

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

Board Member Remote Participation:

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

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

Meeting ID: 822 2518 9839

Passcode: 241814

No. 12 2024-2025

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 November 12, 2024 2:30 p.m.

Dr. Ramirez

STUDY SESSION: Universal Pre-K and Career Development – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Johnson

A. Call to Order

Mrs. Foggy-Paxton

B. Pledge of Allegiance

Dr. Duardo

C. Ordering of the Agenda

Dr. Johnson

D. Approval of the Minutes

1. October 15, 2024

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / ASSOCIATIONS / HEAD START POLICY COUNCIL / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS

Dr. Duardo

A. Public Hearing Regarding the Classified Employee's Appointee to Personnel Commission

V. REPORTS / STUDY TOPICS

Mr. Valles

A. Williams Legislation Annual Report of Findings for the 2023-24 School Visits and Monitoring (Enclosure)

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Adoption of Board Resolution No. 23: National Special Education Day, December 2, 2024

B. Adoption of Board Resolution No. 24: International Migrants Day, December 18, 2024

C. Approval for Disposal of Surplus E-Waste and Recycle Property

D. Acceptance of Project Funds No. 24

E. Acceptance of Project Funds No. 25

F. Acceptance of Project Funds No. 26

G. Acceptance of Project Funds No. 27

- H. Acceptance of Project Funds No. 28
- I. Acceptance of Project Funds No. 29

VII. RECOMMENDATIONS

- Dr. Johnson A. Approval of Board Resolution: 25: 2024-25 Establishing Institutional Membership in the Association of California County Boards of Education
- Dr. Ramirez B. Approval of Head Start and Early Learning Division Community Assessment with Attached Staff Report
- Dr. Johnson C. Appointment to California School Boards Association (CSBA) Delegate Assembly

VIII. INFORMATIONAL ITEMS

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

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Johnson A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Denny Z. v. San Marino USD (Mandarin Interpreter)
 - 2. Derry Z. v. San Marino USD (Mandarin Interpreter)
 - 3. Liam B. v. Wiseburn USD
 - 4. Annabella L. v. Azusa USD
 - 5. Julia K. v. Torrance USD
 - 6. Zelda C. v. Torrance USD
 - 7. Isaiah C. v. Hawthorne SD
 - 8. Sofia G. v. Hawthorne SD
 - 9. Grace H. v. El Segundo USD

- Dr. Johnson X. ADJOURNMENT

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, October 15, 2024

A meeting of the Los Angeles County Board of Education was held on Tuesday, October 15, 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. Theresa Montaña, and Dr. Stanley L. Johnson, Jr.; Student Board Member: Ms. Jimena* (**remote*)

UNCOMPENSATED: Dr. Monte E. Perez

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

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:06 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Dr. Chan led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that Interdistrict Attendance Appeals Nos. 4 and 5 were released by the district.

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

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, Dr. Montaña, and Dr. Johnson.

APPROVAL OF THE MINUTES -

- October 8, 2024 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to approve the October 8, 2024 minutes as presented.

Yes vote: Ms. Jimena, Dr. Chan, Mr. Cross, Ms. Forrester, Dr. Montaña, and Dr. Johnson.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Dr. Chan congratulated LACOE for winning the CSBA Golden Bell Award and highlighted Reading Write.

Dr. Chan mentioned the formation of the Association of California County Boards of Education (ACCBE) and invited the Board to participate in the October 28th Webinar to introduce the organization.

Dr. Montano indicated that she attended the ALAS Summit in Monterey on October 9-12. She said that she attended workshops on equity and diversity as well as the Gala to honor Dr. Duardo who was honored with Superintendent of the Year award.

Dr. Montano said that she was invited by Hispanas Organized for Political Equality (HOPE) to do a presentation on the importance of student voices and speaking up in this election year. Dr. Montano said that the HOPE Regional Institute and Leadership Hubs is an exciting new initiative aimed at creating multi-generational leadership pipelines and “hubs” for on-going local advocacy in key regions in the state. This inaugural class is a groundbreaking step and commitment to fostering leadership and empowerment among Latinas seeking to fill key leadership and advocacy roles. She said it was a powerful, intelligent and articulate group.

Mrs. Foggy-Paxton joined Board meeting at 3:13 p.m.

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

Migrant Education Program

- Migrant Education Program unit hosted the 13th Annual Youth Summit at California State University, Long Beach, on Saturday, October 12, 2024.
- This event brought together over 250 participants, including students, parents, and school district personnel from 18 school districts.
- Mr. Ruben Valles, Chief Academic Officer, welcomed the attendees, and the keynote speaker, Mr. Pedro Moreira, a Jet Propulsion Laboratory (JPL) NASA Mechanical Engineer and first-generation college student, shared his inspiring journey.
- The day was filled with enriching workshops and a campus tour, all designed to empower students for their future careers.

FCMAT Oversight Visit Interview

- Last week, I had the opportunity to meet with FCMAT team members for their annual oversight review interview.
- Every year – FCMAT does a comprehensive review of the Inglewood USD on the 5 operational areas.
- In addition to their comprehensive review – they conduct an oversight assessment of my role and LACOE’s role in supporting IUSD on their journey out of state receivership.
- The feedback from FCMAT was overwhelmingly positive.
- I am proud of the support and work LACOE has done to ensure that Inglewood USD exits receivership
- I look forward to receiving their report.

Radio Show with Dr. Tyrone Howard

- Last week, I was also able to join Dr. Tyrone Howard for his radio show.
- This was a great opportunity to share about the work of LACOE.

- I highlighted our two specialized high schools, the challenges we are facing in our juvenile court schools and how we are working through some of the barriers to student learning.
- I also had the opportunity to showcase the work we have done with our Community Schools Initiative.
- Dr. Duardo thanked Dr. Tyrone Howard for always being a great partner to LACOE.

GAIN Highlight

- The GAIN Division held its annual October In-Service Day yesterday, themed “A Brand New Day,” celebrating their contract renewal and partnership with LA County DPSS.
- Deputy Superintendent Dr. Ruth Perez, Chief Educational Officer Dr. Maricela Ramirez, and Director Neha Patel delivered inspiring opening remarks.
- The day featured activities showcasing accomplishments, future goals, and the importance of gratitude, setting the stage for a year of growth and collaboration.

GAIN Highlight

- On October 10th, GAIN collaborated with LA County Departments, Supervisor Solis’ East LA Team, and various partners, bringing together employers and community resource providers.
- Over 400 registered online, and more than 300 job seekers attended. LA County Supervisor Hilda Solis made a surprise visit, thanked LACOE’s leadership, and presented GAIN with a commendation.
- Special thanks to Director Neha Patel, Sharon Beard, Irma Lopez, Martin Evans, Nathan Auzenne, and all the staff who supported the event.

COMMUNICATIONS: PUBLIC

Ms. Esmeralda Flores, LACHSA’s Equity Coordinator addressed the County Board.

PRESENTATIONS (None)

HEARINGS

PUBLIC HEARING ON MAGNOLIA SCIENCE ACADEMY, GRADES 6-12: RENEWAL PETITION

Education Code Section 47607 and 47605(b) provides that within 60 days after receiving a request for a charter petition, the County Board shall hold a public hearing on the provisions of the charter of Magnolia Science Academy, Grades 6-12, and the Board shall consider the level of support for the material revision by teachers employed by the districts, other employees of the district, and parents.

The County Board had questions on this item.

Mr. Alfredo Rubalcava, Chief Executive Officer, addressed the County Board in support of the Public Hearing on the charter petition to establish Magnolia Science Academy. The following individuals addressed the County Board in support of this item: Maria Hellstrom, Jessica Camacho, Daniel Aburto, Monica Hernandez Camey, Abigail Almira, and Kenji Ramos.

PUBLIC HEARING ON *MAGNOLIA SCIENCE ACADEMY-2, GRADES 6-12: RENEWAL PETITION*

Education Code Section 47607 and 47605(b) provides that within 60 days after receiving a request for a charter petition, the County Board shall hold a public hearing on the provisions of the charter of Magnolia Science Academy-2, Grades 6-12, and the Board shall consider the level of support for the material revision by teachers employed by the districts, other employees of the district, and parents.

The County Board had questions on this item.

Mr. David Garner, Principal for Magnolia Science Academy-2, addressed the County Board in support of the Public Hearing on the charter petition to establish Magnolia Science Academy-2. The following individuals addressed the County Board in support of this item: Idalid Escalante, Brenda Velasquez, Delmis Lorenzo, Christopher Menjivar, Kelsey Aleman, Eddy Islas and Lucia Simoraya.

PUBLIC HEARING ON *MAGNOLIA SCIENCE ACADEMY-3, GRADES 6-12: RENEWAL PETITION*

Education Code Section 47607 and 47605(b) provides that within 60 days after receiving a request for a charter petition, the County Board shall hold a public hearing on the provisions of the charter of Magnolia Science Academy-3, Grades 6-12, and the Board shall consider the level of support for the material revision by teachers employed by the districts, other employees of the district, and parents.

The County Board had questions on this item.

Mr. Zekeriya Ocel, Principal for Magnolia Science Academy-3, addressed the County Board in support of the Public Hearing on the charter petition to establish Magnolia Science Academy-3. The following individuals addressed the County Board in support of this item: Ms. Terrence Ever, Maria Ramirez Vasquez, Marissa Chambers, Michael Simmons, and Maria Santa Cruz.

Idalid Escalante, Brenda Velasquez, Delmis Lorenzo, Christopher Menjivar, Kelsey Aleman, Eddy Islas and Lucia Simoraya.

REPORTS / STUDY TOPICS

UNIFORM COMPLAINT PROCEDURE QUARTERLY REPORT FOR EDUCATIONAL PROGRAMS, JULY 1 TO SEPTEMBER 30, 2024

Dr. Erin Simon, Associate Superintendent of Special Programs Support and Transformation, and Dr. Jim Anderson, SELPA Director III, shared there was 1 complaint that was filed and is being investigated.

The County Board had no questions related to this item. There were no public speakers for this item.

CONSENT CALENDAR RECOMMENDATIONS

ADOPTION OF BOARD RESOLUTION NO. 19: 2024-25 GANN LIMIT

The Superintendent recommended that the County Board approve Board Resolution No. 19.

ADOPTION OF BOARD RESOLUTION NO. 20 TO RECOGNIZE NOVEMBER 2024 AS NATIONAL HOMELESS YOUTH AWARENESS MONTH

The Superintendent recommended that the County Board approve Board Resolution No. 20.

ADOPTION OF BOARD RESOLUTION NO. 21 TO RECOGNIZE NOVEMBER 2024 AS CALIFORNIA SIKH AMERICAN AWARENESS AND APPRECIATION MONTH

The Superintendent recommended that the County Board approve Board Resolution No. 21.

APPROVAL OF BOARD RESOLUTION NO. 22 TO RECOGNIZE NOVEMBER 2024 AS NATIONAL NATIVE AMERICAN HERITAGE MONTH

The Superintendent recommended that the County Board approve Board Resolution No. 22.

There were no Public Speakers for this item.

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

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

RECOMMENDATIONS

APPROVAL OF SECOND READING AND ADOPTION OF BOARD POLICY (BP), BP 0410 (NONDISCRIMINATION IN LACOE PROGRAMS AND ACTIVITIES), BP 1312.3 (UNIFORM COMPLAINT PROCEDURES), BP 5145.3 (NONDISCRIMINATION/HARASSMENT), BP 5145.7 (SEX DISCRIMINATION AND SEX-BASED HARASSMENT), BP 5146 (MARRIED/PREGNANT/PARENTING STUDENTS), BP 0420.4 (CHARTER SCHOOLS), BP 3516 (EMERGENCIES AND DISASTER PREPAREDNESS PLAN), BP 5113 (ABSENCES AND EXCUSES), BP 6158 (INDEPENDENT STUDY) AND BP 6164.2 (GUIDANCE/COUNSELING SERVICES) (ENCLOSURE)

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

The County Board had questions related to this item.

There were no Public Speakers for this item.

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

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

APPROVAL OF COMPREHENSIVE SCHOOL SAFETY PLANS (CSSPS) FOR THE DIVISION OF STUDENT PROGRAMS WITH ATTACHED STAFF REPORT (ENCLOSURE)

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

The County Board did not have questions related to this item.

There were no Public Speakers for this item.

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Comprehensive School Safety Plans.

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

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

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

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

Dr. Perez indicated that the next Board meeting would be on November 12, 2024.

The County Board took a short break.

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

MAYA P. V. NEWHALL SCHOOL DISTRICT

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

The appellant was not present but was represented by her parents Mr. Derek Pratt and Mrs. Mary Pratt. Gina Ramallo, Executive Director of Student Support Services represented Newhall School District

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

ROXANNE O. V. AZUSA UNIFIED SCHOOL DISTRICT

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

The appellant was not present but was represented by her mother, Mrs. Jennifer Cabrera. Mr. Paul Hernandez, Director of Student Support Services, represented Azusa Unified School District

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

ANTHONY G.. V. AZUSA UNIFIED SCHOOL DISTRICT

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

The appellant was not present but was represented by his parents Mr. Gilberto Gonzalez and Mrs. Alma Gonzalez. Mr. Paul Hernandez, Director of Student Support Services, represented Azusa Unified School District

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

~~**SHAELA F. V. COMPTON UNIFIED SCHOOL DISTRICT**~~ - *District released.*

~~**BENJAMIN F. V. COMPTON UNIFIED SCHOOL DISTRICT**~~ - *District released.*

ADJOURNMENT

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

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

The meeting adjourned at 7:24 p.m.

Board Meeting – November 12, 2024

Item Study Session

A. Universal Pre-K and Career Development

Head Start and Early Learning Division will present a Study Session on Universal Pre-K and Career Development.



Los Angeles County
Office of Education



Universal PreKindergarten Study Session

Head Start and Early Learning Division



LACOE's UPK Mission

***Transforming early education,
one **joyful** learning experience at a time.***



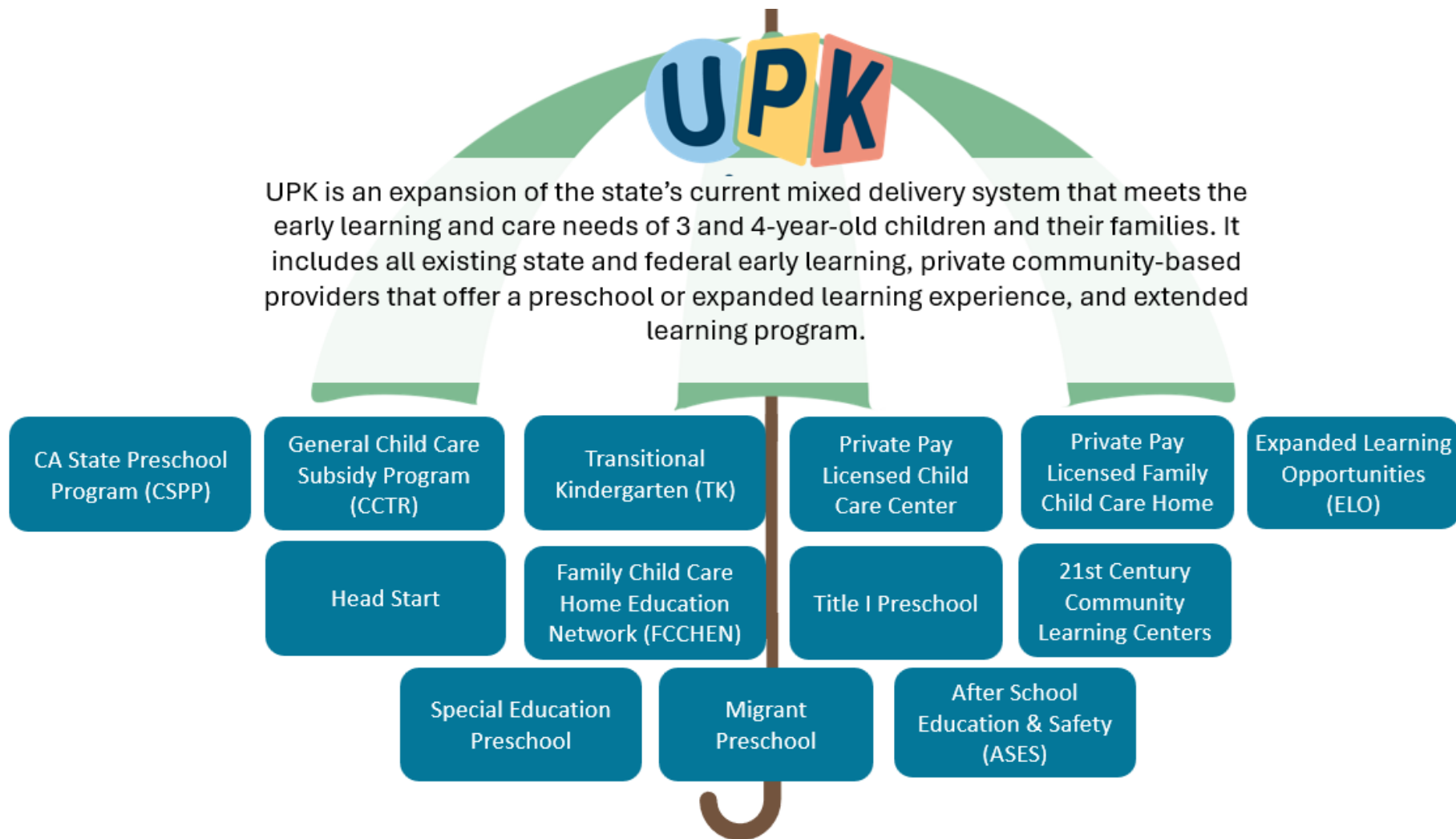


Universal
PreKindergarten

*California's
Great Start*

What is Universal PreKindergarten?

UPK is an expansion of the state's current mixed delivery system that meets the early learning and care needs of 3 and 4-year-old children and their families. It includes all existing state and federal early learning, private community-based providers that offer a preschool or expanded learning experience, and extended learning program.





LACOE UPK Journey

"Transforming early education, one JOYFUL learning experience at a time."

● 2025-26: Expected Outcomes

Transformative journey that will equip all LEA and Charter Schools with robust systems to support children in achieving a successful pathway to college and career readiness.

