The California Building Standards Code requires that buildings, structures, and facilities be accessible to, and useable by, persons with disabilities, including that when alterations or additions are made to existing buildings or

facilities, an accessible path of travel to the specific area of alteration or addition is provided. Existing law limits the cost of complying with the requirement to provide an accessible path of travel to a free-standing, open-sided shade structure project that meets specified requirements and that is on a school district, county office of education, charter school, or community college campus to 20 percent of the adjusted construction cost of the shade structure project.

This bill would additionally limit the cost of complying with the requirement to provide an accessible path of travel to a greening project that is on a school district, county office of education, charter school, or community college campus to 20 percent of the adjusted construction cost of the greening project.

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

Facilities and Construction: The proposed legislation allows LEAs to provide a greening project without the cumbersome burden of complying with accessibility requirements above the 20 percent of project cost threshold. This legislation will enable more greening projects to be feasible for LEAs.

Organizations in Support:

- Green Schoolyards America (Sponsor)
- UndauntedK12

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1182 (Gonzalez) Master Plan for Healthy, Sustainable, and Climate-Resilient Schools. [Introduced: 2/14/2024]

Recommended Position: **Support**

Background Information: Existing law requires the State Energy Resources Conservation and Development Commission to develop contingency plans to deal with possible shortages of electricity or fuel supplies to protect public health, safety, and welfare. Existing law establishes the Clean Energy Job Creation Program for purposes of funding projects for energy efficiency

retrofits and clean energy installations, and related improvements and repairs that contribute to reduced operating costs and improved health and safety conditions, on public schools. Existing law requires certain funding appropriated for purposes of the program to be allocated to LEAs.

This bill would require the commission to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools on or before March 31, 2026. The bill would require the commission to consult with state agencies and engage with a diverse group of stakeholders and experts regarding the development of the master plan. The bill would require the master plan to include assessments of a representative sample of the state's public elementary and secondary school buildings and grounds, and a set of priorities, benchmarks, and milestones for health, resilience, and decarbonization of public school campuses and support facilities.

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

Facilities and Construction: This proposed legislation establishes a State interagency steering team to develop a Master Plan for Healthy, Sustainable, and Climate-Resilient Schools for State agencies' review. This legislation does not create costs for LEAs, but it creates a blueprint for the provision of better school facilities relative to the environment.

Organizations in Support:

- California Federation of Teachers (Sponsor)
- California Labor for Climate Jobs (Sponsor)
- UndauntedK12 (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Senate Energy, Utilities, and Communications Committee on March 19, 2024.

SB 1263 (Newman) Teacher credentialing: teaching performance assessments: repeal. [Introduced: 2/15/2024]

Recommended Position: **Support**

Background Information: Existing law requires the Commission on Teacher Credentialing to establish standards for the issuance and renewal of credentials. Existing law requires, as a minimum requirement for a preliminary multiple subjects, single subject, or education specialist teaching

credential, the satisfactory completion of a program of professional preparation that includes a teaching performance assessment that meets requirements and has been approved by the commission. Existing law requires a program for professional preparation to include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted by the State Board of Education. Existing law requires the commission, by July 1, 2025, to ensure that an approved teaching performance assessment for a preliminary multiple subject credential and for a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, including evidence-based methods of teaching foundational reading skills.

This bill would repeal those requirements relating to a teaching performance assessment, delete obsolete provisions, and make conforming changes.

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

Labor Relations: While the Teacher Performance Assessment (TPA) is a valuable tool as a standardized assessment, there are fallacies within the testing system that lend it to be biased. According to EdSource, one of the concerns regarding the TPA is the subjectivity and inconsistency of scoring. The concern prompted the Commission on Teacher Credentialing to authorize credential candidates to allow those who were near passing to adjust and resubmit their assessments. Additionally, concerns have arisen regarding the biases of the assessment and the ramifications upon teachers of diverse backgrounds and color. Provided such discrepancies in the assessment, supporting its repeal is warranted.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1277 (Stern) Pupil instruction: genocide education: the Holocaust.
[Introduced: 2/15/2024]

Recommended Position: **Support**

Background Information: Existing law requires the State Department of Education to incorporate age-appropriate materials relating to genocide and the Holocaust into publications that provide examples of curriculum resources for teacher use, consistent with the subject frameworks on history and social science. Under existing law, the Legislature encourages the incorporation of survivor, rescuer, liberator, and witness oral testimony into the teaching of genocide and the Holocaust.