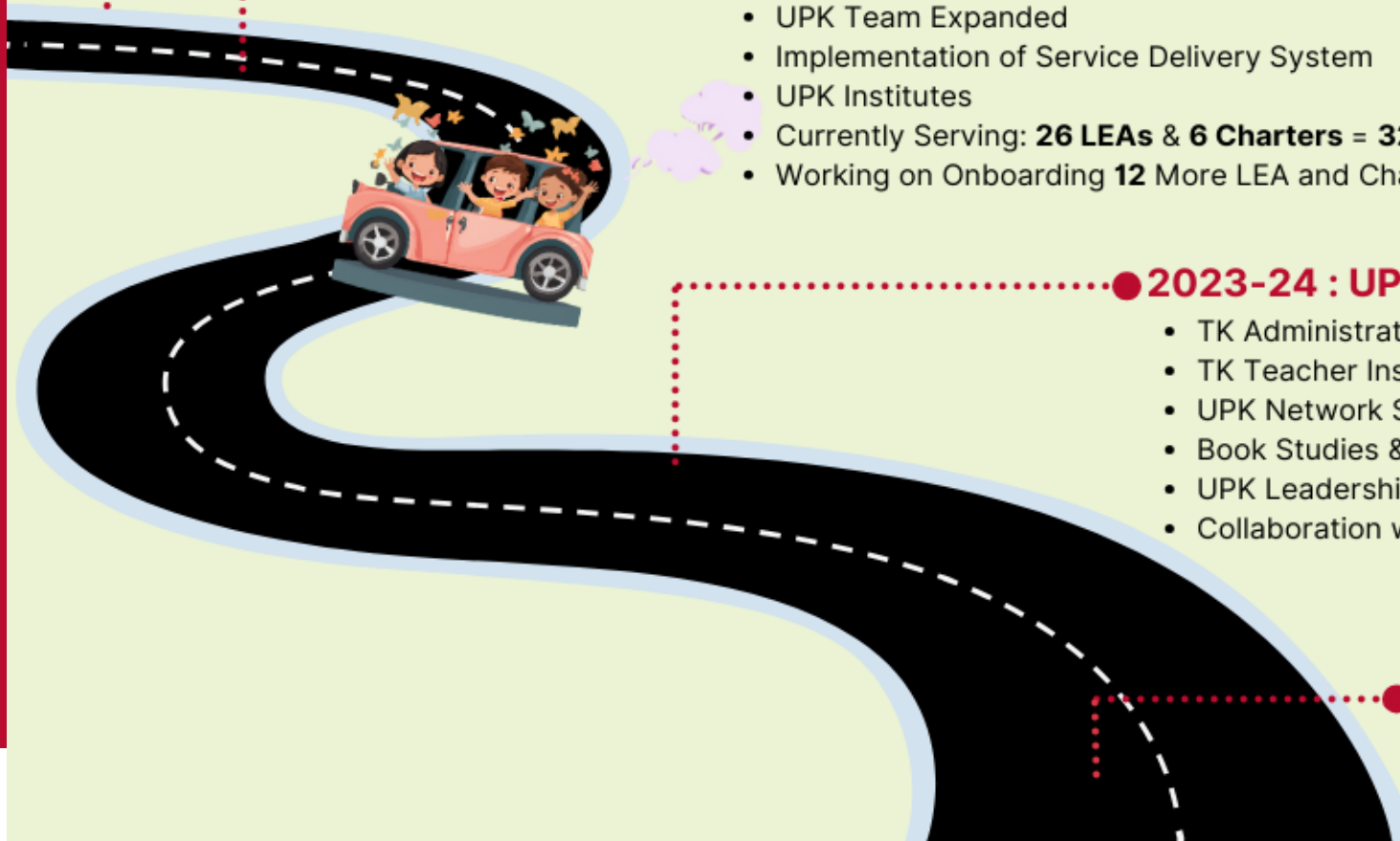
● 2024-25: UPK Service Delivery System

- UPK Team Expanded
- Implementation of Service Delivery System
- UPK Institutes
- Currently Serving: **26 LEAs & 6 Charters = 32**
- Working on Onboarding **12** More LEA and Charters

● 2023-24 : UPK Deliverables

- TK Administrator Institute
- TK Teacher Institute
- UPK Network Sessions
- Book Studies & Communities of Practice
- UPK Leadership Meetings
- Collaboration with Internal/External Partners

● 2022: UPK P&I Grant Implementation of Grant



LACOE UPK Service Delivery Timeline

PHASE I Discovery

WITHIN FIRST 30–60 DAYS

- Initial meeting & **introduction** to your LACOE UPK Team
- **Collaborate** with the director, coordinator or principal to review UPK plan and **reflect** on program data and goals
- **Co-create** UPK Collaborative Road Map

PHASE II Planning

- Informal observation of classrooms using UPK **walkthrough checklist**
- **Co-create** goals & action steps
- **Plan** educational goals & PD based on formative & summative data
- **Analyze** TK school and district data to support Service Delivery Plan

PHASE III Implementation

- **Professional Development & Trainings** (Regional or District level)
- **Technical Assistance**
 - Classroom observations
 - Data collection
 - Debrief feedback session
- **Classroom coaching:** one-to-one or group coaching (*identified sites)

PHASE IV Ongoing Support

- Continuous classroom observation
- Phases I–III in motion
- Mid-course corrections
- Check-ins and reflections



2024-2025 Successes

	Discovery Meetings	Professional Development	Communities of Practice, Book Study	Coaching Opportunity	UPK Institutes
Phase I: Discovery	32				
Phase II: Planning		Continuous Planning	400+ teachers		
Phase III: Implementation		1,296+ TK, ECE Teachers, Admin Leaders	Calendar 2024-25	42	350 Participants (1st Institute)

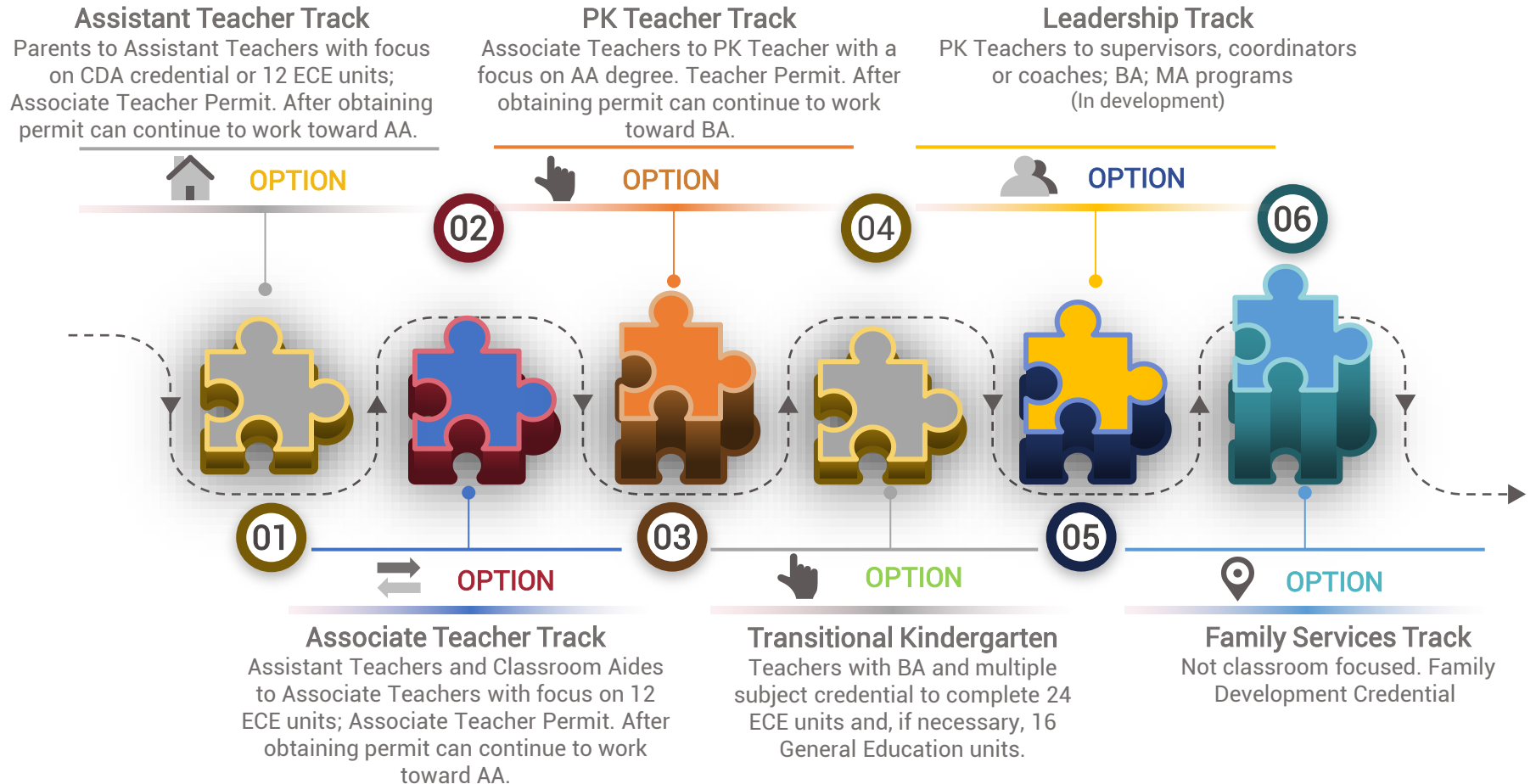


Opportunities for Continued Work Across Regions

Adapt	Adopt	Abandon
Continue to onboard LEAs and charter schools	Create sustainable support systems of professional development for TK teachers	Mixed messages of UPK across LACOE divisions
Engage in LACOE department meetings across divisions to share and align UPK initiative	Continue to work toward P-3 alignment and developmentally appropriate practices to reduce equity gaps and provide more inclusive teaching practices	Siloed efforts across LACOE divisions
Partner with external organizations to collaborate and work together to provide support to LEA and charter schools	Continue to support LEA and charter schools to adopt and implement the five-year TK plan	K-12 mentality for TK implementation



UPK Career Development Initiative





UPK-CDI Funding Sources

- California Community Foundation - \$121,000
- Educator Effectiveness Grant - \$300,000
- Early Education Teacher Development Grant - \$16M
 - Beginning Teacher Program
 - California Preschool Instructional Network
- Teacher Residency Implementation Grant - \$1M
 - Partner Institutes of Higher Education
 - UC Merced - Merced County
 - UCLA - Los Angeles County
 - UC Berkeley - SF Bay Area
- LA County Dept. of Economic Opportunity - \$500,000



UPK-CDI Funding Supports

- Laptops
- Permits/Credentials
- Live Scans
- Tuition Fees
- Tutoring Support
- Books and Supplies
- CPR Training and Certification
- On-the-Job Training (OJT) Stipend
- Mileage and Childcare Reimbursement

UPK-CDI Pathways Success

Assistant Teacher Pathway



Completed Pathway
103



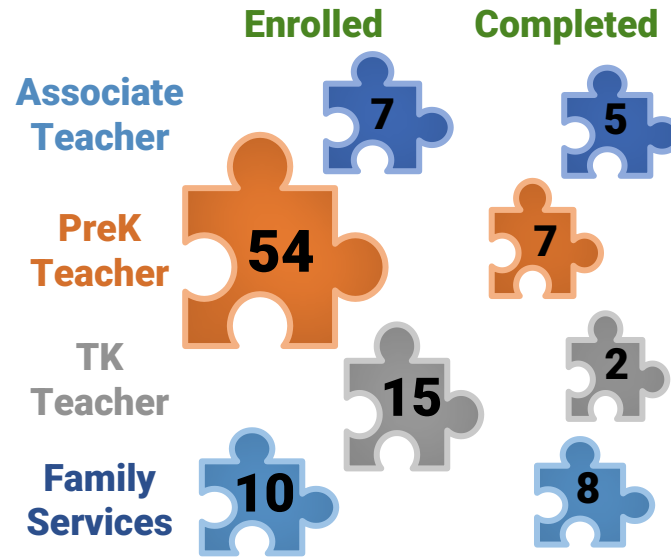
Currently Enrolled
55



Hired in Head Start Classrooms
62

Icons created by Freepik from Flaticon.com

Additional Pathways



All totals from CDI launch in April 2022 through August 30, 2024

Organizational Partners

4 Colleges & Universities



7 Nonprofit Organizations



4 School Districts



5 County, State, Federal & Philanthropic Funders





UPK-CDI Pathways Success

UCLAx Assistant Teacher Pathway





UPK-CDI Pathways Success

WLAC ECE Apprenticeship Program Assistant Teacher



EARLY CHILDHOOD EDUCATION

Los Angeles Needs More Early Education Teachers. How About Parents?

By [Elly Yu](#)

Published Apr 12, 2024 9:30 AM



Darya Carranza, right, at a park with her 20-month-old daughter, Angelina. Carranza is training to become an early childhood educator.





UPK-CDI Future Opportunities

ECE Bachelor's Degree Pathway – BA Degree

University of California TK Residency – P-3 Credential

Beginning Teacher Program – P-3 Credential

High School to ECE Pathway – Associate Teacher Permit





Working Toward Sustainability

- State funding for UPK Planning & Implementation and the UPK Career Development Initiative **sunsets on June 30, 2026.**
- But the need for supporting LEAs and charters and training new teachers remains.
- LACOE is engaging with lawmakers in Sacramento to establish ongoing funding for all county offices of education to continue supporting these efforts.



Los Angeles County
Office of Education



Thank You/ Questions

Board Meeting – November 12, 2024

Item IV. Hearings

A. Public Hearing Regarding the Classified Employee's Appointee to Personnel Commission

In accordance with Personnel Commission Rule 4205.2, Subsequent Terms of Office, "When the vacancy is the classified employee's appointee, the classified employees shall submit the name of its nominee to the County Superintendent at least thirty days prior to the date on which the vacancy will occur. Timely manner compliance with this rule means that the name shall be submitted in sufficient time to be placed on a Board agenda during the month of November. The County Superintendent shall appoint the nominee to be effective on the date on which the vacancy occurs."

On October 29, 2024, SEIU notified the Superintendent of its nominee. Therefore, it is during its November 12, 2024, meeting, in accordance with Education Code Section 45246, the Superintendent will announce Mr. Henry Perez' appointment to the Personnel Commission. The Education Code requires a public hearing for the purpose of public comment. At the completion of the hearing, the Superintendent will appoint the nominee. The duration of the appointment will be from December 1, 2024, to November 30, 2027.

The appointee to the Personnel Commission must meet the following criteria:

1. Resident of Los Angeles County
2. Registered voter in the County of Los Angeles
3. Known adherent to the principles of the Merit System
4. Not a current, regular LACOE employee or member of any school district governing board.

It has been determined that Mr. Henry Perez satisfies criteria.

October 29, 2024

OFFICERS

Max Arias, Executive Director
Conrado Guerrero, President
Elizabeth Thomas-Parker, Vice President
Monique Majeed-Williams, Treasurer
Maria Urenda, Secretary

**CHILD CARE PROVIDERS
DELEGATES**

Leidy Milla Bernasconi
Cristian Paloma Corona
Sylvia Hernandez

HIGHER EDUCATION DELEGATES

Shandor Batoczki
Christzann Ozan
Felicia Torres

LAUSD AT-LARGE DELEGATES

Ryan Jack
Charmell Lee
Symbria Virgen

LAUSD D1 DELEGATE

Richard Gatewood

LAUSD D2 DELEGATE

Alice Rivera

LAUSD D6 DELEGATE

Kathleen "Kat" Hamm

LAUSD D7 DELEGATE

Michael Smith

SMALL K-12 DELEGATES

Nedra Ford
Anthony Jackson
Kathy Yates

RETIRED DELEGATE

Gloria Genyard

Debra Duardo, M.S.W., Ed.D.
Superintendent, Los Angeles County Office of Education
9300 Imperial Highway
Downey CA 90242-2890

SUBJECT: Personnel Commission Nomination

Dear Superintendent Duardo:

This is to inform you that the Service Employees International Union Local 99 hereby nominates Henry Perez to serve as a member of the LACOE Personnel Commission, pursuant to the State of California Education Code 45245. We respectfully request that you forward Mr. Perez' nomination to the LACOE Board of Education to accomplish his appointment to the Personnel Commission.

Mr. Perez' contact information is as follows: telephone - (562) 480-2835; email - henry@innercitystruggle.org.

Thank you for your attention to this matter.

Sincerely,



Lester García
Senior Advisor, Government and External Relations
SEIU Local 99

C:

Executive Director, Classified Human Resources, Personnel Commission Office
Damita Carey-Smith, Chief Steward, SEIU Local 99

Board Meeting – November 12, 2024

Item V. Reports / Study Topics

- A. Williams Legislation Annual Report of Findings for the 2023-24 School Visits and Monitoring (Enclosure)

Williams legislation directs and authorizes the Los Angeles County Superintendent of Schools to visit and monitor identified schools across the county to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers. District and school data are presented for the 2023-24 academic year, the second year of the current cohort of identified schools.

Ms. Dina Wilson, Director III of Accountability, Support and Monitoring will present the report. Williams' unit managers, responsible for facilities, instructional materials, and teacher assignment and monitoring, are available to respond to questions.

WILLIAMS LEGISLATION

Findings of School Visits and Monitoring

2024 Annual Report

(Covering Inspections and Monitoring in the 2023-24 School Year)

Presented to the
Los Angeles County Board of Education

by
Debra Duardo, M.S.W., Ed.D.
Los Angeles County Superintendent of Schools



**Los Angeles County
Office of Education**

Serving Students ■ Supporting Communities ■ Leading Educators

WILLIAMS LEGISLATION

Findings of School Visits and Monitoring

2024 Annual Report

(Covering Inspections and Monitoring in the 2023-24 School Year)

Presented to the

Los Angeles County Board of Education

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

Monte E. Perez, Ph.D., Vice President

Yvonne Chan, Ed.D., Board Member

James Cross, Board Member

Andrea Foggy-Paxton, Board Member

Betty Forrester, Board Member

Theresa Montaña, Ed.D., Board Member



**Los Angeles County
Office of Education**

Serving Students ▪ Supporting Communities ▪ Leading Educators

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

Los Angeles County Superintendent of Schools

2024 Annual Report to the Los Angeles County Board of Education (Covering inspections and monitoring in the 2023-24 school year)

Contents

Executive Summary	page 1
Countywide Findings of Visits and Monitoring:	
School Facility Conditions	page 5
Instructional Materials Sufficiency	page 7
Teacher Assignment Monitoring	page 9
Uniform Complaints Received	page 11
First District	
School Facility Conditions	page 12
Instructional Materials Sufficiency	page 19
Teacher Assignment Monitoring	page 26
Uniform Complaints Received	page 33
Second District	
School Facility Conditions	page 36
Instructional Materials Sufficiency	page 44
Teacher Assignment Monitoring	page 52
Uniform Complaints Received	page 60
Third District	
School Facility Conditions	page 63
Instructional Materials Sufficiency	page 66
Teacher Assignment Monitoring	page 69
Uniform Complaints Received	page 72
Fourth District	
School Facility Conditions	page 75
Instructional Materials Sufficiency	page 80
Teacher Assignment Monitoring	page 84
Uniform Complaints Received	page 88
Fifth District	
School Facility Conditions	page 91
Instructional Materials Sufficiency	page 97
Teacher Assignment Monitoring	page 103
Uniform Complaints Received	page 109



WILLIAMS Legislation

Los Angeles County Superintendent of Schools

2024 Annual Report to the Los Angeles County Board of Education (Covering inspections and monitoring in the 2023-24 school year)

Executive Summary

Introduction

The Los Angeles County Office of Education (LACOE), under the leadership and authority of the Los Angeles County Superintendent of Schools, Dr. Debra Duardo, visited and monitored low-performing schools across the county in 2023-2024 as required by the Williams legislation. These laws seek to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers.

Superintendent Duardo is committed to meeting the intent of the law by ensuring educational equity. LACOE's guiding principles in this endeavor have been to place the needs of students first, and to work in partnership with Local Education Agencies to identify and solve problems.

Background

Williams v. California is a class-action lawsuit filed in May 2000 claiming that the state's poorest children are being denied equal educational opportunities. Settlement of the lawsuit in August 2004 resulted in a package of laws, known as the "Williams legislation," aimed at identifying and correcting impediments to student academic success outlined in the lawsuit.

The legislation seeks to ensure that:

- All students have access to standards-aligned instructional materials and textbooks.
- All students have access to school facilities that are clean, safe, and functional.
- Teachers hold the appropriate certification for their assignments and hold the necessary authorization to provide services to English Learners.

Scope of Effort in Los Angeles County

All public schools in California must adhere to the requirements of the Williams legislation. However, focus has been placed on the schools eligible based on Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) status; and/or having fifteen percent or more of the school's teachers that do not possess a valid and clear or preliminary teaching credential were monitored during the 2023-2024 school year.

The list of schools subject to county superintendent review and monitoring is updated every three years to reflect schools that were most recently identified for CSI and ATSI pursuant to the federal Every Student Succeeds Act. This report presents district and school data for the 2023-24 academic year, the third year of the cohort cycle.

Los Angeles County is home to approximately one-third of the students in the state who are the intended beneficiaries of Williams.



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

WILLIAMS Legislation

In 2023-2024, this represents:

- 179,917 students in 309 schools in 34 districts and 91 charter schools across a 4,000-square-mile area.
- 160 elementary schools, 83 middle schools, and 66 high schools

The Williams legislation requires the county superintendent to:

- Conduct annual school visits, to determine instructional materials sufficiency and the condition of facilities.
- Legislation requires that seventy-five percent of the visits be scheduled with advance notice and twenty-five percent of the visits be unannounced.
- Monitor whether teachers have proper classroom assignments and certifications.
- Verify whether the school has provided accurate data in its School Accountability Report Card relevant to instructional materials and facilities maintenance.
- Present quarterly and annual reports to the governing board of each school district, the County Board of Education, the County Board of Supervisors, and the State Superintendent of Public Instruction on the findings of the visits and monitoring.

Findings of Visits/Monitoring for 2023-2024

With the support and cooperation of school and district staff, LACOE visited and reviewed data for the eligible schools during the 2023-2024 school year. This report includes the findings of LACOE's inspections and data reviews conducted during this period. It includes a breakdown of school districts by county supervisorial district. Due to overlapping boundaries, school district data may be reported in more than one supervisorial district. Please note that the report does not provide information regarding actions taken by districts to correct problems or deficiencies as most items are resolved by the districts and their governing board of education.

Following is a countywide summary of findings:

Facilities

In 2023-24, LACOE conducted inspections at 309 school sites to determine if facilities were clean, safe, and functional. The Facility Inspection Tool (FIT) was used to calculate an overall percentage of good repair for each school site with 98.06% scoring in the "Exemplary" and "Good" condition categories.

Legislation requires seventy-five percent of facility visits to be scheduled with advance notice and twenty-five percent of visits to be unannounced. For announced visits, districts are notified two weeks in advance and the schedule is posted on the LACOE website. The inspector reviews approximately fifty percent of the classrooms at the school site, and all common areas and restrooms, using the FIT to document deficiencies. If a condition exists that may pose an emergency or urgent threat to the health or safety of students and staff, it is documented as an Extreme Deficiency and must be remedied within 30 days; verified with a Follow-Up Inspection and an update to the FIT. Inspectors used an electronic tablet to record observations.

Once an inspection is complete, a school administrator and the district are provided with an electronic copy of the LACOE FIT by email which identifies deficiencies observed during the inspection and the status of any Extreme Deficiencies. A Summary of Ratings calculates the rating of the school using a mathematical formula.



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

WILLIAMS Legislation

Of the 309 schools inspected, the results indicate:

- 137 schools in “Exemplary” condition (44.34 percent)
- 166 schools in “Good” condition (53.72 percent)
- 5 schools in “Fair” condition (1.62 percent)
- 1 school in “Poor” condition (0.32 percent)

Schools that receive a final rating of “Fair or “Poor” are eligible for a re-inspection conducted by a different inspector. The results from this re-inspection will be included in the annual report, along with a summary of the previously identified extreme deficiency. If an Extreme Deficiency is corrected prior to the follow-up inspection, the school’s rating is revised accordingly, and only the revised score is reported on the annual report. However, all extreme deficiencies for a Local Education Agency are identified in the annual report.

Textbook Sufficiency

LACOE reviewed teacher survey data from schools to determine whether each student, including English learners, had standards-aligned textbooks or instructional materials, or both, to use in class and to take home. Sufficiency was reviewed for the following subjects: mathematics, science, history-social science, English/language arts, world (foreign) language and health education. Science laboratory equipment sufficiency was reviewed for grades 9 through 12. In some cases, schools were surveyed prior to the actual visits through the use of teacher questionnaires.

Of the 309 schools reviewed and visited, all schools (100 percent) were found to have sufficient instructional materials.

LACOE continues its outreach efforts to inform school site and district administrators of the expectations regarding instructional materials. A Williams Instructional Materials website provides information to assist school and district personnel in achieving a compliant textbook review. School and district personnel indicated the outreach assisted their efforts to provide sufficient materials for all students.

Teacher Assignment

LACOE’s School Financial Services reviews teacher assignment data in the Commission on Teacher Credentialing’s (CTC) California Statewide Assignment Accountability System (CalSAAS) for the schools on the current Williams monitoring list. Each class (whether departmentalized or self-contained) is reviewed to ensure the teacher of record holds the appropriate credential and, when assigned to classes containing English Learner (EL) students, appropriate certifications [Across the 309 Williams sites, there are 37,530 EL students enrolled across all grade levels].

A class with an assigned teacher that does not hold the appropriate credential/certification is counted as a “misassignment”; a class with no permanent teacher assigned is recorded as a “vacancy”.

A review of the CalSAAS teacher assignment data for all classes (both departmentalized and self-contained classes) in the 309 schools found the following:

- 1,081 teacher vacancies
- 185 misassignments in classes involving EL services
- 968 misassignments in classes not involving EL services



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

WILLIAMS Legislation

School Accountability Report Cards (SARCs)

California public schools are required to prepare annual School Accountability Report Cards (SARCs), which provide important information about each school and communicate a school's progress in achieving its goals. The Williams legislation added new reporting requirements to all SARCs beginning with those published in the 2004-05 school year. These reporting requirements include any needed maintenance to ensure good repair of facilities and availability of sufficient textbooks or instructional materials.

As required by the Williams legislation, LACOE reviewed SARCs of Williams eligible schools to verify whether schools provided accurate data relevant to facilities maintenance and textbook sufficiency in their reports published in 2023-2024.

Uniform Complaint

The Williams legislation requires all school districts and county offices of education to use the Uniform Complaint Procedures (UCP) to help identify and resolve textbook shortages, teacher vacancies, mis-assignments, and emergency or urgent facilities conditions. Every public school classroom (including those operated by LACOE) must post a notice advising parents and guardians about their complaint rights. Complaint forms must be available in the school, district office, and on the district's website.

All 79 Los Angeles County school districts and schools operated by the LACOE must provide the county superintendent with a quarterly summary of the number of complaints and number of complaints resolved. A countywide summary of the information provided to LACOE is included in this report. Please note that schools and districts are responsible for monitoring and enforcing the resolution of Williams-related uniform complaints.

Following is a countywide summary of the number of Williams-related uniform complaints reported to LACOE:

July – September 2023:

- Total number of complaints: 144
- Total number of complaints resolved: 140
- Total number of complaints unresolved: 4

October – December 2023:

- Total number of complaints: 113
- Total number of complaints resolved: 108
- Total number of complaints unresolved: 5

January – March 2024:

- Total number of complaints: 55
- Total number of complaints resolved: 50
- Total number of complaints unresolved: 5

April – June 2024:

- Total number of complaints: 48
- Total number of complaints resolved: 42
- Total number of complaints unresolved: 6

Report Availability

This annual report will be posted in December 2024 on the Internet at www.lacoe.edu/williams.



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
Districts	Number of Schools	2023-2024 Enrollment¹	School Rating²				Number of Schools with Extreme Deficiencies³	Number of Schools with All Extreme Deficiencies Corrected at Time of Follow Up Visit⁴
			E	G	F	P		
ABC Unified	1	316		1				
Acton-Agua Dulce Authorized Charters ⁵	2	1,384	2					
Antelope Valley Union High	4	8,513	3	1				
Antelope Valley Union High Authorized Charter	1	668		1				
Azusa Unified	1	404		1				
Baldwin Park Unified	1	1,712		1				
Centinela Valley Union High	1	1,680	1					
Compton Unified	2	808	1	1				
Compton Unified Authorized Charters ⁵	5	1,900	1	4				
Downey Unified	1	684	1					
Duarte Unified Authorized Charter	1	935	1					
Eastside Union	3	1,988		3				
El Monte City	1	314		1				
El Monte Union High	1	1,276		1				
El Rancho Unified	1	334		1				
Glendale Unified	1	2,006		1				
Gorman	1	90	1					
Hacienda La Puente Unified	2	1,185	1	1				
Inglewood Unified	4	1,419		4				
Inglewood Unified Authorized Charter	1	80	1					
Keppel Union	3	1,412	1	2				
Lancaster	13	8,721	2	10		1	1	0
Lancaster Authorized Charters ⁵	2	1,005	2					
Lennox Authorized Charter	1	450		1				

Legend, Footnotes & Explanations

1 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

2 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

3 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff. This column reflects the number of schools where extreme deficiencies were identified during the initial 2023-2024 Williams facilities inspection.

4 - Schools identified with extreme deficiencies were visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies. This column reflects the number of schools where all of the extreme deficiencies originally identified were corrected at the time of a follow-up visit.

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers			School Visit Determinations					
			School Facility Conditions and Extreme Deficiencies					
Districts	Number of Schools	2023-2024 Enrollment¹	School Rating²				Number of Schools with Extreme Deficiencies³	Number of Schools with All Extreme Deficiencies Corrected at Time of Follow Up Visit⁴
			E	G	F	P		
Long Beach Unified	16	11,785	4	12			2	2
Los Angeles County Authorized Charters ⁵	3	861	2	1				
Los Angeles Unified	108	59,488	63	44	1		2	2
Los Angeles Unified Authorized Charters ⁵	69	26,727	32	37			3	3
Los Nietos	1	263		1				
Lynwood Unified	4	1,936		3	1		1	0
Monrovia Unified	2	983	1	1				
Montebello Unified	3	3,422	1	2				
Mountain View	1	576		1				
Newhall	1	419	1					
Palmdale	14	8,813	2	11	1		2	1
Paramount Unified	2	1,023	1	1				
Pasadena Unified	9	5,184	1	6	2		2	1
Pasadena Unified Authorized Charters ⁵	2	351	1	1				
Pomona Unified	6	3,793		6				
Rosemead	1	477	1					
Rowland Unified	1	385	1					
Rowland Unified Authorized Charter	1	1,429	1					
West Covina Unified Authorized Charter	1	5,700	1					
Westside Union	6	4,029	5	1				
Whittier Union High	1	1,710		1				
Williams S. Hart Union High Authorized Charter	1	685	1					
Wilsona	1	553		1				
California State Board of Education Authorized Charter	1	41		1				
Los Angeles County Totals	309	179,917	137	166	5	1	13	9

Legend, Footnotes & Explanations

1 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

2 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

3 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff. This column reflects the number of schools where extreme deficiencies were identified during the initial 2023-2024 Williams facilities inspection.

4 - Schools identified with extreme deficiencies were visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies. This column reflects the number of schools where all of the extreme deficiencies originally identified were corrected at the time of a follow-up visit.

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers¹			School Review Determinations Sufficiency of Instructional Materials²											
Districts	No. of Schools	2023-2024 Enrollment³	No. of Schools Sufficient	No. of Schools Insufficient	% of Schools Sufficient	Insufficiencies per Subject⁴							Total Insufficiencies	
						ELA	MAT	SCI	HSS	FL	HLT	LAB		
ABC Unified	1	316	1		100.00%									
Acton-Agua Dulce Authorized Charters ⁵	2	1,384	2		100.00%									
Antelope Valley Union High	4	8,513	4		100.00%									
Antelope Valley Union High Authorized Charter	1	668	1		100.00%									
Azusa Unified	1	404	1		100.00%									
Baldwin Park Unified	1	1,712	1		100.00%									
Centinela Valley Union High	1	1,680	1		100.00%									
Compton Unified	2	808	2		100.00%									
Compton Unified Authorized Charters ⁵	5	1,900	5		100.00%									
Downey Unified	1	684	1		100.00%									
Duarte Unified Authorized Charter	1	935	1		100.00%									
Eastside Union	3	1,988	3		100.00%									
El Monte City	1	314	1		100.00%									
El Monte Union High	1	1,276	1		100.00%									
El Rancho Unified	1	334	1		100.00%									
Glendale Unified	1	2,006	1		100.00%									
Gorman	1	90	1		100.00%									
Hacienda La Puente Unified	2	1,185	2		100.00%									
Inglewood Unified	4	1,419	4		100.00%									
Inglewood Unified Authorized Charter	1	80	1		100.00%									
Keppel Union	3	1,412	3		100.00%									
Lancaster	13	8,721	13		100.00%									
Lancaster Authorized Charter Schools ⁵	2	1,005	2		100.00%									
Lennox Authorized Charter	1	450	1		100.00%									

Legend, Footnotes & Explanations

1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.

2 - County Offices of Education visit and review a minimum of 20% of the classrooms to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), and Science Laboratory Equipment (LAB).

3 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

4 - Reported number of students that did not have "sufficient" standards-aligned instructional materials in four core subject areas: English language arts (ELA), mathematics (MAT), science (SCI), history/social science (HSS), foreign language (FL), health (HLT) subject areas and for science laboratory equipment in grades 9-12 (LAB).

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers¹			School Review Determinations Sufficiency of Instructional Materials²											
Districts	No. of Schools	2023-2024 Enrollment³	No. of Schools Sufficient	No. of Schools Insufficient	% of Schools Sufficient	Insufficiencies per Subject⁴							Total Insufficiencies	
						ELA	MAT	SCI	HSS	FL	HLT	LAB		
Long Beach Unified	16	11,785	16		100.00%									
Los Angeles County Authorized Charters ⁵	3	861	3		100.00%									
Los Angeles Unified	108	59,488	108		100.00%									
Los Angeles Unified Authorized Charters ⁵	69	26,727	69		100.00%									
Los Nietos	1	263	1		100.00%									
Lynwood Unified	4	1,936	4		100.00%									
Monrovia Unified	2	983	2		100.00%									
Montebello Unified	3	3,422	3		100.00%									
Mountain View	1	576	1		100.00%									
Newhall	1	419	1		100.00%									
Palmdale	14	8,813	14		100.00%									
Paramount Unified	2	1,023	2		100.00%									
Pasadena Unified	9	5,184	9		100.00%									
Pasadena Unified Authorized Charters ⁵	2	351	2		100.00%									
Pomona Unified	6	3,793	6		100.00%									
Rosemead	1	477	1		100.00%									
Rowland Unified	1	385	1		100.00%									
Rowland Unified Authorized Charter	1	1,429	1		100.00%									
West Covina Unified Authorized Charter	1	5,700	1		100.00%									
Westside Union	6	4,029	6		100.00%									
Whittier Union High	1	1,710	1		100.00%									
Williams S. Hart Union High Authorized Charter	1	685	1		100.00%									
Wilsona	1	553	1		100.00%									
California State Board of Education Authorized Charter	1	41	1		100.00%									
Los Angeles County Totals	309	179,917	309	0		0	0	0	0	0	0	0	0	0

Legend, Footnotes & Explanations

1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.

2 - County Offices of Education visit and review a minimum of 20% of the classrooms to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), and Science Laboratory Equipment (LAB).

3 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

4 - Reported number of students that did not have "sufficient" standards-aligned instructional materials in four core subject areas: English language arts (ELA), mathematics (MAT), science (SCI), history/social science (HSS), foreign language (FL), health (HLT) subject areas and for science laboratory equipment in grades 9-12 (LAB).

5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers¹			Teacher Assignments Monitored²			
			Number of EL Students⁴	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Districts	Number of Schools	2023-2024 Enrollment³				
ABC Unified	1	316	45	2	0	0
Acton-Agua Dulce Authorized Charters ⁵	2	1,384	60	0	2	14
Antelope Valley Union High	4	8,513	933	72	12	65
Antelope Valley Union High Authorized Charter	1	668	40	0	0	1
Azusa Unified	1	404	100	3	0	0
Baldwin Park Unified	1	1,712	118	2	0	4
Centinela Valley Union High	1	1,680	235	5	0	0
Compton Unified	2	808	192	6	0	9
Compton Unified Authorized Charters ⁵	5	1,900	243	64	1	2
Downey Unified	1	684	153	0	1	2
Duarte Unified Authorized Charter	1	935	8	0	9	2
Eastside Union	3	1,988	370	16	2	8
El Monte City	1	314	107	0	0	0
El Monte Union High	1	1,276	301	0	0	3
El Rancho Unified	1	334	91	0	0	1
Glendale Unified	1	2,006	543	2	1	0
Gorman	1	90	18	0	1	1
Hacienda La Puente Unified	2	1,185	220	14	0	1
Inglewood Unified	4	1,419	372	29	2	6
Inglewood Unified Authorized Charter	1	80	6	0	4	1
Keppel Union	3	1,412	543	18	0	1
Lancaster	13	8,721	1,358	47	1	39
Lancaster Authorized Charters ⁵	2	1,005	43	4	2	3
Lennox Authorized Charter	1	450	107	40	1	10

Legend, Footnotes & Explanations

- 1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.
- 2 - Teacher Assignment data as reported in the CalSAAS system in November 2024.
- 3 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 4 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.
- 5 - Individual school data can be found in the Supervisorial District Area sections of this report.