This bill would establish the California Teachers Collaborative for Holocaust and Genocide Education, to be responsible for establishing a statewide teacher professional development program on genocide, including the Holocaust, for school district, county office of education, and charter school teachers. The bill would require the collaborative, under the State Department of Education's direction, to consist of leading genocide and Holocaust education organizations and institutions, genocide survivors, and community leaders. The bill would provide that the collaborative's mission is to ensure that genocide, including Holocaust, education is taught to fidelity in schools as part of the required social studies curriculum, with the content of this education being aligned with state standards and included in ways that are interdisciplinary and age-appropriate to pupils of different grade levels. The bill would prescribe the duties of the collaborative, including providing annual verbal or written reports to the department and the Legislature on the collaborative's achievement of its mission.

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

Curriculum and Instructional Services: California Standards currently require educators to provide instruction on the Holocaust and genocide. The bill will provide appropriate and specific resources and strategies from leading organizations to assist teachers in meeting the goal with fidelity.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1283 (Stern) Pupils: use of smartphones and social media.
[Introduced: 2/15/2024]

Recommended Position: **Support**

Background Information: Existing law authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of school district employees. Existing law explicitly authorizes the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

This will would expand that explicit authority to also cover the use by pupils of social media while the pupils are at a schoolsite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

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

Student Support Services: Many LEAs already have a cell phone policy in place which explicitly limits the reasons why a student may use a cell phone while on school grounds or while under school district supervision. This bill extends the prohibition of cell phone use to include social media as well while under the supervision and control of the district. The proposed language will allow more clarity if a student posts something harassing or threatening on social media during the school day or at another time that the student is under the school's purview.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1322 (Wahab) Foster youth: Chafee Educational and Training Vouchers Program. [Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: Existing law establishes the Student Aid Commission as the state agency primarily responsible for the administration and coordination of student financial aid programs at California postsecondary educational institutions. Existing federal law establishes the Chafee Educational and Training Vouchers Program for the purposes of providing financial aid to current and former foster youth who are attending qualifying postsecondary educational institutions. Existing law provides that the Student Aid Commission, through an interagency agreement with the State Department of Social Services, currently operates the program in California, and, commencing with the 2018-19 award year, and contingent upon an appropriation of sufficient funds in the annual Budget Act for this purpose, requires the commission to make a new Chafee grant award to a student only if the student will not be 26 years of age or older by July 1 of the award year and the student attends qualifying institutions.

This bill would, commencing with the 2025-26 award year and contingent upon an appropriation of sufficient funds in the annual Budget Act for this purpose, require the commission to make a new Chafee grant award to a student if, in addition to the above-referenced conditions, the youth, between 14 and 18 years of age, (1) is or was a dependent or ward of the court, living in foster care, (2) exited foster care to Kin-GAP, a nonrelated legal guardianship, or adoption, or (3) was placed in out-of-home care by a tribe or tribal organization.

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

Student Support Services: This bill is critical as it expands the pool of eligible youth to receive a Chafee Grant to include youth between 14 and 18 years of age that (1) is or was a dependent or ward of the court, living in foster care, (2) exited care to Kin-Gap, a nonrelated legal guardianship, or adoption, or (3) was placed in out-of-home care by a tribe or tribal organization. Postsecondary education is crucial to the development of a career path and subsequent economic security. Financial support *via* the Chafee grant allows a larger population of youth to access a postsecondary education. The proposed bill would include a significantly larger number of youths that have been impacted by out-of-home care and who would benefit from the additional support. Further, the eligibility would align with the definition of foster youth to include those in a tribe or tribal organization.

LACOE SELPA: If passed, this bill would extend opportunities for foster youth to receive postsecondary training opportunities, providing necessary vocational skills and preparing them for independence.

Organizations in Support:

- Alameda County Social Services Agency (Sponsor)
- California Youth Connection
- Together California

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Senate Education Committee on March 20, 2024.