LACOE WILLIAMS - Summary Statistics for 2023-2024

Districts and Charter School Authorizers¹			Teacher Assignments Monitored²			
			Number of EL Students⁴	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Districts	Number of Schools	2023-2024 Enrollment³				
Long Beach Unified	16	11,785	2,804	25	15	120
Los Angeles County Authorized Charters ⁵	3	861	175	9	7	32
Los Angeles Unified	108	59,488	14,868	304	39	290
Los Angeles Unified Authorized Charters ⁵	69	26,727	5,961	305	54	135
Los Nietos	1	263	50	0	0	0
Lynwood Unified	4	1,936	466	0	0	3
Monrovia Unified	2	983	177	0	0	0
Montebello Unified	3	3,422	900	12	7	41
Mountain View	1	576	221	0	0	0
Newhall	1	419	171	0	0	0
Palmdale	14	8,813	1,901	42	4	11
Paramount Unified	2	1,023	211	0	0	0
Pasadena Unified	9	5,184	1,118	22	14	118
Pasadena Unified Authorized Charters ⁵	2	351	22	3	0	12
Pomona Unified	6	3,793	805	18	1	8
Rosemead	1	477	92	0	2	1
Rowland Unified	1	385	146	0	0	0
Rowland Unified Authorized Charter	1	1,429	127	0	1	1
West Covina Unified Authorized Charter	1	5,700	450	0	0	3
Westside Union	6	4,029	300	15	1	7
Whittier Union High	1	1,710	159	0	1	1
Williams S. Hart Union High Authorized Charter	1	685	33	2	0	0
Wilsona	1	553	164	0	0	12
California State Board of Education Authorized Charter ⁶	1	41	3	0	0	0
Los Angeles County Totals	309	179,917	37,503	1,081	185	968

Legend, Footnotes & Explanations

- 1 - Schools eligible for Williams monitoring California Education Code (EC) Section 1240.
- 2 - Teacher Assignment data as reported in the CalSAAS system in November 2024.
- 3 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 4 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.
- 5 - Individual school data can be found in the Supervisorial District Area sections of this report.
- 6 - School monitored by California Commission on Teacher Credentialing.

LACOE WILLIAMS - UCP Summary Statistics for 2023-2024

All Districts²	UCP - ALL WILLIAMS RELATED COMPLAINTS RECEIVED AND RESOLVED¹							
	Instructional Materials		Facilities		Teacher Vacancies and Misassignmnets		TOTAL	
	Received	Resolved	Received	Resolved	Received	Resolved	Received	Resolved
First Quarter	2	2	131	130	11	8	144	140
Second Quarter	1	0	100	100	12	8	113	108
Third Quarter	1	1	50	48	4	1	55	50
Fourth Quarter	0	0	44	41	4	1	48	42
2023-2024 TOTAL	4	3	325	319	31	18	360	340

Legend, Footnotes & Explanations

1 - Williams-related complaints/data provided by school districts.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Azusa Unified								
Magnolia Elementary	K-5	404	U	11/2/2023	G			
Azusa Unified Total	1	404						
Baldwin Park Unified								
Sierra Vista High	9-12	1,712		10/5/2023	G			
Baldwin Park Unified Total	1	1,712						
El Monte City								
Rio Vista Elementary	K-6	314		10/5/2023	G			
El Monte City Total	1	314						
El Monte Union High								
South El Monte High	9-12	1,276		9/20/2023	G			
El Monte Union High Total	1	1,276						
Hacienda La Puente Unified								
La Puente High	9-12	865		8/15/2023	G			
Sparks Middle	7-8	320		8/15/2023	E			
Hacienda La Puente Unified Total	2	1,185						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Los Angeles Unified⁵								
Albion Street Elementary	K-6	125	U	9/22/2023	E			
Annandale Elementary	K-5	98		9/8/2023	E			
Aragon Avenue Elementary	K-5	216	U	9/22/2023	G			
Belmont Senior High	9-12	663	U	10/3/2023	E			
Bushnell Way Elementary	K-5	159		9/8/2023	E			
Lake Street Primary	K-1	126		9/21/2023	E			
Lexington Avenue Primary Center	K-2	95		10/23/2023	E			
Richard Riordan Primary Center	K-4	146		9/8/2023	E			
Robert Louis Stevenson College and Career Preparatory	6-8	806		9/13/2023	E			
Rosemont Avenue Elementary	2-5	160		9/21/2023	E			
Solano Avenue Elementary	K-6	184	U	9/22/2023	G			
Theodore Roosevelt Senior High	9-12	1,626		9/26/2023	E			
Los Angeles Unified Subtotal⁵	12	4,404						
Montebello Unified⁵								
La Merced Intermediate	6-8	756		8/24/2023	G			
Montebello High	9-12	2,007		11/7/2023	G			
Montebello Unified Subtotal⁵	2	2,763						
Mountain View								
Twin Lakes Elementary	1-8	576		11/1/2023	G			
Mountain View Total	1	576						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School districts "residing" in more than one supervisorial boundary. Montebello Unified (1st and 5th), Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Pomona Unified								
Barfield Elementary	K-6	282		8/23/2023	G			
Diamond Ranch High	9-12	1,567		9/13/2023	G			
Emerson Middle	6-8	677		8/23/2023	G			
Fremont Academy of Engineering and Design	7-12	631		8/29/2023	G			
Lincoln Elementary	K-6	363		8/29/2023	G			
Marshall Middle	6-8	273		9/15/2023	G			
Pomona Unified Total	6	3,793						
Rosemead								
Muscatel Middle	7-8	477		10/5/2023	E			
Rosemead Unified Total	1	477						
Rowland Unified								
Northam Elementary	K-6	385		12/15/2023	E			
Rowland Unified Total	1	385						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Alliance College-Ready Middle Academy 8								
Alliance College-Ready Middle Academy 8	6-8	392		9/13/2023	E			
Total	1	392						
Animo Compton Charter								
Animo Compton Charter	10-12	330	U	8/30/2023	E			
Total	1	330						
Arts in Action Community Middle								
Arts in Action Community Middle	6-8	259	U	8/28/2023	G			
Total	1	259						
California Creative Learning Academy Middle								
California Creative Learning Academy Middle	6-8	103	U	10/5/2023	G	Playground fall zone has multiple trip hazards	1/12/2024	Resolved
Total	1	103						
California Virtual Academy at Los Angeles								
California Virtual Academy at Los Angeles	K-12	5,700	U	9/1/2023	E			
Total	1	5,700						
Citizens of the World Charter School Silver Lake								
Citizens of the World Charter School Silver Lake	K-8	736		12/11/2023	E			
Total	1	736						
Collegiate Charter High School of Los Angeles								
Collegiate Charter High School of Los Angeles	9-12	174		12/11/2023	G			
Total	1	174						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Ednovate - Brio College Prep								
Ednovate - Brio College Prep	9-12	496	U	12/12/2023	E			
Total	1	496						
Ednovate - East College Prep								
Ednovate - East College Prep	9-12	332		10/27/2023	E			
Total	1	332						
Ednovate - Esperanza College Prep								
Ednovate - Esperanza College Prep	9-12	505		10/27/2023	E			
Total	1	505						
Ednovate - South LA College Prep								
Ednovate - South LA College Prep	9-11	372		11/28/2023	E			
Total	1	372						
El Rio Community								
El Rio Community	K-5	268	U	10/16/2023	E			
Total	1	268						
Equitas Academy 4								
Equitas Academy 4	5-8	420		12/12/2023	E			
Total	1	420						
IQ Academy California - Los Angeles								
IQ Academy California - Los Angeles	K-12	1,429		9/1/2023	E			
Total	1	1,429						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
KIPP Iluminar Academy								
KIPP Iluminar Academy	K-4	601		8/28/2023	E			
Total	1	601						
KIPP Los Angeles College Preparatory								
KIPP Los Angeles College Preparatory	5-8	515		9/8/2023	E			
Total	1	515						
KIPP Sol Academy								
KIPP Sol Academy	5-8	488		8/28/2023	E			
Total	1	488						
Los Angeles College Prep Academy								
Los Angeles College Prep Academy	9-12	41		10/26/2023	G			
Total	1	41						
Para Los Niños - Evelyn Thurman Gratts Primary								
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160		10/12/2023	E			
Total	1	160						
Para Los Niños Middle								
Para Los Niños Middle	6-8	313		10/12/2023	G			
Total	1	313						
PUC Early College Academy for Leaders and Scholars (ECALS)								
PUC Early College Academy for Leaders and Scholars	9-12	215		10/16/2023	E			
Total	1	215						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

First Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Puente Charter								
Puente Charter	K-5	294		9/8/2023	E			
Total	1	294						
Rise Kohyang Elementary								
Rise Kohyang Elementary	K-3	244		11/13/2023	G			
Total	1	244						
University Preparatory Value High								
University Preparatory Value High	9-12	484	U	12/12/2023	G			
Total	1	484						
Vista Charter Middle								
Vista Charter Middle	6-8	369		10/23/2023	G			
Total	1	369						
1st Supervisorial Totals		54	32,529					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Azusa Unified												
Magnolia Elementary	K-6	404	U	Y								
Azusa Unified Total	1	404										
Baldwin Park Unified												
Sierra Vista High	9-12	1,712		Y								
Baldwin Park Unified Total	1	1,712										
El Monte City												
Rio Vista Elementary	K-6	314		Y								
El Monte City Total	1	314										
El Monte Union High												
South El Monte High	9-12	1,276		Y								
El Monte Union High Total	1	1,276										
Hacienda La Puente Unified												
La Puente High	9-12	865		Y								
Sparks Middle	7-8	320		Y								
Hacienda La Puente Unified Total	2	1,185										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Los Angeles Unified³												
Albion Street Elementary	K-6	125	U	Y								
Annandale Elementary	K-5	98		Y								
Aragon Avenue Elementary	K-5	216	U	Y								
Belmont Senior High	9-12	663	U	Y								
Bushnell Way Elementary	K-5	159		Y								
Lake Street Primary	K-1	126		Y								
Lexington Avenue Primary Center	K-2	95		Y								
Richard Riordan Primary Center	K-4	146		Y								
Robert Louis Stevenson College and Career Preparatory	6-8	806		Y								
Rosemont Avenue Elementary	2-5	160		Y								
Solano Avenue Elementary	K-6	184	U	Y								
Theodore Roosevelt Senior High	9-12	1,626		Y								
Los Angeles Unified Subtotal³	12	4,404										
Montebello Unified³												
La Merced Intermediate	6-8	756		Y								
Montebello High	9-12	2,007		Y								
Montebello Unified Subtotal³	2	2,763										
Mountain View												
Twin Lakes Elementary	1-8	576		Y								
Mountain View Total	1	576										

Legend, Footnotes & Explanations

- 1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - School districts "residing" in more than one supervisorial boundary. These include Los Angeles (1st, 2nd, 3rd, 4th & 5th), Montebello Unified (1st & 5th).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Pomona Unified												
Barfield Elementary	K-6	282		Y								
Diamond Ranch High	9-12	1,567		Y								
Emerson Middle	6-8	677		Y								
Fremont Academy of Engineering and Design	7-12	631		Y								
Lincoln Elementary	K-6	363		Y								
Marshall Middle	6-8	273		Y								
Pomona Unified Total	6	3,793										
Rosemead												
Muscatel Middle	7-8	477		Y								
Rosemead Unified Total	1	477										
Rowland Unified												
Northam Elementary	K-6	385		Y								
Rowland Unified Total	1	385										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Alliance College-Ready Middle Academy 8												
Alliance College-Ready Middle Academy 8	6-8	392		Y								
Total	1	392										
Animo Compton Charter												
Animo Compton Charter	6-12	330		Y								
Total	1	330										
Arts in Action Community Middle												
Arts in Action Community Middle	6-8	259	U	Y								
Total	1	259										
California Creative Learning Academy Middle												
California Creative Learning Academy Middle	6-8	103	U	Y								
Total	1	103										
California Virtual Academy at Los Angeles												
California Virtual Academy at Los Angeles	K-12	5,700	U	Y								
Total	1	5,700										
Citizens of the World Charter School Silver Lake												
Citizens of the World Charter School Silver Lake	K-8	736		Y								
Total	1	736										
Collegiate Charter High School of Los Angeles												
Collegiate Charter High School of Los Angeles	9-12	174		Y								
Total	1	174										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Ednovate - Brio College Prep												
Ednovate - Brio College Prep	9-12	496	U	Y								
Total	1	496										
Ednovate - East College Prep												
Ednovate - East College Prep	9-12	332		Y								
Total	1	332										
Ednovate - Esperanza College Prep												
Ednovate - Esperanza College Prep	9-12	505		Y								
Total	1	505										
Ednovate - South LA College Prep												
Ednovate - South LA College Prep	9-11	372		Y								
Total	1	372										
El Rio Community												
El Rio Community	K-5	268	U	Y								
Total	1	268										
Equitas Academy 4												
Equitas Academy 4	5-8	420		Y								
Total	1	420										
IQ Academy California - Los Angeles												
IQ Academy California - Los Angeles	K-12	1,429		Y								
Total	1	1,429										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
KIPP Iluminar Academy												
KIPP Iluminar Academy	K-4	601		Y								
Total	1	601										
KIPP Los Angeles College Preparatory												
KIPP Los Angeles College Preparatory	5-8	515		Y								
Total	1	515										
KIPP Sol Academy												
KIPP Sol Academy	5-8	488		Y								
Total	1	488										
Los Angeles College Prep Academy												
Los Angeles College Prep Academy	9-12	41		Y								
Total	1	41										
Para Los Niños - Evelyn Thurman Gratts Primary												
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160		Y								
Total	1	160										
Para Los Niños Middle												
Para Los Niños Middle	6-8	313		Y								
Total	1	313										
PUC Early College Academy for Leaders and Scholars (ECALS)												
PUC Early College Academy for Leaders and Scholars (ECALS)	9-12	215		Y								
Total	1	215										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

First Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Puente Charter												
Puente Charter	K-5	294		Y								
Total	1	294										
Rise Kohyang Elementary												
Rise Kohyang Elementary	K-3	244		Y								
Total	1	244										
University Preparatory Value High												
University Preparatory Value High	9-12	484	U	Y								
Total	1	484										
Vista Charter Middle												
Vista Charter Middle	6-8	369		Y								
Total	1	369										
1st Supervisorial Totals		54	32,529									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Azusa Unified						
Magnolia Elementary	K-6	404	100	3	0	0
Azusa Unified Total	1	404	100	3	0	0
Baldwin Park Unified						
Sierra Vista High	9-12	1,712	118	2	0	4
Baldwin Park Unified Total	1	1,712	118	2	0	4
El Monte City						
Rio Vista Elementary	K-6	314	107	0	0	0
El Monte City Total	1	314	107	0	0	0
El Monte Union High						
South El Monte High	9-12	1,276	301	0	0	3
El Monte Union High Total	1	1,276	301	0	0	3
Hacienda La Puente Unified						
La Puente High	9-12	865	153	14	0	1
Sparks Middle	7-8	320	67	0	0	0
Hacienda La Puente Unified Total	2	1,185	220	14	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Albion Street Elementary	K-6	125	30	0	0	0
Annandale Elementary	K-5	98	27	0	0	0
Aragon Avenue Elementary	K-5	216	85	0	0	0
Belmont Senior High	9-12	663	354	14	1	0
Bushnell Way Elementary	K-5	159	9	0	0	0
Lake Street Primary	K-1	126	47	0	0	0
Lexington Avenue Primary Center	K-2	95	33	0	0	0
Richard Riordan Primary Center	K-4	146	39	0	0	0
Robert Louis Stevenson College and Career Preparatory	6-8	806	165	0	0	13
Rosemont Avenue Elementary	2-5	160	37	0	0	0
Solano Avenue Elementary	K-6	184	39	0	0	0
Theodore Roosevelt Senior High	9-12	1,626	188	1	1	4
Los Angeles Unified Subtotal⁴	12	4,404	1,053	15	2	17
Montebello Unified⁴						
La Merced Intermediate	6-8	756	177	0	3	16
Montebello High	9-12	2,007	451	6	4	24
Montebello Unified Subtotal⁴	2	2,763	628	6	7	40
Mountain View						
Twin Lakes Elementary	1-8	576	221	0	0	0
Mountain View Total	1	576	221	0	0	0

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.
- 4 - School districts "residing" in more than one supervisorial boundary. These include, Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th), Montebello Unified (1st and 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Pomona Unified						
Barfield Elementary	K-6	282	66	0	0	0
Diamond Ranch High	9-12	1,567	148	7	1	6
Emerson Middle	6-8	677	220	10	0	0
Fremont Academy of Engineering and Design	7-12	631	206	1	0	1
Lincoln Elementary	K-6	363	109	0	0	0
Marshall Middle	6-8	273	56	0	0	1
Pomona Unified Total	6	3,793	805	18	1	8
Rosemead Unified						
Muscatel Middle	7-8	477	92	0	2	1
Rosemead Unified Total	1	477	92	0	2	1
Rowland Unified						
Northam Elementary	K-6	385	146	0	0	0
Rowland Unified Total	1	385	146	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Alliance College-Ready Middle Academy 8						
Alliance College-Ready Middle Academy 8	6-8	392	71	0	0	0
Total	1	392	71	0	0	0
Animo Compton Charter						
Animo Compton Charter	6-12	330	68	42	1	2
Total	1	330	68	42	1	2
Arts in Action Community Middle						
Arts in Action Community Middle	6-8	259	121	0	1	2
Total	1	259	121	0	1	2
California Creative Learning Academy Middle						
California Creative Learning Academy Middle	6-8	103	14	2	0	0
Total	1	103	14	2	0	0
California Virtual Academy at Los Angeles						
California Virtual Academy at Los Angeles	K-12	5,700	450	0	0	3
Total	1	5,700	450	0	0	3
Citizens of the World Charter School Silver Lake						
Citizens of the World Charter School Silver Lake	K-8	736	113	0	0	2
Total	1	736	113	0	0	2
Collegiate Charter High School of Los Angeles						
Collegiate Charter High School of Los Angeles	9-12	174	57	0	4	3
Total	1	174	57	0	4	3

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Ednovate - Brio College Prep						
Ednovate - Brio College Prep	9-12	496	56	9	0	0
Total	1	496	56	9	0	0
Ednovate - East College Prep						
Ednovate - East College Prep	9-12	332	51	8	1	0
Total	1	332	51	8	1	0
Ednovate - Esperanza College Prep						
Ednovate - Esperanza College Prep	9-12	505	39	3	0	2
Total	1	505	39	3	0	2
Ednovate - South LA College Prep						
Ednovate - South LA College Prep	9-11	372	56	0	0	0
Total	1	372	56	0	0	0
El Rio Community						
El Rio Community	K-5	268	4	4	0	0
Total	1	268	4	4	0	0
Equitas Academy 4						
Equitas Academy 4	5-8	420	115	0	2	0
Total	1	420	115	0	2	0
IQ Academy California - Los Angeles						
IQ Academy California - Los Angeles	K-12	1,429	127	0	1	1
Total	1	1,429	127	0	1	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
KIPP Iluminar Academy						
KIPP Iluminar Academy	K-4	601	130	0	0	0
Total	1	601	130	0	0	0
KIPP Los Angeles College Preparatory						
KIPP Los Angeles College Preparatory	5-8	515	53	6	1	2
Total	1	515	53	6	1	2
KIPP Sol Academy						
KIPP Sol Academy	5-8	488	95	18	0	0
Total	1	488	95	18	0	0
Los Angeles College Prep Academy						
Los Angeles College Prep Academy ⁴	9-12	41	3	-	-	-
Total	1	41	3	0	0	0
Para Los Niños - Evelyn Thurman Gratts Primary						
Para Los Niños - Evelyn Thurman Gratts Primary	K-2	160	83	0	0	0
Total	1	160	83	0	0	0
Para Los Niños Middle						
Para Los Niños Middle	6-8	313	113	0	2	9
Total	1	313	113	0	2	9
PUC Early College Academy for Leaders and Scholars (ECALS)						
PUC Early College Academy for Leaders and Scholars (ECALS)	9-12	215	23	0	0	0
Total	1	215	23	0	0	0

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.
- 4 - School monitored by California Commission on Teacher Credentialing.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

First Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Puente Charter							
Puente Charter	K-5	294	74	0	0	0	
Total	1	294	74	0	0	0	
Rise Kohyang Elementary							
Rise Kohyang Elementary	K-3	244	103	2	0	0	
Total	1	244	103	2	0	0	
University Preparatory Value High							
University Preparatory Value High	9-12	484	79	0	1	2	
Total	1	484	79	0	1	2	
Vista Charter Middle							
Vista Charter Middle	6-8	369	110	2	2	1	
Total	1	369	110	2	2	1	
1st Supervisorial Totals		54	32,529	5999	158	35	119

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2023.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

First Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	1	-	-	-	1	1	-	-	-	1
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	-	3	-	-	3	-	3	-	-	3
LACOE	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	125	85	42	37	289	125	85	42	37	289
Lowell Joint	-	-	-	1	1	-	-	-	1	1
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Monrovia Unified	-	4	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Mountain View	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	1	-	-	2	3	1	-	-	2	3
Pomona Unified	3	2	3	-	8	3	2	2	-	7
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	1	-	1	-	-	1	-	1
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
1st Supervisorial Totals	130	94	46	40	306	130	90	45	40	305

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

First Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	1	-	-	-	1	1	-	-	-	1
Lowell Joint	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Mountain View	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
1st Supervisorial Totals	1	0	0	0	1	1	0	0	0	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

First Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
Alhambra Unified	-	-	-	-	-	-	-	-	-	-
Azusa Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bassett Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	1	-	-	-	1	1	-	-	-	1
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina-Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Garvey	-	-	-	-	-	-	-	-	-	-
Hacienda La Puente Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	4	5	1	1	11	4	5	1	1	11
Lowell Joint	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Mountain View	4	3	3	3	13	1	0	0	0	1
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
Rosemead	-	-	-	-	-	-	-	-	-	-
Rowland Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo	-	-	-	-	-	-	-	-	-	-
Walnut Valley Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
1st Supervisorial Totals	9	8	4	4	25	6	5	1	1	13

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Centinela Valley Union High								
Lawndale High	9-12	1,680	U	9/21/2023	E			
Centinela Valley Union High Total	1	1,680						
Compton Unified								
Bursh Elementary	K-8	352	U	11/14/2023	G			
Davis Middle	6-8	456	U	12/12/2023	E			
Compton Unified Total	2	808						
Inglewood Unified								
Crozier Middle	7-8	299	U	09/07/2023	G			
Kelso (William H.) Elementary	K-6	364		09/07/2023	G			
Oak Street Elementary	K-8	497	U	10/11/2023	G			
Worthington Elementary	K-6	259	U	10/11/2023	G			
Inglewood Unified Total	4	1,419						
Los Angeles Unified⁵								
Alta Loma Elementary	K-5	367	U	10/2/2023	E			
Andrew Carnegie Middle	6-8	838		9/11/2023	E			
Annalee Avenue Elementary	K-5	199		9/11/2023	E			
Arlington Heights Elementary	K-5	293	U	11/27/2023	E			
Ascot Avenue Elementary	K-5	651	U	11/9/2023	E			
Augustus F. Hawkins High	9-12	1,108		11/28/2023	G			
Baldwin Hills Elementary	K-5	428	U	10/19/2023	G			
Barack Obama Global Preparation Academy	6-11	368		12/4/2023	G			
Boys Academic Leadership Academy	6-12	66		9/28/2023	E			
Bret Harte Preparatory Middle	6-8	436		10/23/2023	E			
Carson-Gore Academy of Environmental Studies	K-5	356		8/23/2023	E			
Century Park Elementary	K-5	280		9/28/2023	G			

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating ¹	If applicable, Description of Extreme Deficiency ²	Follow-Up Date ³	Resolution Status ⁴
Charles Drew Middle	7-8	647	U	10/16/2023	E			
Coliseum Street Elementary	K-5	226		9/12/2023	E			
Dr. James Edward Jones Primary Center	K-2	83		10/19/2023	E			
Dr. Maya Angelou Community High	9-12	1,013		11/9/2023	E			
Dr. Owen Lloyd Knox Elementary	K-6	657	U	10/23/2023	G			
Edwin Markham Middle	6-8	634		11/13/2023	G			
Fifty-Ninth Street Elementary	K-5	207	U	9/5/2023	E			
Forty-Ninth Street Elementary	K-5	528		10/16/2023	E			
Forty-Second Street Elementary	K-5	188		8/30/2023	G			
Graham Elementary	K-6	551		9/29/2023	G			
Hillcrest Drive Elementary	K-5	532		9/12/2023	G			
Hobart Boulevard Elementary	K-5	414		11/13/2023	G			
Holmes Avenue Elementary	K-6	145	U	10/9/2023	G			
John Muir Middle	6-8	685		11/6/2023	G			
Johnnie Cochran Jr. Middle	6-8	481		11/27/2023	G			
La Salle Avenue Elementary	K-5	341		8/24/2023	E			
Loren Miller Elementary	K-6	591		11/28/2023	E			
Los Angeles Academy Middle	6-8	891		10/16/2023	G			
Lovelie P. Flournoy Elementary	K-5	414		12/4/2023	G			
Main Street Elementary	K-5	649		12/11/2023	E			
Manhattan Place Elementary	K-5	221		8/24/2023	E			
Manual Arts Senior High	9-12	1,039		10/31/2023	E			
Maple Primary Center	K-1	149	U	10/10/2023	E			
Marguerite Poindexter LaMotte Elementary	K-5	443		10/19/2023	G			
Marina del Rey Middle	6-8	369		10/9/2023	E			
Marlton	K-8	135		10/18/2023	G			
Martin Luther King Jr. Elementary	K-5	285		12/6/2023	G			
Marvin Elementary	K-5	520		11/14/2023	E			

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Mervyn M. Dymally High	9-12	720		12/13/2023	G			
Ninety-Third Street Elementary	K-6	786		11/9/2023	G			
Normandie Avenue Elementary	K-5	548		11/28/2023	E			
One Hundred Seventh Street Elementary	K-5	877		12/1/2023	E			
Performing Arts Community at Diego Rivera Learning Complex	9-12	514	U	12/4/2023	E			
Pio Pico Middle	7-8	242		11/14/2023	E			
Ritter Elementary	K-5	284		11/13/2023	E			
Robert E. Peary Middle	6-8	1,119		11/8/2023	E			
Santee Education Complex	9-12	1,680		11/8/2023	E			
Seventy-Fifth Street Elementary	K-6	772		11/28/2023	G			
Short Avenue Elementary	K-5	405		8/29/2023	E			
Sixty-Sixth Street Elementary	K-6	698		11/28/2023	E			
South Park Elementary	K-6	835		12/4/2023	G			
Susan Miller Dorsey Senior High	9-12	792		8/24/2023	G			
Third Street Elementary	K-5	691		9/11/2023	G			
Tom Bradley Global Awareness Magnet	K-5	138		8/30/2023	E			
Virginia Road Elementary	K-5	209	U	8/30/2023	G			
West Vernon Avenue Elementary	K-5	523	U	12/11/2023	E			
Western Avenue Technology Magnet	K-8	532		11/30/2023	G			
Westside Global Awareness Magnet	K-8	208		10/6/2023	E			
Wilshire Park Elementary	K-5	331		11/13/2023	E			
Woodcrest Elementary	K-5	612		8/24/2023	E			
YES Academy	K-5	459		9/5/2023	G			
Los Angeles Unified Subtotal⁵	63	32,403						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Alain Leroy Locke College Preparatory Academy								
Alain Leroy Locke College Preparatory Academy	9-12	1,189	U	12/1/2023	G			
Total	1	1,189						
Alliance College-Ready Middle Academy 12								
Alliance College-Ready Middle Academy 12	6-8	495		11/7/2023	G			
Total	1	495						
Alliance College-Ready Middle Academy 4								
Alliance College-Ready Middle Academy 4	6-8	464	U	11/29/2023	E			
Total	1	464						
Alliance Piera Barbaglia Shaheen Health Services Academy								
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	452		10/25/2023	G			
Total	1	452						
Animo Jackie Robinson High								
Animo Jackie Robinson High	9-12	604	U	12/6/2023	G			
Total	1	604						
Animo Legacy Charter Middle								
Animo Legacy Charter Middle	6-8	998		11/30/2023	G			
Total	1	998						
Barack Obama Charter								
Barack Obama Charter	K-5	375	U	9/11/2023	G			
Total	1	375						
Camino Nuevo High 2								
Camino Nuevo High 2	9-12	496		10/30/2023	E			
Total	1	496						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Center for Advanced Learning								
Center for Advanced Learning	K-5	247		11/7/2023	E			
Total	1	247						
Century Community Charter								
Century Community Charter	6-8	450		9/5/2023	G			
Total	1	450						
Crete Academy								
Crete Academy	K-6	342		9/5/2023	G			
Total	1	342						
Crown Preparatory Academy								
Crown Preparatory Academy	5-8	452		12/12/2023	E			
Total	1	452						
Ednovate - USC Hybrid High College Prep								
Ednovate - USC Hybrid High College Prep	9-12	527		12/4/2023	E			
Total	1	527						
Equitas Academy 2								
Equitas Academy 2	5-8	401		10/30/2023	G			
Total	1	401						
Grace Hopper STEM Academy								
Grace Hopper STEM Academy	6-8	80		9/5/2023	E			
Total	1	80						
ICEF View Park Preparatory Elementary								
ICEF View Park Preparatory Elementary	K-5	434		10/30/2023	E			
Total	1	434						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
ICEF View Park Preparatory Middle								
ICEF View Park Preparatory Middle	6-8	260		11/30/2023	E			
Total	1	260						
Ingenium Clarion Charter Middle								
Ingenium Clarion Charter Middle	6-8	125		12/5/2023	G			
Total	1	125						
KIPP Academy of Opportunity								
KIPP Academy of Opportunity	5-8	467	U	12/7/2023	G			
Total	1	467						
KIPP Compton Community								
KIPP Compton Community	K-4	661		9/25/2023	G			
Total	1	661						
KIPP Empower Academy								
KIPP Empower Academy	K-4	602		12/7/2023	E			
Total	1	602						
KIPP Ignite Academy								
KIPP Ignite Academy	K-4	442		11/9/2023	E			
Total	1	442						
KIPP Philosophers Academy								
KIPP Philosophers Academy	5-8	358		12/12/2023	E			
Total	1	358						
KIPP Scholar Academy								
KIPP Scholar Academy	5-8	309	U	12/1/2023	G			
Total	1	309						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
KIPP Vida Preparatory Academy								
KIPP Vida Preparatory Academy	K-4	566		10/23/2023	G			
Total	1	566						
Learning by Design Charter								
Learning by Design Charter	K-5	115		11/8/2023	G			
Total	1	115						
Libertas College Preparatory Charter								
Libertas College Preparatory Charter	4-8	296	U	12/12/2023	G			
Total	1	296						
Monseñor Oscar Romero Charter Middle								
Monseñor Oscar Romero Charter Middle	6-8	276		12/11/2023	E			
Total	1	276						
New Designs Charter School-Watts								
New Designs Charter School-Watts	6-12	239	U	11/15/2023	G			
Total	1	239						
New Millennium Secondary								
New Millennium Secondary	9-12	145		11/29/2023	G			
Total	1	145						
Ocean Charter								
Ocean Charter	K-8	561		8/29/2023	E			
Total	1	561						
Westbrook Academy								
Westbrook Academy	9-12	171	U	12/15/2023	E			
Total	1	171						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Russell Westbrook Why Not? Middle								
Russell Westbrook Why Not? Middle	6-8	133		12/4/2023	G			
Total	1	133						
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary								
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	272		11/8/2023	G			
Total	1	272						
Today's Fresh Start-Compton								
Today's Fresh Start-Compton	K-8	409		10/18/2023	G			
Total	1	409						
Vox Collegiate of Los Angeles								
Vox Collegiate of Los Angeles	6-8	216		12/11/2023	G			
Total	1	216						
WISH Academy High								
WISH Academy High	9-12	264	U	10/6/2023	G			
Total	1	264						
2nd Supervisorial Totals	107	51,203						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Centinela Valley Union High												
Lawndale High	9-12	1,680	U	Y								
Centinela Valley Union High Total		1	1,680									
Compton Unified												
Bursh Elementary	K-8	352	U	Y								
Davis Middle	6-8	456	U	Y								
Compton Unified Total		2	808									
Inglewood Unified												
Crozier Middle	7-8	299	U	Y								
Kelso (William H.) Elementary	K-6	364		Y								
Oak Street Elementary	K-8	497	U	Y								
Worthington Elementary	K-6	259	U	Y								
Inglewood Unified Total		4	1,419									
Los Angeles Unified³												
Alta Loma Elementary	K-5	367	U	Y								
Andrew Carnegie Middle	6-8	838		Y								
Annalee Avenue Elementary	K-5	199		Y								
Arlington Heights Elementary	K-5	293	U	Y								
Ascot Avenue Elementary	K-5	651	U	Y								
Augustus F. Hawkins High	9-12	1,108		Y								
Baldwin Hills Elementary	K-5	428	U	Y								
Barack Obama Global Preparation Academy	6-11	368		Y								
Boys Academic Leadership Academy	6-12	66		Y								
Bret Harte Preparatory Middle	6-8	436		Y								
Carson-Gore Academy of Environmental Studies	K-5	356		Y								
Century Park Elementary	K-5	280		Y								

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS),

Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Charles Drew Middle	7-8	647	U	Y								
Coliseum Street Elementary	K-5	226		Y								
Dr. James Edward Jones Primary Center	K-2	83		Y								
Dr. Maya Angelou Community High	9-12	1,013		Y								
Dr. Owen Lloyd Knox Elementary	K-6	657	U	Y								
Edwin Markham Middle	6-8	634		Y								
Fifty-Ninth Street Elementary	K-5	207	U	Y								
Forty-Ninth Street Elementary	K-5	528		Y								
Forty-Second Street Elementary	K-5	188		Y								
Graham Elementary	K-6	551		Y								
Hillcrest Drive Elementary	K-5	532		Y								
Hobart Boulevard Elementary	K-5	414		Y								
Holmes Avenue Elementary	K-6	145	U	Y								
John Muir Middle	6-8	685		Y								
Johnnie Cochran Jr. Middle	6-8	481		Y								
La Salle Avenue Elementary	K-5	341		Y								
Loren Miller Elementary	K-6	591		Y								
Los Angeles Academy Middle	6-8	891		Y								
Lovelie P. Flournoy Elementary	K-5	414		Y								
Main Street Elementary	K-5	649		Y								
Manhattan Place Elementary	K-5	221		Y								
Manual Arts Senior High	9-12	1,039		Y								
Maple Primary Center	K-1	149	U	Y								
Marguerite Poindexter LaMotte Elementary	K-5	443		Y								
Marina del Rey Middle	6-8	369		Y								
Marlton	K-8	135		Y								
Martin Luther King Jr. Elementary	K-5	285		Y								
Marvin Elementary	K-5	520		Y								

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by the school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹										
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT	LAB		
Mervyn M. Dymally High	9-12	720		Y									
Ninety-Third Street Elementary	K-6	786		Y									
Normandie Avenue Elementary	K-5	548		Y									
One Hundred Seventh Street Elementary	K-5	877		Y									
Performing Arts Community at Diego Rivera Learning Complex	9-12	514	U	Y									
Pio Pico Middle	7-8	242		Y									
Ritter Elementary	K-5	284		Y									
Robert E. Peary Middle	6-8	1,119		Y									
Santee Education Complex	9-12	1,680		Y									
Seventy-Fifth Street Elementary	K-6	772		Y									
Short Avenue Elementary	K-5	405		Y									
Sixty-Sixth Street Elementary	K-6	698		Y									
South Park Elementary	K-6	835		Y									
Susan Miller Dorsey Senior High	9-12	792		Y									
Third Street Elementary	K-5	691		Y									
Tom Bradley Global Awareness Magnet	K-5	138		Y									
Virginia Road Elementary	K-5	209	U	Y									
West Vernon Avenue Elementary	K-5	523	U	Y									
Western Avenue Technology Magnet	K-8	532		Y									
Westside Global Awareness Magnet	K-8	208		Y									
Wilshire Park Elementary	K-5	331		Y									
Woodcrest Elementary	K-5	612		Y									
YES Academy	K-5	459		Y									
Los Angeles Unified Subtotal³	63	32,403											