SB 1341 (Allen) Pupil instruction: course of study: visual and performing arts: media arts. [Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: Existing law requires the adopted course of study for grades 1 to 6, inclusive, and the adopted course of study for grades 7 to 12, inclusive, to include certain areas of study, including English, mathematics, social sciences, science, and visual and performing arts, including dance, music, theater, and visual arts.

This bill, with respect to both of the above-referenced adopted courses of study, would expand visual and performing arts to also include media arts.

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

Curriculum and Instructional Services: Media Arts is addressed and named in the 2019 state-adopted California Arts Standards for Public Schools as well as the 2020 California Arts Education Framework. In addition, media arts was specifically named in the Arts and Music in Schools Funding and Accountability Act, also known as Proposition 28 as a satisfactory subject area. Media arts includes photography, video production, graphic design, game design, coding, audio production, music production, and other emerging computer generated arts forms. This bill proposes adding the phrase “media arts” to the current education code in sections 51210 and 51220 where visual and performing arts are already named. With this simple addition to education code, media arts is included alongside visual and performing arts. This is a benefit to all students in our county.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Senate Education Committee on March 20, 2024.

SB 1378 (Min) Pupil and student safety: identification cards: federal Title IX assistance telephone number. [Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

This bill would, commencing July 1, 2025, require a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to additionally have printed on the identification cards the telephone number for the United States Department of Education Office for Civil Rights for assistance related to Title IX.

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

Student Support Services: Currently, Student Identification Cards for students in K-12 and higher education include telephone numbers for the National Suicide Prevention Lifeline and the National Domestic Violence Hotlines. Adding the telephone number for the United States Department of Education Office of Civil Rights - Title IX would allow students greater access to seek support if they have experienced Title IX issues and are unclear about who to ask for support or fearful of doing so.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1380 (Dodd) Charter schools: establishment.

[Introduced: 2/29/2024]

Recommended Position: **Support**

Background Information: The Charter Schools Act of 1992 authorizes the establishment and operation of charter schools. Existing law generally requires a petition to establish a charter school to be submitted to the governing board of a school district.

Existing law prohibits the governing board of a school district from denying a petition to establish a charter school unless it makes written factual findings in support of one or more findings including that the school district is not positioned to absorb the fiscal impact of the proposed charter school. Existing law identifies specific conditions that subject a proposed charter school to a rebuttable presumption of denial for this reason, including the school district being under state receivership.

Existing law authorizes a school district to request emergency apportionment, subject to requirements and repayment provisions including the appointment of a trustee, if the school district determines that the school district's revenues are less than the amount necessary to meet the school district's current year expenditure obligations.

This bill would eliminate being "under state receivership" as a basis for a school district to show it is not positioned to absorb the fiscal impact of a proposed charter school, and would instead specify that a school district may demonstrate that the school district is not positioned to absorb that fiscal impact if, among other conditions, the school district has (A) received an emergency apportionment as described above and: (i) the school district has an outstanding balance of its emergency loan and has not met the conditions to terminate the trustee's appointment; or (ii) during the first five fiscal years after fully repaying an emergency apportionment and having the appointment of a trustee terminated, the school district's enrollment has declined; or (B) the school district has, within the immediately preceding five fiscal years, adopted necessary budgetary solutions to maintain or improve the school district's fiscal solvency.

Existing law authorizes a charter school petitioner, if the governing board of a school district denies a petition, to submit the petition for the establishment

of a charter school to the county board of education on appeal. Separately, existing law authorizes a county board of education to approve a petition for the operation of a countywide charter school, a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education, only if it finds that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

This bill would, if the governing board of a school district denies a petition, prohibit any person from submitting a substantially similar petition to the county board of education as a countywide charter school and would require a county office of education to deny any petition that it finds to be substantially similar to a petition that has been submitted to and denied by the governing board of the school district in which the charter school proposes to operate, locate, or place its facilities.

Existing law requires, at the public hearing at which the county board of education will either grant or deny the charter, the charter school petitioners to have equivalent time and procedures to present evidence and testimony to respond to the county office of education staff recommendations and findings.