Legend, Footnotes & Explanations

- 1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by school districts.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Alain Leroy Locke College Preparatory Academy												
Alain Leroy Locke College Preparatory Academy	9-12	1,189	U	Y								
Total	1	1,189										
Alliance College-Ready Middle Academy 12												
Alliance College-Ready Middle Academy 12	6-8	495		Y								
Total	1	495										
Alliance College-Ready Middle Academy 4												
Alliance College-Ready Middle Academy 4	6-8	464	U	Y								
Total	1	464										
Alliance Piera Barbaglia Shaheen Health Services Academy												
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	452		Y								
Total	1	452										
Animo Jackie Robinson High												
Animo Jackie Robinson High	9-12	604	U	Y								
Total	1	604										
Animo Legacy Charter Middle												
Animo Legacy Charter Middle	6-8	998		Y								
Total	1	998										
Barack Obama Charter												
Barack Obama Charter	K-5	375	U	Y								
Total	1	375										
Camino Nuevo High 2												
Camino Nuevo High 2	9-12	496		Y								
Total	1	496										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Center for Advanced Learning												
Center for Advanced Learning	K-5	247		Y								
Total	1	247										
Century Community Charter												
Century Community Charter	6-8	450		Y								
Total	1	450										
Crete Academy												
Crete Academy	K-6	342		Y								
Total	1	342										
Crown Preparatory Academy												
Crown Preparatory Academy	5-8	452		Y								
Total	1	452										
Ednovate - USC Hybrid High College Prep												
Ednovate - USC Hybrid High College Prep	9-12	527		Y								
Total	1	527										
Equitas Academy 2												
Equitas Academy 2	5-8	401		Y								
Total	1	401										
Grace Hopper STEM Academy												
Grace Hopper STEM Academy	6-8	80		Y								
Total	1	80										
ICEF View Park Preparatory Elementary												
ICEF View Park Preparatory Elementary	K-5	434		Y								
Total	1	434										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
ICEF View Park Preparatory Middle												
ICEF View Park Preparatory Middle	6-8	260		Y								
Total	1	260										
Ingenium Clarion Charter Middle												
Ingenium Clarion Charter Middle	6-8	125		Y								
Total	1	125										
KIPP Academy of Opportunity												
KIPP Academy of Opportunity	5-8	467	U	Y								
Total	1	467										
KIPP Compton Community												
KIPP Compton Community	K-4	661		Y								
Total	1	661										
KIPP Empower Academy												
KIPP Empower Academy	K-4	602		Y								
Total	1	602										
KIPP Ignite Academy												
KIPP Ignite Academy	K-4	442		Y								
Total	1	442										
KIPP Philosophers Academy												
KIPP Philosophers Academy	5-8	358		Y								
Total	1	358										
KIPP Scholar Academy												
KIPP Scholar Academy	5-8	309	U	Y								
Total	1	309										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
KIPP Vida Preparatory Academy												
KIPP Vida Preparatory Academy	K-4	566		Y								
Total	1	566										
Learning by Design Charter												
Learning by Design Charter	K-5	115		Y								
Total	1	115										
Libertas College Preparatory Charter												
Libertas College Preparatory Charter	4-8	296		Y								
Total	1	296										
Monseñor Oscar Romero Charter Middle												
Monseñor Oscar Romero Charter Middle	6-8	276		Y								
Total	1	276										
New Designs Charter School-Watts												
New Designs Charter School-Watts	6-12	239	U	Y								
Total	1	239										
New Millennium Secondary												
New Millennium Secondary	9-12	145		Y								
Total	1	145										
Ocean Charter												
Ocean Charter	K-8	561		Y								
Total	1	561										
Westbrook Academy												
Westbrook Academy	9-12	171	U	Y								
Total	1	171										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Second Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Russell Westbrook Why Not? Middle												
Russell Westbrook Why Not? Middle	6-8	133		Y								
Total	1	133										
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary												
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	272		Y								
Total	1	272										
Today's Fresh Start-Compton												
Today's Fresh Start-Compton	K-8	409		Y								
Total	1	409										
Vox Collegiate of Los Angeles												
Vox Collegiate of Los Angeles	6-8	216		Y								
Total	1	216										
WISH Academy High												
WISH Academy High	9-12	264	U	Y								
Total	1	264										
2nd Supervisorial Totals												
	107	51,203										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Centinela Valley Union High						
Lawndale High	9-12	1,680	235	5	0	0
Centinela Valley Union High Total	1	1,680	235	5	0	0
Compton Unified						
Bursh Elementary	K-8	352	76	0	0	0
Davis Middle	6-8	456	116	6	0	9
Compton Unified Total	2	808	192	6	0	9
Inglewood Unified						
Crozier Middle	7-8	299	60	12	2	5
Kelso (William H.) Elementary	K-6	364	55	0	0	1
Oak Street Elementary	K-8	497	156	6	0	0
Worthington Elementary	K-6	259	101	11	0	0
Inglewood Unified Total	4	1,419	372	29	2	6
Los Angeles Unified⁴						
Alta Loma Elementary	K-5	367	149	0	0	0
Andrew Carnegie Middle	6-8	838	66	10	0	7
Annalee Avenue Elementary	K-5	199	9	0	0	0
Arlington Heights Elementary	K-5	293	139	0	2	0
Ascot Avenue Elementary	K-5	651	269	0	0	0
Augustus F. Hawkins High	9-12	1,108	302	13	3	2
Baldwin Hills Elementary	K-5	428	19	7	0	0
Barack Obama Global Preparation Academy	6-11	368	66	0	0	6
Boys Academic Leadership Academy	6-12	66	3	8	3	10
Bret Harte Preparatory Middle	6-8	436	92	31	2	5
Carson-Gore Academy of Environmental Studies	K-5	356	167	2	0	0
Century Park Elementary	K-5	280	41	2	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored ¹			
District & School	Grade Levels	2023-2024 Enrollment ²	EL Students ³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Charles Drew Middle	7-8	647	146	3	0	4
Coliseum Street Elementary	K-5	226	48	4	0	0
Dr. James Edward Jones Primary Center	K-2	83	50	0	0	0
Dr. Maya Angelou Community High	9-12	1,013	277	3	1	7
Dr. Owen Lloyd Knox Elementary	K-6	657	232	1	1	0
Edwin Markham Middle	6-8	634	147	0	0	14
Fifty-Ninth Street Elementary	K-5	207	71	0	0	0
Forty-Ninth Street Elementary	K-5	528	250	2	0	0
Forty-Second Street Elementary	K-5	188	28	2	3	0
Graham Elementary	K-6	551	175	2	0	0
Hillcrest Drive Elementary	K-5	532	157	0	0	0
Hobart Boulevard Elementary	K-5	414	203	0	0	0
Holmes Avenue Elementary	K-6	145	33	0	0	0
John Muir Middle	6-8	685	181	18	0	5
Johnnie Cochran Jr. Middle	6-8	481	146	7	0	13
La Salle Avenue Elementary	K-5	341	80	7	0	0
Loren Miller Elementary	K-6	591	258	4	0	0
Los Angeles Academy Middle	6-8	891	204	2	0	16
Lovelie P. Flournoy Elementary	K-5	414	137	2	1	0
Main Street Elementary	K-5	649	353	0	0	0
Manhattan Place Elementary	K-5	221	60	0	1	0
Manual Arts Senior High	9-12	1,039	291	4	2	15
Maple Primary Center	K-1	149	70	0	1	1
Marguerite Poindexter LaMotte Elementary	K-5	443	249	0	0	0
Marina del Rey Middle	6-8	369	26	9	1	2
Marlton	K-8	135	43	16	0	6
Martin Luther King Jr. Elementary	K-5	285	104	0	0	0
Marvin Elementary	K-5	520	160	2	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Mervyn M. Dymally High	9-12	720	142	27	2	14
Ninety-Third Street Elementary	K-6	786	306	0	1	0
Normandie Avenue Elementary	K-5	548	238	2	0	1
One Hundred Seventh Street Elementary	K-5	877	371	0	0	0
Performing Arts Community at Diego Rivera Learning Complex	9-12	514	95	6	0	3
Pio Pico Middle	7-8	242	65	2	0	0
Ritter Elementary	K-5	284	85	0	0	0
Robert E. Peary Middle	6-8	1,119	113	5	0	4
Santee Education Complex	9-12	1,680	315	0	1	10
Seventy-Fifth Street Elementary	K-6	772	324	3	0	1
Short Avenue Elementary	K-5	405	18	1	0	0
Sixty-Sixth Street Elementary	K-6	698	242	0	1	0
South Park Elementary	K-6	835	336	0	0	0
Susan Miller Dorsey Senior High	9-12	792	154	10	1	7
Third Street Elementary	K-5	691	122	0	0	0
Tom Bradley Global Awareness Magnet	K-5	138	13	0	0	0
Virginia Road Elementary	K-5	209	52	0	0	0
West Vernon Avenue Elementary	K-5	523	281	0	0	0
Western Avenue Technology Magnet	K-8	532	168	0	0	0
Westside Global Awareness Magnet	K-8	208	16	0	0	0
Wilshire Park Elementary	K-5	331	115	0	0	0
Woodcrest Elementary	K-5	612	189	0	0	0
YES Academy	K-5	459	159	3	0	0
Los Angeles Unified Subtotal⁴	63	32,403	9,420	220	27	155

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Alain Leroy Locke College Preparatory Academy						
Alain Leroy Locke College Preparatory Academy	9-12	1,189	340	54	0	14
Total	1	1,189	340	54	0	14
Alliance College-Ready Middle Academy 12						
Alliance College-Ready Middle Academy 12	6-8	495	137	0	0	0
Total	1	495	137	0	0	0
Alliance College-Ready Middle Academy 4						
Alliance College-Ready Middle Academy 4	6-8	464	111	0	0	2
Total	1	464	111	0	0	2
Alliance Piera Barbaglia Shaheen Health Services Academy						
Alliance Piera Barbaglia Shaheen Health Services Academy	9-12	452	110	5	0	5
Total	1	452	110	5	0	5
Animo Jackie Robinson High						
Animo Jackie Robinson High	9-12	604	85	0	0	4
Total	1	604	85	0	0	4
Animo Legacy Charter Middle						
Animo Legacy Charter Middle	6-8	998	200	85	1	0
Total	1	998	200	85	1	0
Barack Obama Charter						
Barack Obama Charter	K-5	375	70	0	0	0
Total	1	375	70	0	0	0
Camino Nuevo High 2						
Camino Nuevo High 2	9-12	496	323	0	2	3
Total	1	496	323	0	2	3

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Center for Advanced Learning						
Center for Advanced Learning	K-5	247	98	0	0	0
Total	1	247	98	0	0	0
Century Community Charter						
Century Community Charter	6-8	450	107	40	1	10
Total	1	450	107	40	1	10
Crete Academy						
Crete Academy	K-6	342	25	0	1	0
Total	1	342	25	0	1	0
Crown Preparatory Academy						
Crown Preparatory Academy	5-8	452	119	3	0	5
Total	1	452	119	3	0	5
Ednovate - USC Hybrid High College Prep						
Ednovate - USC Hybrid High College Prep	9-12	527	45	0	2	4
Total	1	527	45	0	2	4
Equitas Academy 2						
Equitas Academy 2	5-8	401	111	2	2	1
Total	1	401	111	2	2	1
Grace Hopper STEM Academy						
Grace Hopper STEM Academy	6-8	80	6	0	4	1
Total	1	80	6	0	4	1
ICEF View Park Preparatory Elementary						
ICEF View Park Preparatory Elementary	K-5	434	7	1	0	1
Total	1	434	7	1	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
ICEF View Park Preparatory Middle						
ICEF View Park Preparatory Middle	6-8	260	2	0	1	4
Total	1	260	2	0	1	4
Ingenium Clarion Charter Middle						
Ingenium Clarion Charter Middle	6-8	125	15	5	0	0
Total	1	125	15	5	0	0
KIPP Academy of Opportunity						
KIPP Academy of Opportunity	5-8	467	91	18	0	0
Total	1	467	91	18	0	0
KIPP Compton Community						
KIPP Compton Community	K-4	661	42	17	0	0
Total	1	661	42	17	0	0
KIPP Empower Academy						
KIPP Empower Academy	K-4	602	171	4	0	1
Total	1	602	171	4	0	1
KIPP Ignite Academy						
KIPP Ignite Academy	K-4	442	106	1	0	0
Total	1	442	106	1	0	0
KIPP Philosophers Academy						
KIPP Philosophers Academy	5-8	358	69	11	0	0
Total	1	358	69	11	0	0
KIPP Scholar Academy						
KIPP Scholar Academy	5-8	309	50	3	0	1
Total	1	309	50	3	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
KIPP Vida Preparatory Academy						
KIPP Vida Preparatory Academy	K-4	566	166	1	0	0
Total	1	566	166	1	0	0
Learning by Design Charter						
Learning by Design Charter	K-5	115	28	0	0	0
Total	1	115	28	0	0	0
Libertas College Preparatory Charter						
Libertas College Preparatory Charter	4-8	296	80	0	0	0
Total	1	296	80	0	0	0
Monsenor Oscar Romero Charter Middle						
Monsenor Oscar Romero Charter Middle	6-8	276	104	0	0	1
Total	1	276	104	0	0	1
New Designs Charter School-Watts						
New Designs Charter School-Watts	6-12	239	29	0	1	4
Total	1	239	29	0	1	4
New Millennium Secondary						
New Millennium Secondary	9-12	145	25	5	2	4
Total	1	145	25	5	2	4
Ocean Charter						
Ocean Charter	K-8	561	28	0	3	0
Total	1	561	28	0	3	0
Westbrook Academy						
Westbrook Academy	9-12	171	62	7	3	12
Total	1	171	62	7	3	12

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Second Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Russell Westbrook Why Not? Middle						
Russell Westbrook Why Not? Middle	6-8	133	39	0	1	10
Total	1	133	39	0	1	10
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary						
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary	K-4	272	94	2	0	0
Total	1	272	94	2	0	0
Today's Fresh Start-Compton						
Today's Fresh Start-Compton	K-8	409	48	0	0	0
Total	1	409	48	0	0	0
Vox Collegiate of Los Angeles						
Vox Collegiate of Los Angeles	6-8	216	49	8	1	10
Total	1	216	49	8	1	10
WISH Academy High						
WISH Academy High	9-12	264	9	7	0	0
Total	1	264	9	7	0	0
2nd Supervisorial Totals	107	51,203	13,420	539	54	267

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

Second Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	-	1	2	-	3	-	1	2	-	3
Culver City Unified	-	-	-	-	-	-	-	-	-	-
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	1	-	1	-	-	0	-	0
LACOE	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	125	85	42	37	289	125	85	42	37	289
Manhattan Beach Unified	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	-	-	-	-	-	-	-	-	-
2nd Supervisorial Totals	125	86	45	37	293	125	86	44	37	292

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Second Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	-	-	1	-	1	-	-	1	-	1
Culver City Unified	-	1	1	-	2	-	1	1	-	2
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	1	-	-	-	1	1	-	-	-	1
Manhattan Beach Unified	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	-	-	-	-	-	-	-	-	-
2nd Supervisorial Totals	1	1	2	0	4	1	1	2	0	4

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Second Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Compton Unified	1	-	-	-	1	1	-	-	-	1
Culver City Unified	-	-	-	-	-	-	-	-	-	-
El Segundo Unified	-	-	-	-	-	-	-	-	-	-
Hawthorne	-	-	-	-	-	-	-	-	-	-
Hermosa Beach City	-	-	-	-	-	-	-	-	-	-
Inglewood Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Lawndale Elementary	-	-	-	-	-	-	-	-	-	-
Lennox	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	4	5	1	1	11	4	5	1	1	11
Manhattan Beach Unified	1	-	-	-	1	1	-	-	-	1
Paramount Unified	-	-	-	-	-	-	-	-	-	-
Redondo Beach Unified	-	-	-	-	-	-	-	-	-	-
Wiseburn	-	-	-	-	-	-	-	-	-	-
2nd Supervisorial Totals	6	5	1	1	13	6	5	1	1	13

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Los Angeles Unified⁵								
Capistrano Avenue Elementary	K-5	422		9/27/2023	E			
Charles Maclay Middle	6-8	280		11/2/2023	G			
Charnock Road Elementary	K-5	286		9/7/2023	G			
Ernest Lawrence Middle	6-8	1,072		12/5/2023	G			
Francisco Sepulveda Middle	6-8	1,101		9/15/2023	E			
Grand View Boulevard Elementary	K-5	525		8/29/2023	E			
Helen Bernstein High	9-12	742		10/24/2023	E			
Hollywood Senior High	9-12	1,052		10/26/2023	E			
Hubert Howe Bancroft Middle	6-8	471		9/11/2023	G			
James Monroe High	9-12	1,944		8/22/2023	G			
Lemay Street Elementary	K-5	336		9/12/2023	E			
Limerick Avenue Elementary	K-5	652	U	12/13/2023	G			
Melvin Avenue Elementary	K-5	405	U	10/25/2023	G			
Northridge Middle	6-8	724		9/12/2023	G			
Osceola Street Elementary	K-5	355		9/26/2023	E			
Panorama High	9-12	1,420	U	11/29/2023	E			
Primary Academy for Success	K-2	203	U	9/15/2023	E			
Richland Avenue Elementary	K-5	252		9/7/2023	E			
Sun Valley Magnet	6-12	1,279		10/10/2023	G			
Van Nuys Middle	6-8	803		11/16/2023	G			
Walgrove Avenue Elementary	K-5	237		12/13/2023	G			
Los Angeles Unified Subtotal⁹	21	14,561						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Bert Corona Charter								
Bert Corona Charter	6-8	349		11/14/2023	G			
Total	1	349						
Bert Corona Charter High								
Bert Corona Charter High	9-12	217		11/2/2023	G			
Total	1	217						
Citizens of the World Charter School Mar Vista								
Citizens of the World Charter School Mar Vista	K-8	498	U	9/7/2023	G			
Total	1	498						
Enadia Way Technology Charter								
Enadia Way Technology Charter	K-5	201		9/27/2023	E			
Total	1	201						
Ingenium Charter								
Ingenium Charter	K-5	285	U	10/24/2023	G			
Total	1	285						
Ingenium Charter Middle								
Ingenium Charter Middle	6-8	166	U	9/27/2023	G			
Total	1	166						
Ivy Academia								
Ivy Academia	K-12	410		10/24/2023	G			
Total	1	410						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Ivy Bound Academy of Math, Science, and Technology Charter Middle								
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	133		10/26/2023	G			
Total	1	133						
James Jordan Middle								
James Jordan Middle	6-8	454		10/25/2023	E			
Total	1	454						
Nestle Avenue Charter								
Nestle Avenue Charter	K-5	441		10/19/2023	E			
Total	1	441						
Valley Charter Middle								
Valley Charter Middle	6-8	245		10/26/2023	G			
Total	1	245						
Valor Academy Middle								
Valor Academy Middle	5-8	512		11/14/2023	G			
Total	1	512						
3rd Supervisorial Totals		33	18,472					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Los Angeles Unified³												
Capistrano Avenue Elementary	K-5	422		Y								
Charles Maclay Middle	6-8	280		Y								
Charnock Road Elementary	K-5	286		Y								
Ernest Lawrence Middle	6-8	1,072		Y								
Francisco Sepulveda Middle	6-8	1,101		Y								
Grand View Boulevard Elementary	K-5	525		Y								
Helen Bernstein High	9-12	742		Y								
Hollywood Senior High	9-12	1,052		Y								
Hubert Howe Bancroft Middle	6-8	471		Y								
James Monroe High	9-12	1,944		Y								
Lemay Street Elementary	K-5	336		Y								
Limerick Avenue Elementary	K-5	652	U	Y								
Melvin Avenue Elementary	K-5	405	U	Y								
Northridge Middle	6-8	724		Y								
Osceola Street Elementary	K-5	355		Y								
Panorama High	9-12	1,420	U	Y								
Primary Academy for Success	K-2	203	U	Y								
Richland Avenue Elementary	K-5	252		Y								
Sun Valley Magnet	6-12	1,279		Y								
Van Nuys Middle	6-8	803		Y								
Walgrove Avenue Elementary	K-5	237		Y								
Los Angeles Unified Subtotal³	21	14,561										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS),

Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by school districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Bert Corona Charter												
Bert Corona Charter	6-8	349		Y								
Total	1	349										
Bert Corona Charter High												
Bert Corona Charter High	9-12	217		Y								
Total	1	217										
Citizens of the World Charter School Mar Vista												
Citizens of the World Charter School Mar Vista	K-8	498	U	Y								
Total	1	498										
Enadia Way Technology Charter												
Enadia Way Technology Charter	K-5	201		Y								
Total	1	201										
Ingenium Charter												
Ingenium Charter	K-5	285	U	Y								
Total	1	285										
Ingenium Charter Middle												
Ingenium Charter Middle	6-8	166	U	Y								
Total	1	166										
Ivy Academia												
Ivy Academia	K-12	410		Y								
Total	1	410										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Third Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Ivy Bound Academy of Math, Science, and Technology Charter Middle												
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	133		Y								
Total	1	133										
James Jordan Middle												
James Jordan Middle	6-8	454		Y								
Total	1	454										
Nestle Avenue Charter												
Nestle Avenue Charter	K-5	441		Y								
Total	1	441										
Valley Charter Middle												
Valley Charter Middle	6-8	245		Y								
Total	1	245										
Valor Academy Middle												
Valor Academy Middle	5-8	512		Y								
Total	1	512										
3rd Supervisorial Totals												
	33	18,472										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Third Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Capistrano Avenue Elementary	K-5	422	66	1	0	0
Charles Maclay Middle	6-8	280	83	3	0	4
Charnock Road Elementary	K-5	286	65	0	0	0
Ernest Lawrence Middle	6-8	1,072	123	4	0	4
Francisco Sepulveda Middle	6-8	1,101	240	0	2	8
Grand View Boulevard Elementary	K-5	525	97	0	0	0
Helen Bernstein High	9-12	742	242	7	0	8
Hollywood Senior High	9-12	1,052	99	4	2	4
Hubert Howe Bancroft Middle	6-8	471	73	7	0	15
James Monroe High	9-12	1,944	467	3	3	19
Lemay Street Elementary	K-5	336	101	2	0	0
Limerick Avenue Elementary	K-5	652	208	0	0	0
Melvin Avenue Elementary	K-5	405	139	0	0	0
Northridge Middle	6-8	724	183	0	0	11
Osceola Street Elementary	K-5	355	88	0	0	0
Panorama High	9-12	1,420	316	0	1	3
Primary Academy for Success	K-2	203	122	0	0	0
Richland Avenue Elementary	K-5	252	29	0	1	0
Sun Valley Magnet	6-12	1,279	224	4	0	0
Van Nuys Middle	6-8	803	146	0	0	30
Walgrove Avenue Elementary	K-5	237	16	0	0	0
Los Angeles Unified Subtotal⁴	21	14,561	3,127	35	9	106

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Third Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Bert Corona Charter						
Bert Corona Charter	6-8	349	90	5	0	0
Total	1	349	90	5	0	0
Bert Corona Charter High						
Bert Corona Charter High	9-12	217	56	0	0	1
Total	1	217	56	0	0	1
Citizens of the World Charter School Mar Vista						
Citizens of the World Charter School Mar Vista	K-8	498	56	10	3	8
Total	1	498	56	10	3	8
Enadia Way Technology Charter						
Enadia Way Technology Charter	K-5	201	40	0	0	0
Total	1	201	40	0	0	0
Ingenium Charter						
Ingenium Charter	K-5	285	121	0	0	0
Total	1	285	121	0	0	0
Ingenium Charter Middle						
Ingenium Charter Middle	6-8	166	64	8	1	0
Total	1	166	64	8	1	0
Ivy Academia						
Ivy Academia	K-12	410	71	0	5	5
Total	1	410	71	0	5	5

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Third Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Ivy Bound Academy of Math, Science, and Technology Charter Middle						
Ivy Bound Academy of Math, Science, and Technology Charter Middle	6-8	133	26	0	0	0
Total	1	133	26	0	0	0
James Jordan Middle						
James Jordan Middle	6-8	454	103	0	0	0
Total	1	454	103	0	0	0
Nestle Avenue Charter						
Nestle Avenue Charter	K-5	441	130	0	0	1
Total	1	441	130	0	0	1
Valley Charter Middle						
Valley Charter Middle	6-8	245	50	2	3	1
Total	1	245	50	2	3	1
Valor Academy Middle						
Valor Academy Middle	5-8	512	147	5	1	0
Total	1	512	147	5	1	0
3rd Supervisorial Totals	33	18,472	4,081	65	22	122

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

Third Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	125	85	42	37	289	125	85	42	37	289
Santa Monica-Malibu Unified	-	-	-	-	-	-	-	-	-	-
3rd Supervisorial Totals	125	85	42	37	289	125	85	42	37	289

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Third Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	1	-	-	-	1	1	-	-	-	1
Santa Monica-Malibu Unified	-	1	-	-	1	-	0	-	-	0
3rd Supervisorial Totals	1	1	0	0	2	1	0	0	0	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Third Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Beverly Hills Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Las Virgenes Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	4	5	1	1	11	4	5	1	1	11
Santa Monica-Malibu Unified	-	1	-	-	1	-	0	-	-	0
3rd Supervisorial Totals	4	6	1	1	12	4	5	1	1	11

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
ABC Unified								
Aloha Elementary	K-6	316	U	8/30/2023	G			
ABC Unified Total	1	316						
Downey Unified								
Imperial Elementary	K-3	684	U	8/28/2023	E			
Downey Unified Total	1	684						
EI Rancho Unified								
North Ranchito Elementary	K-5	334	U	9/1/2023	G			
EI Rancho Unified Total	1	334						
Long Beach Unified								
Addams Elementary	K-5	747	U	9/25/2023	G			
Barton Elementary	K-5	440	U	11/3/2023	E			
Bryant Elementary	K-5	334	U	9/21/2023	E			
Educational Partnership High	10-12	422		11/3/2023	G			
Franklin Classical Middle	6-8	1,025	U	10/13/2023	G			
Gant Elementary	K-5	663		9/21/2023	G			
Hamilton Middle	6-8	815		10/4/2023	G			
Harte Elementary	K-5	761		10/31/2023	G			
Hudson	K-5	269	U	10/13/2023	G			
Jenny Oropeza Elementary	K-5	544		10/30/2023	E			
Jordan High	9-12	2,207		10/17/2023	G	Large unsecured book shelves are an earthquake hazard and outlet cover is missing exposing contacts is a safety concern	1/10/2024	Resolved
Lindbergh STEM Academy	6-8	411		9/25/2023	G			
Lindsey Academy	6-8	715		10/31/2023	E			

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Muir K-8	K-8	1,046		9/19/2023	G	Exit corridors contain storage and are a safety hazard	12/13/2023	Resolved
Washington Middle	6-8	889	U	10/30/2023	G			
Webster Elementary	K-5	497	U	9/19/2023	G			
Long Beach Unified Total	16	11,785						

Los Angeles Unified⁵								
Bell Senior High	9-12	2,259		9/19/2023	G			
Cabrillo Avenue Elementary	K-5	323	U	9/6/2023	E			
Elizabeth Learning Center	K-12	1,322		10/9/2023	G			
Leland Street Elementary	K-5	418		9/6/2023	E			
Lucille Roybal-Allard Elementary	K-6	483		12/11/2023	E			
Martha Escutia Primary Center	K	187		10/2/2023	E			
Normont Elementary	K-5	273	U	9/28/2023	G			
President Avenue Elementary	K-6	362		12/7/2023	E			
White Point Elementary	K-5	322		9/6/2023	E			
Wilmington Middle (STEAM) Magnet	6-8	1,243		9/28/2023	E			
Los Angeles Unified Subtotal⁵	10	7,192						

Los Nietos								
Los Nietos Middle	7-8	263		8/28/2023	G			
Los Nietos Total	1	263						

Lynwood Unified								
Hosler Middle	7-8	880		10/03/2023	G			
Pathway Independent Study	9-12	172		10/03/2023	G			
Rosa Parks Elementary	K-6	379		01/01/2023	F	Large cracks throughout asphalt area are a trip hazard	1/12/2024	Not resolved
Washington Elementary	K-6	505		11/01/2023	G			
Lynwood Unified Total	4	1,936						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Montebello Unified⁵								
Bell Gardens Elementary	K-5	659		11/15/2023	E			
Montebello Unified Sub Subtotal⁵	1	659						
Paramount Unified								
Collins (Captain Raymond) Elementary	K-5	527	U	8/30/2023	G			
Roosevelt (Theodore) Elementary	K-5	496		8/30/2023	E			
Paramount Unified Total	2	1,023						
Whittier Union High								
Whittier High	9-12	1,710	U	9/13/2023	G			
Whittier Union Total	1	1,710						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies. 4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Montebello Unified (1st and 5th).

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fourth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Academia Moderna								
Academia Moderna	K-5	444	U	12/6/2023	G			
Total	1	444						
Alliance Collins Family College-Ready High								
Alliance Collins Family College-Ready High	9-12	618		11/28/2023	G			
Total	1	618						
Aspire Olin University Preparatory Academy								
Aspire Olin University Preparatory Academy	6-12	557		11/30/2023	E			
Total	1	557						
Magnolia Science Academy Bell								
Magnolia Science Academy Bell	6-8	404		10/2/2023	E			
Total	1	404						
PREPA TEC - Los Angeles								
PREPA TEC - Los Angeles	6-8	305		12/6/2023	G			
Total	1	305						
4th Supervisorial Totals		43	28,230					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
ABC Unified												
Aloha Elementary	K-6	316	U	Y								
ABC Unified Total	1	316										
Downey Unified												
Imperial Elementary	K-3	684	U	Y								
Downey Unified Total	1	684										
EI Rancho Unified												
North Ranchito Elementary	K-5	334		Y								
EI Rancho Unified Total	1	334										
Long Beach Unified												
Addams Elementary	K-5	747	U	Y								
Barton Elementary	K-5	440	U	Y								
Bryant Elementary	K-5	334	U	Y								
Educational Partnership High	10-12	422		Y								
Franklin Classical Middle	6-8	1,025	U	Y								
Gant Elementary	K-5	663		Y								
Hamilton Middle	6-8	815		Y								
Harte Elementary	K-5	761		Y								
Hudson	K-5	269	U	Y								
Jenny Oropeza Elementary	K-5	544		Y								
Jordan High	9-12	2,207		Y								
Lindbergh STEM Academy	6-8	411		Y								
Lindsey Academy	6-8	715		Y								
Muir K-8	K-8	1,046		Y								
Washington Middle	6-8	889	U	Y								
Webster Elementary	K-5	497	U	Y								
Long Beach Unified Total	16	11,785										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Los Angeles Unified³												
Bell Senior High	9-12	2,259		Y								
Cabrillo Avenue Elementary	K-5	323	U	Y								
Elizabeth Learning Center	K-12	1,322		Y								
Leland Street Elementary	K-5	418		Y								
Lucille Roybal-Allard Elementary	K-6	483		Y								
Martha Escutia Primary Center	K	187		Y								
Normont Elementary	K-5	273	U	Y								
President Avenue Elementary	K-6	362		Y								
White Point Elementary	K-5	322		Y								
Wilmington Middle STEAM Magnet	6-8	1,243		Y								
Los Angeles Unified Subtotal³	10	7,192										
Los Nietos												
Los Nietos Middle	7-8	263		Y								
Los Nietos Total	1	263										
Lynwood Unified												
Hosler Middle	7-8	880		Y								
Pathway Independent Study	9-12	172		Y								
Rosa Parks Elementary	K-6	379		Y								
Washington Elementary	K-6	505		Y								
Lynwood Unified Total	4	1,936										

Legend, Footnotes & Explanations

- 1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by the school districts.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Montebello Unified³												
Bell Gardens Elementary	K-5	659		Y								
Montebello Unified Subtotal³	1	659										
Paramount Unified												
Collins (Captain Raymond) Elementary	K-5	527	U	Y								
Roosevelt (Theodore) Elementary	K-5	496		Y								
Paramount Unified Total	2	1,023										
Whittier Union High												
Whittier High	9-12	1,710	U	Y								
Whittier Union Total	1	1,710										

Legend, Footnotes & Explanations

- 1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by the school districts.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - School district "residing" in more than one supervisorial boundary. Montebello Unified (1st & 5th).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Academia Moderna												
Academia Moderna	K-5	444	U	Y								
Total	1	444										
Alliance Collins Family College-Ready High												
Alliance Collins Family College-Ready High	9-12	618		Y								
Total	1	618										
Aspire Olin University Preparatory Academy												
Aspire Olin University Preparatory Academy	6-12	557		Y								
Total	1	557										
Magnolia Science Academy Bell												
Magnolia Science Academy Bell	6-8	404		Y								
Total	1	404										
PREPA TEC - Los Angeles												
PREPA TEC - Los Angeles	6-8	305		Y								
Total	1	305										
4th Supervisorial Totals												
	43	28,230										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
ABC Unified						
Aloha Elementary	K-6	316	45	2	0	0
ABC Unified Total	1	316	45	2	0	0
Downey Unified						
Imperial Elementary	K-3	684	153	0	1	2
Downey Unified Total	1	684	153	0	1	2
EI Rancho Unified						
North Ranchito Elementary	K-5	334	91	0	0	1
EI Rancho Unified Total	1	334	91	0	0	1
Long Beach Unified						
Addams Elementary	K-5	747	257	1	0	1
Barton Elementary	K-5	440	87	0	0	0
Bryant Elementary	K-5	334	70	0	0	0
Educational Partnership High	10-12	422	66	0	0	0
Franklin Classical Middle	6-8	1,025	300	0	1	9
Gant Elementary	K-5	663	25	1	0	0
Hamilton Middle	6-8	815	188	0	1	11
Harte Elementary	K-5	761	189	0	0	2
Hudson	K-5	269	59	0	0	0
Jenny Oropeza Elementary	K-5	544	232	0	1	1
Jordan High	9-12	2,207	481	20	6	54
Lindbergh STEM Academy	6-8	411	81	0	3	13
Lindsey Academy	6-8	715	152	0	1	9
Muir K-8	K-8	1,046	229	0	0	10
Washington Middle	6-8	889	276	0	2	10
Webster Elementary	K-5	497	112	3	0	0
Long Beach Unified Total	16	11,785	2,804	25	15	120

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Los Angeles Unified⁴						
Bell Senior High	9-12	2,259	154	6	0	6
Cabrillo Avenue Elementary	K-5	323	70	0	0	0
Elizabeth Learning Center	K-12	1,322	291	5	0	1
Leland Street Elementary	K-5	418	45	0	1	1
Lucille Roybal-Allard Elementary	K-6	483	138	0	0	0
Martha Escutia Primary Center	K	187	76	0	0	0
Normont Elementary	K-5	273	80	1	0	0
President Avenue Elementary	K-6	362	66	0	0	0
White Point Elementary	K-5	322	18	0	0	0
Wilmington Middle STEAM Magnet	6-8	1,243	156	1	0	1
Los Angeles Unified Subtotal⁴	10	7,192	1,094	13	1	9
Los Nietos						
Los Nietos Middle	7-8	263	50	0	0	0
Los Nietos Total	1	263	50	0	0	0
Lynwood Unified						
Hosler Middle	7-8	880	188	0	0	3
Pathway Independent Study	9-12	172	29	0	0	0
Rosa Parks Elementary	K-6	379	115	0	0	0
Washington Elementary	K-6	505	134	0	0	0
Lynwood Unified Total	4	1,936	466	0	0	3

Legend, Footnotes & Explanations

- 1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.
- 2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.
- 3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.
- 4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Montebello Unified⁴						
Bell Gardens Elementary	K-5	659	272	6	0	1
Montebello Unified Subtotal⁴	1	659	272	6	0	1
Paramount Unified						
Collins (Captain Raymond) Elementary	K-5	527	77	0	0	0
Roosevelt (Theodore) Elementary	K-5	496	134	0	0	0
Paramount Unified Total	2	1,023	211	0	0	0
Whittier Union High						
Whittier High	9-12	1,710	159	0	1	1
Whittier Union Total	1	1,710	159	0	1	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

4 - School district "residing" in more than one supervisorial boundary. Montebello Unified (1st and 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fourth Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Academia Moderna						
Academia Moderna	K-5	444	193	0	0	0
Total	1	444	193	0	0	0
Alliance Collins Family College-Ready High						
Alliance Collins Family College-Ready High	9-12	618	68	0	0	2
Total	1	618	68	0	0	2
Aspire Olin University Preparatory Academy						
Aspire Olin University Preparatory Academy	6-12	557	74	2	3	10
Total	1	557	74	2	3	10
Magnolia Science Academy Bell						
Magnolia Science Academy Bell	6-8	404	61	0	0	0
Total	1	404	61	0	0	0
PREPA TEC - Los Angeles						
PREPA TEC - Los Angeles	6-8	305	88	9	1	12
Total	1	305	88	9	1	12
4th Supervisorial Totals	43	28,230	5,829	57	22	161

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	-	-	-	-	-	-	-	-	-	-
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	1	2	-	-	3	0	2	-	-	2
Los Angeles Unified	125	85	42	37	289	125	85	42	37	289
Los Nietos	-	-	-	-	-	-	-	-	-	-
Lowell Joint	-	-	-	1	1	-	-	-	1	1
Lynwood Unified	-	4	-	-	4	-	4	-	-	4
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula Unified	-	-	-	1	1	-	-	-	0	0
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
4th Supervisorial Totals	126	91	42	39	298	125	91	42	38	296

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Instructional Materials Complaints Received and Resolved ¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District ²	1 st	2 nd	3 rd	4 th	Total	1 st	2 nd	3 rd	4 th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	-	-	-	-	-	-	-	-	-	-
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	1	-	-	-	1	1	-	-	-	1
Los Nietos	-	-	-	-	-	-	-	-	-	-
Lowell Joint	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	-	-	-	-	-	-	-	-	-
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula Unified	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
4th Supervisorial Totals	1	0	0	0	1	1	0	0	0	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fourth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
ABC Unified	-	-	-	-	-	-	-	-	-	-
Bellflower Unified	-	-	-	-	-	-	-	-	-	-
Centinela Valley Union High	-	-	-	-	-	-	-	-	-	-
Downey Unified	-	-	-	-	-	-	-	-	-	-
East Whittier City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
El Rancho Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Little Lake City	-	-	-	-	-	-	-	-	-	-
Long Beach Unified	-	-	-	-	-	-	-	-	-	-
Los Angeles Unified	4	5	1	1	11	4	5	1	1	11
Los Nietos	-	-	-	-	-	-	-	-	-	-
Lowell Joint	-	-	-	-	-	-	-	-	-	-
Lynwood Unified	-	2	-	-	2	-	2	-	-	2
Montebello Unified	-	-	-	-	-	-	-	-	-	-
Norwalk-La Mirada Unified	-	-	-	-	-	-	-	-	-	-
Palos Verdes Peninsula Unified	-	-	-	-	-	-	-	-	-	-
Paramount Unified	-	-	-	-	-	-	-	-	-	-
South Whittier SD	-	-	-	-	-	-	-	-	-	-
Torrance Unified	-	-	-	-	-	-	-	-	-	-
Valle Lindo School	-	-	-	-	-	-	-	-	-	-
Whittier City	-	-	-	-	-	-	-	-	-	-
Whittier Union High	-	-	-	-	-	-	-	-	-	-
4th Supervisorial Totals	4	7	1	1	13	4	7	1	1	13