This bill would also authorize a school district or districts in which a charter school proposes to operate, locate, or place its school facilities, and each school district contiguous to those school districts to provide evidence and testimony at the public hearing on the impact of the charter school on the interests of the entire community in which the charter school is proposing to operate, locate, or place its school facilities, the fiscal impact on the school district by the proposed charter school, and whether the educational services to be provided by the charter school will offer services that cannot be served as well by a charter school that operates in only one school district in the county. The bill would require that each school district that chooses to provide evidence and testimony be provided the equivalent time and procedures to do so as the petitioner.

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

Charter Schools Office: This bill provides additional protections for school districts in fiscal distress, such as Inglewood, and prohibits charter petitioners from submitting petitions for countywide charters that are substantially similar to a district-level charter petition which was denied. This provision is key, as it prevents petitioners from

bypassing district review by submitting countywide petitions to operate within districts that have previously denied the petition.

Organizations in Support:

- California School Boards Association (Sponsor)
- Napa Valley Unified School District (Sponsor)
- Vallejo Unified School District (Sponsor)

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Education Committee.

SB 1429 (Ochoa Bogh) Education finance: emergencies: snowstorms.
[Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: For purposes of state apportionments based on average daily attendance, if the average daily attendance of a school district, county office of education, or charter school has been materially decreased during a fiscal year because of an emergency, existing law requires the Superintendent of Public Instruction to estimate the average daily attendance in a manner that credits to the school district, county office of education, or charter school approximately the total average daily attendance that would have been credited to the school district, county office of education, or charter school had the emergency not occurred.

This bill would add snowstorms to the list of emergencies for which the above-described provisions apply.

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

Accountability, Support, and Monitoring: Some regions of California experience snowstorms, during which it is unsafe to travel. It is logical and appropriate to add snowstorms to the list of emergency situations.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is set to be heard in the Senate

Education Committee on March 20, 2024.

SB 1504 (Stern) Cyberbullying Protection Act.
[Introduced: 2/16/2024]

Recommended Position: **Support**

Background Information: The Cyberbullying Protection Act requires a social media platform to disclose all cyberbullying reporting procedures in the social media platform's terms of service and to establish a mechanism within its internet-based service that allows an individual, whether or not that individual has a profile on the internet-based service, to report cyberbullying or content that violates the existing terms of service. The act defines "cyberbullying" to mean any severe or pervasive conduct made by an electronic act committed by a pupil or group of pupils directed toward one or more pupils that has, or can reasonably be predicted to have, certain effects, including placing a reasonable pupil in fear of harm to that pupil's person or property. The act makes a social media platform that violates its provisions liable for a civil penalty of not more than \$7,500 for each intentional violation to be assessed and recovered in a civil action brought in the name of the people of the State of California by the Attorney General.

This bill would generally apply the act's provisions to minors rather than pupils and would define the phrase "severe or pervasive conduct" to mean content that calls for self-injury or suicide of a minor or a specific person or of a group of individuals related to a minor. The bill would additionally require the mechanism required by the act to meet additional criteria, including that the mechanism provides, within 36 hours of receipt of a report, written confirmation to the reporting individual that the social media platform received that individual's report. The bill would additionally authorize a minor to bring an action to enforce the act and would increase the civil penalty for violating the act to \$75,000.

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

Student Support Services: The proposed legislation expands the meaning of 'severe and pervasive' to include content that calls for self-injury or suicide of a minor or a specific person or group of individuals related to a minor, attacks on a minor based on the minor's experience of sexual assault, sexual exploitation, sexual harassment, or domestic abuse, and includes statements of intent to engage in sexual activity or advocating to engage in sexual activity with a minor. The behavior threatens to release a minor's telephone number, residential address,

images, or email address, calls for or states an intent to engage in threats of violence, humiliation, or criminal activity against a minor, or degrades or expresses disgust toward a minor who is depicted in the process of or right after menstruating, urinating, vomiting, or defecating.

By clarifying the meaning of 'severe and pervasive' to minors rather than utilizing the word 'pupil,' it appears that the bill expands these concerns beyond students and issues related to school and the school day. It also provides clear action items that must be completed by the social media platform and reports that must be filed within certain timelines and addressed regularly as they relate to the reporting of these issues.

Organizations in Support:

- Half the Story Project (Sponsor)
- Children's Advocacy Institute - University of San Diego School of Law

Organizations in Opposition: None on File

Status: As of March 12, 2024, this bill is pending a hearing in the Senate Judiciary Committee.

Board Meeting – March 19, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

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

Board Meeting – March 19, 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
March 19 - June 30, 2024

<p>MARCH 19 2024</p> <p>2:30 p.m. Study Session: Los Padrinos Juvenile Court School 3:00 Board Meeting</p> <p>Presentation: Recognition of the 2023-24 Visual and Performing Arts Competition and Events Rpt: Juvenile Court Schools Report</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Declaring April as “Sexual Assault Awareness Month” and April 24, 2024 as “Denim Day” at the Los Angeles County Office of Education</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 41: Recognizing Dolores Huerta Day, April 10, 2024</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No.42: Recognizing Armenian Genocide Remembrance Day, April 24, 2024</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 43: Recognizing National Child Abuse Prevention Month, April 2024</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 44: Recognizing Earth Day as April 22, 2024</p> <p>Consent Rec: Adoption of Board Resolution No. 45: Recognizing National Arab American Heritage Month, April 2024</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. 46: to Establish a Month of April 2024 as Public Schools Month</p> <p>Consent Rec/Bd. Res.: Acceptance of Project Funds No. 77</p> <p>Rec: Approval of Head Start/Early Head Start 2024-25 Consolidated Funding Application with Attached Staff Report</p> <p>Rec: <u>Approval of First Reading on Board Policy (BP), Administrative Regulation (AR) 0460 (Local Control and Accountability Plan), BP 0520 (Intervention in Underperforming Schools), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP/AR 3400 (Management of LACOE Assets/Accounts), BP/AR 3311 (Bids), BP/AR 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP/AR 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)</u></p> <p>Rec: Approval of 2022-23 Annual Report of Performance Data for LACOE-Operated Educational Programs</p> <p>Rec: Los Angeles County Board of Education Discussion and Approval of California County Board of Education (CCBE) Transition Letter to California Schools Boards Association (CSBA)</p> <p>Rec: Adoption of the AB 922 Los Angeles County Triennial Plan for Expelled Students 2024 – AB 922 (Enclosure)</p> <p>Rec: Approval of Position Recommendation Report PRR 2.0 – March 2024</p> <p>Info. Items: Notice of Salary Increase by County Superintendent for Specified LACOE Employee</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Dominic C. v. Los Angeles USD 2. Mario G. v. Inglewood USD 3. Ruby G. v. Inglewood USD <p>**Cesar Chavez Day – Monday, March 25, 2024</p>	
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<p>APRIL 2 2024</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of 2023-24 Science and Math Competition and Other Events</p> <p>Rec: <u>Approval of First Reading on Board Policy (BP), Administrative Regulation (AR) 0460 (Local Control and Accountability Plan), BP 0520 (Intervention in Underperforming Schools), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP/AR 3400 (Management of LACOE Assets/Accounts), BP/AR 3311 (Bids), BP/AR 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP/AR 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)</u></p> <p>Rec: <u>Approval of Second Reading and Adoption on Board Policy (BP), Administrative Regulation (AR) 0460 (Local Control and Accountability Plan), BP 0520 (Intervention in Underperforming Schools), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP/AR 3400 (Management of LACOE Assets/Accounts), BP/AR 3311 (Bids), BP/AR 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP/AR 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)</u></p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Kaicheng M. v. Los Angeles USD (Mandarin Interpreter) 2. Julio R. P. v. Los Angeles USD (Spanish Interpreter) 3. Nahomy S. v. Inglewood USD (Spanish Interpreter) 4. Nicole G. v. Inglewood USD (Spanish Interpreter) 5. Esther S. v. Azusa USD (Spanish Interpreter) 6. Zachieus B. v. Los Angeles USD 7. Honesty F. v. Los Angeles USD 8. Gilbert G. v. Los Angeles USD 9. Hailey B. v. Los Angeles USD 10. Mario G. v. Inglewood USD 11. Ruby G. v. Inglewood USD 12. Ashley I. v. Inglewood USD 13. Lyanna A. v. Charter Oak USD 14. Christopher F. v. Long Beach USD 15. Indyia T. v. Torrance USD 	<p>APRIL 16 2024</p> <p>2:30 Board Audit Committee Meeting 3:00 Board Meeting</p> <p>Presentation: 2023-24 Los Angeles County Academic Decathlon Winners</p> <p>Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites</p> <p>Rpt: Update on Juvenile Court Schools</p> <p>Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2024</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. ___ to recognize May __, 2024, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County – Comm</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. ___ to recognize May __, 2024 as Classified School Employees Week in Los Angeles County – Comm</p> <p>Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: May Day, May __, 2024</p> <p>Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024, as National School Nurse Day – CWSS</p> <p>Consent Rec: Adoption of Board Resolution No. __: to recognize May 2024, as National Foster Care Month – CWSS</p> <p>Consent Rec: Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2024</p> <p>Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2024 as Harvey Milk Day</p> <p>Consent Rec: Adoption of Board Resolution No. __: National Mental Health Month, May 2024</p> <p>Rec: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p> <p>Rec: Approval of Educational Programs 2023-24 Textbooks and Instructional Materials Disposal List</p> <p>Rec: <u>Approval of Second Reading and Adoption on Board Policy (BP), Administrative Regulation (AR) 0460 (Local Control and Accountability Plan), BP 0520 (Intervention in Underperforming Schools), BP 6146.1 (High School Graduation Requirements), BP 6146.4 (Differential Graduation and Competency Standards for Students with Disabilities), BP 5116.2 (Involuntary Student Transfers), BP/AR 3400 (Management of LACOE Assets/Accounts), BP/AR 3311 (Bids), BP/AR 3311.1 (Uniform Public Construction Cost Accounting Procedures), BP/AR 5131.2 (Bullying) and Board Bylaw (BB) 9321 (Closed Session) (Enclosure)</u></p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Alana M. v. Inglewood USD (Spanish Interpreter) 2. Nicholas L. v. Los Angeles USD 3. Marco L. G. v. Los Angeles USD 4. Oscar A. N. M. v. Los Angeles USD 5. Willow L. Los Angeles USD 6. Ace G. v. Inglewood USD 7. Anthony V. v. Compton USD
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APRIL 9 - Cancelled

3/19/24

<p>MAY 7 2024 3:00 Board Meeting Presentation: Day of the Teacher 2024 Rpt: Quarterly Budget Report – 3rd Quarter</p> <p>**Memorial Day – Monday, May 27, 2024</p>	<p>MAY 14 2024 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Los Angeles County Regional Spelling Bee Rpt: Update on Juvenile Court Schools Rpt: <u>Advancing Innovation: AI Initiative Progress Report</u> Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2024-25 Fiscal Year</p> <p>MAY 21 3:00 Board Meeting Presentation: History Day Awards 2024 Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2024 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2024</p>
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<p>JUNE 4 2024 3:00 Board Meeting Presentation: <u>Recognition of 2023-24 Science and Math Competition and Other Events</u> Rpt: Quarterly Budget Report – Estimated Actuals Rpt: Report on Policies Rpt: Los Angeles County Office of Education’s Proposed Budget 2024-25 (Enclosure) Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2024 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2024-2025, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 11 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2024-25 Proposed Budget Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p> <p>**Juneteenth Day – Wednesday, June 19, 2024</p>	<p>JUNE 18 2024 3:00 Board Meeting Presentation: Academic Bowl 2024 Rpt: Update on Juvenile Court Schools Consent Rec: Adoption of Board Resolution No. __: 2024-25 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2024-25 Proposed Budget Rec: Los Angeles County Office of Education – Differentiated Assistance Plan 2024-25</p>
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Board Meeting – March 19, 2024

Item VIII. Informational Items

C. Notice of Salary Increase by County Superintendent for Specified LACOE Employee

Pursuant to Education Code Section 1302, the Superintendent informs the County Board that the salary of the following individual is increased for the Board's discussion.

- Daisy Esqueda, Chief of Staff and Strategic Initiatives