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Antelope Valley Union High								
Antelope Valley High	9-12	1,512	U	9/8/2023	E			
Highland High	9-12	2,778		10/24/2023	E			
Lancaster High	9-12	2,697		9/21/2023	E			
Littlerock High	9-12	1,526		12/13/2023	G			
Antelope Valley Union High Total	4	8,513						
Eastside Union								
Columbia Elementary	K-6	678		8/17/2023	G			
Enterprise Elementary	K-6	623	U	11/2/2023	G			
Gifford C. Cole Middle	7-8	687		8/17/2023	G			
Eastside Union Total	3	1,988						
Glendale Unified								
Glendale High	9-12	2,006	U	8/29/2023	G			
Glendale Unified Total	1	2,006						
Gorman Joint								
Gorman Elementary	K-8	90		9/12/2023	E			
Gorman Joint Total	1	90						
Keppel Union								
Alpine Elementary	K-8	499		10/26/2023	G			
Antelope Elementary	K-8	272		10/26/2023	G			
Daisy Gibson Elementary	K-8	641		10/26/2023	E			
Keppel Union Total	3	1,412						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Lancaster								
Desert View Elementary	K-6	718		11/2/2023	G			
El Dorado Elementary	K-5	742		9/20/2023	G			
Endeavour Middle	6-8	780		9/20/2023	G			
John and Jacquelyn Miller Elementary	K-6	652		11/2/2023	E			
Joshua Elementary	K-5	574	U	9/26/2023	G			
Lancaster Alternative and Virtual Academies	K-8	263	U	9/26/2023	G			
Lincoln Elementary	K-5	702		11/30/2023	E			
Linda Verde Elementary	K-8	638	U	9/14/2023	G			
Mariposa Elementary	K-6	732		11/2/2023	G			
New Vista Middle	6-8	938	U	11/2/2023	G			
Piute Middle	6-8	767		9/14/2023	G			
Sierra Elementary	K-5	711	U	11/2/2023	G			
Sunnydale Elementary	K-6	504		9/26/2023	P	Rusted, damaged overhead breezeway. Adjacent breezeway has damage to roof. Play structure has damage on rope bridge that is caution taped off.	1/18/2024	Not Resolved
Lancaster Total	13	8,721						
Los Angeles Unified⁵								
Berenece Carlson Home Hospital	K-12	422		12/13/2023	G			
Toluca Lake Elementary	K-5	506	U	11/16/2023	F			
Los Angeles Unified Subtotal⁵	2	928						
Monrovia Unified								
Monroe Elementary	K-5	451		11/1/2023	G			
Plymouth Elementary	K-5	532		11/1/2023	E			
Monrovia Unified Total	2	983						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

5 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th)

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Newhall								
Dr. J. Michael McGrath Elementary	K-6	419		9/12/2023	E			
Newhall Total	1	419						
Palmdale								
Barrel Springs Elementary	K-5	618		11/9/2023	G			
Cactus Medical, Health and Technology Magnet Academy	6-8	845	U	9/28/2023	G	Extreme amount of paper covering walls from floor to ceiling is a fire hazard	1/18/2024	Resolved
Desert Rose Elementary	K-5	648		10/17/2023	G			
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	1,020		11/9/2023	G			
Golden Poppy Elementary	K-5	494		11/30/2023	G			
Manzanita Elementary	K-5	624		10/5/2023	E			
Mesquite Elementary	K-5	618	U	9/28/2023	G			
Palm Tree Elementary	K-5	447	U	9/7/2023	E			
Shadow Hills Engineering and Design Magnet Academy	6-8	874		11/30/2023	G			
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	786		8/16/2023	F	Exposed electrical wires with voltage present	1/18/2024	Not resolved
Summerwind Elementary	K-5	569		10/17/2023	G			
Tamarisk Elementary	K-5	738		8/16/2023	G			
Yellen Learning Center	K-8	55		11/7/2023	G			
Yucca Elementary	K-5	477		10/17/2023	G			
Palmdale Total	14	8,813						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Pasadena Unified								
Altadena Elementary	K-5	488		9/6/2023	G			
Blair High	6-12	1,055		9/27/2023	G	Exposed electrical wires with voltage present	1/11/2024	Resolved
Charles W. Eliot Middle	6-8	395		11/17/2023	G			
CIS Academy	K-12	235		9/22/2023	G			
John Muir High	9-12	1,133		8/23/2023	F	An extreme amount of clutter	10/25/2023	Not resolved
Madison Elementary	K-5	409		10/25/2023	E			
McKinley	K-8	616		12/1/2023	F			
Norma Coombs Elementary	K-5	334		12/1/2023	G			
Washington Middle	6-8	519	U	10/18/2023	G			
Pasadena Unified Total	9	5,184						
Westside Union								
Anaverde Hills	K-8	576		9/7/2023	E			
Del Sur Senior Elementary	K-8	758		9/21/2023	E			
Joe Walker Middle	6-8	818		8/31/2023	G			
Leona Valley Elementary	K-8	95	U	9/21/2023	E			
Quartz Hill Elementary	K-6	875	U	8/31/2023	E			
Rancho Vista Elementary	K-6	907		8/31/2023	E			
Westside Union Total	6	4,029						
Wilsona								
Challenger Middle	5-8	553		10/5/2023	G			
Wilsona Total	1	553						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Academies of the Antelope Valley High								
Academies of the Antelope Valley High	6-12	668		11/7/2023	G			
Total	1	668						
Aveson Global Leadership Academy								
Aveson Global Leadership Academy	6-12	207	U	10/18/2023	E			
Total	1	207						
California Pacific Charter - Los Angeles								
California Pacific Charter - Los Angeles	K-12	428		9/6/2023	E			
Total	1	428						
California School of the Arts - San Gabriel Valley								
California School of the Arts - San Gabriel Valley	K-6	935		9/22/2023	E			
Total	1	935						
Compass Charter Schools of Los Angeles								
Compass Charter Schools of Los Angeles	K-12	956		9/12/2023	E			
Total	1	956						
iLEAD Lancaster Charter								
iLEAD Lancaster Charter	K-8	795	U	11/30/2023	E			
Total	1	795						
Life Source International Charter								
Life Source International Charter	K-8	210		9/26/2023	E			
Total	1	210						

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS - VISITATION MONITORING PROFILE for 2023-24

Fifth Supervisorial District			School Visit Determinations School Facility Conditions and Extreme Deficiencies					
District & School	Grade Levels	2023-2024 Enrollment	Unannounced Visits [U]	Inspection Date	School Rating¹	If applicable, Description of Extreme Deficiency²	Follow-Up Date³	Resolution Status⁴
Pasadena Rosebud Academy								
Pasadena Rosebud Academy	K-8	144	U	10/25/2023	G			
Total	1	144						
Plainview Academic Charter Academy								
Plainview Academic Charter Academy	K-5	285		10/10/2023	E			
Total	1	285						
PUC CALS Middle School and Early College High								
PUC CALS Middle School and Early College High	6-12	307	U	10/5/2023	E			
Total	1	307						
PUC Inspire Charter Academy								
PUC Inspire Charter Academy	6-8	224		9/26/2023	G			
Total	1	224						
Santa Clarita Valley International								
Santa Clarita Valley International	K-12	685		9/12/2023	E			
Total	1	685						
5th Supervisorial Totals		72	49,483					
Los Angeles County Totals		309	179,917					

Legend, Footnotes & Explanations

1 - School Rating means

"E" [Exemplary] rating indicates that the school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

"G" [Good] rating indicates the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

"F" [Fair] rating indicates the school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

"P" [Poor] rating indicates the school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

2 - Extreme Deficiency means a facility condition that is critical to the health and safety of pupils and staff.

3 - Follow-up means the site was visited a minimum of 30 days after the initial Williams facilities inspection to verify resolution of extreme deficiencies.

4 - Resolution Status means whether or not extreme deficiencies were corrected as of the time of the follow-up visit.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Antelope Valley Union High												
Antelope Valley High	9-12	1,512	U	Y								
Highland High	9-12	2,778		Y								
Lancaster High	9-12	2,697		Y								
Littlerock High	9-12	1,526		Y								
Antelope Valley Union High Total	4	8,513										
Eastside Union												
Columbia Elementary	K-6	678		Y								
Enterprise Elementary	K-6	623	U	Y								
Gifford C. Cole Middle	7-8	687		Y								
Eastside Union Total	3	1,988										
Glendale Unified												
Glendale High	9-12	2,006	U	Y								
Glendale Unified Total	1	2,006										
Gorman Joint												
Gorman Elementary	K-8	90		Y								
Gorman Joint Total	1	90										
Keppel												
Alpine Elementary	K-8	499		Y								
Antelope Elementary	K-8	272		Y								
Daisy Gibson Elementary	K-8	641		Y								
Keppel Union Total	3	1,412										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB). All instructional material insufficiencies identified during 2023-2024 were resolved by the districts.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Lancaster												
Desert View Elementary	K-6	718		Y								
El Dorado Elementary	K-5	742		Y								
Endeavour Middle	6-8	780		Y								
John and Jacquelyn Miller Elementary	K-6	652		Y								
Joshua Elementary	K-5	574	U	Y								
Lancaster Alternative and Virtual Academies	K-8	263	U	Y								
Lincoln Elementary	K-5	702		Y								
Linda Verde Elementary	K-8	638	U	Y								
Mariposa Elementary	K-6	732		Y								
New Vista Middle	6-8	938	U	Y								
Piute Middle	6-8	767		Y								
Sierra Elementary	K-5	711	U	Y								
Sunnydale Elementary	K-6	504		Y								
Lancaster Total	13	8,721										
Los Angeles Unified³												
Berenece Carlson Home Hospital	K-12	422		Y								
Toluca Lake Elementary	K-5	506	U	Y								
Los Angeles Unified Subtotal³	2	928										
Monrovia Unified												
Monroe Elementary	K-5	451		Y								
Plymouth Elementary	K-5	532		Y								
Monrovia Unified Total	2	983										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS),

Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - School districts "residing" in more than one supervisorial boundary. These include Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th), Los Angeles Unified Authorized Charters (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
District & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Newhall												
Dr. J. Michael McGrath Elementary	K-6	419		Y								
Newhall Total	1	419										
Palmdale												
Barrel Springs Elementary	K-5	618		Y								
Cactus Medical, Health and Technology Magnet Academy	6-8	845	U	Y								
Desert Rose Elementary	K-5	648		Y								
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	1,020		Y								
Golden Poppy Elementary	K-5	494		Y								
Manzanita Elementary	K-5	624		Y								
Mesquite Elementary	K-5	618	U	Y								
Palm Tree Elementary	K-5	447	U	Y								
Shadow Hills Engineering and Design Magnet Academy	6-8	874		Y								
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	786		Y								
Summerwind Elementary	K-5	569		Y								
Tamarisk Elementary	K-5	738		Y								
Yellen Learning Center	K-8	55		Y								
Yucca Elementary	K-5	477		Y								
Palmdale Total	14	8,813										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - School districts "residing" in more than one supervisorial boundary. These include Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th), Los Angeles Unified Authorized Charters (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
District & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject						Total Insufficiencies	
					ELA	MAT	SCI	HSS	FL	HLT		LAB
Pasadena Unified												
Altadena Elementary	K-5	488		Y								
Blair High	6-12	1,055		Y								
Charles W. Eliot Middle	6-8	395		Y								
CIS Academy	K-12	235		Y								
John Muir High	9-12	1,133		Y								
Madison Elementary	K-5	409		Y								
McKinley	K-8	616		Y								
Norma Coombs Elementary	K-5	334		Y								
Washington Middle	6-8	519	U	Y								
Pasadena Unified Total	9	5,184										
Westside Union												
Anaverde Hills	K-8	576		Y								
Del Sur Senior Elementary	K-8	758		Y								
Joe Walker Middle	6-8	818		Y								
Leona Valley Elementary	K-8	95	U	Y								
Quartz Hill Elementary	K-6	875	U	Y								
Rancho Vista Elementary	K-6	907		Y								
Westside Union Total	6	4,029										
Wilsona												
Challenger Middle	5-8	553		Y								
Wilsona Total	1	553										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials ¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment ²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Academies of the Antelope Valley High												
Academies of the Antelope Valley High	6-12	668		Y								
Total	1	668										
Aveson Global Leadership Academy												
Aveson Global Leadership Academy	6-12	207	U	Y								
Total	1	207										
California Pacific Charter- Los Angeles												
California Pacific Charter- Los Angeles	K-12	428		Y								
Total	1	428										
California School of the Arts - San Gabriel Valley												
California School of the Arts - San Gabriel Valley	K-6	935		Y								
Total	1	935										
Compass Charter Schools of Los Angeles												
Compass Charter Schools of Los Angeles	K-12	956		Y								
Total	1	956										
iLEAD Lancaster Charter												
iLEAD Lancaster Charter	K-8	795	U	Y								
Total	1	795										
Life Source International Charter												
Life Source International Charter	K-8	210		Y								
Total	1	210										
Pasadena Rosebud Academy												
Pasadena Rosebud Academy	K-8	144	U	Y								
Total	1	144										

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS REVIEW MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			School Review Determinations Sufficiency of Instructional Materials¹									
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	Unannounced Visits [U]	Sufficient [Y] Insufficient [N]	Insufficiencies per Subject							Total Insufficiencies
					ELA	MAT	SCI	HSS	FL	HLT	LAB	
Plainview Academic Charter Academy												
Plainview Academic Charter Academy	K-5	285		Y								
Total	1	285										
PUC CALS Middle School and Early College High												
PUC CALS Middle School and Early College High	6-12	307	U	Y								
Total	1	307										
PUC Inspire Charter Academy												
PUC Inspire Charter Academy	6-8	224		Y								
Total	1	224										
Santa Clarita Valley International												
Santa Clarita Valley International	K-12	685		Y								
Total	1	685										
5th Supervisorial Totals		72	49,483									
Los Angeles County Totals		309	179,917									

Legend, Footnotes & Explanations

1 - County Offices of Education review data submitted to determine sufficient State standards aligned instructional materials in English Language Arts (ELA), Mathematics (MAT), Science (SCI), History/Social Science (HSS), Foreign Language (FL), Health (HLT), Science Laboratory Equipment (LAB).

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Antelope Valley Union High						
Antelope Valley High	9-12	1,512	175	19	3	15
Highland High	9-12	2,778	267	24	3	19
Lancaster High	9-12	2,697	177	8	4	13
Littlerock High	9-12	1,526	314	21	2	18
Antelope Valley Union High Total	4	8,513	933	72	12	65
Eastside Union						
Columbia Elementary	K-6	678	142	4	0	1
Enterprise Elementary	K-6	623	88	2	1	2
Gifford C. Cole Middle	7-8	687	140	10	1	5
Eastside Union Total	3	1,988	370	16	2	8
Glendale Unified						
Glendale High	9-12	2,006	543	2	1	0
Glendale Unified Total	1	2,006	543	2	1	0
Gorman Joint						
Gorman Elementary	K-8	90	18	0	1	1
Gorman Joint Total	1	90	18	0	1	1
Keppel Union						
Alpine Elementary	K-8	499	200	5	0	0
Antelope Elementary	K-8	272	95	11	0	1
Daisy Gibson Elementary	K-8	641	248	2	0	0
Keppel Union Total	3	1,412	543	18	0	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Lancaster						
Desert View Elementary	K-6	718	113	2	0	0
El Dorado Elementary	K-5	742	124	0	0	5
Endeavour Middle	6-8	780	66	0	1	4
John and Jacquelyn Miller Elementary	K-6	652	75	0	0	0
Joshua Elementary	K-5	574	88	0	0	0
Lancaster Alternative and Virtual Academies	K-8	263	19	0	0	0
Lincoln Elementary	K-5	702	109	0	0	0
Linda Verde Elementary	K-8	638	272	9	0	2
Mariposa Elementary	K-6	732	112	2	0	0
New Vista Middle	6-8	938	117	16	0	12
Piute Middle	6-8	767	123	15	0	16
Sierra Elementary	K-5	711	83	0	0	0
Sunnydale Elementary	K-6	504	57	3	0	0
Lancaster Total	13	8,721	1,358	47	1	39
Los Angeles Unified⁴						
Berenece Carlson Home Hospital	K-12	422	122	21	0	3
Toluca Lake Elementary	K-5	506	52	0	0	0
Los Angeles Unified Subtotal⁴	2	928	174	21	0	3
Monrovia Unified						
Monroe Elementary	K-5	451	89	0	0	0
Plymouth Elementary	K-5	532	88	0	0	0
Monrovia Unified Total	2	983	177	0	0	0

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

4 - School district "residing" in more than one supervisorial boundary. Los Angeles Unified (1st, 2nd, 3rd, 4th & 5th).

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Newhall						
Dr. J. Michael McGrath Elementary	K-6	419	171	0	0	0
Newhall Total	1	419	171	0	0	0
Palmdale						
Barrel Springs Elementary	K-5	618	114	0	0	0
Cactus Medical, Health and Technology Magnet Academy	6-8	845	176	7	3	4
Desert Rose Elementary	K-5	648	190	2	0	0
Desert Willow Fine Arts, Science and Technology Magnet Academy	6-8	1,020	150	17	0	2
Golden Poppy Elementary	K-5	494	85	2	0	0
Manzanita Elementary	K-5	624	192	0	0	0
Mesquite Elementary	K-5	618	165	5	1	0
Palm Tree Elementary	K-5	447	81	0	0	0
Shadow Hills Engineering and Design Magnet Academy	6-8	874	130	2	0	2
Space Aeronautics Gateway to Exploration Magnet Academy	6-8	786	176	1	0	2
Summerwind Elementary	K-5	569	101	2	0	0
Tamarisk Elementary	K-5	738	197	2	0	0
Yellen Learning Center	K-8	55	4	0	0	0
Yucca Elementary	K-5	477	140	2	0	1
Palmdale Total	14	8,813	1,901	42	4	11

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹			
District & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Pasadena Unified						
Altadena Elementary	K-5	488	39	0	2	4
Blair High	6-12	1,055	243	0	5	29
Charles W. Eliot Middle	6-8	395	39	12	2	15
CIS Academy	K-12	235	18	0	0	2
John Muir High	9-12	1,133	105	7	3	30
Madison Elementary	K-5	409	206	0	0	0
McKinley	K-8	616	145	3	0	22
Norma Coombs Elementary	K-5	334	47	0	1	1
Washington Middle	6-8	519	276	0	1	15
Pasadena Unified Total	9	5,184	1,118	22	14	118
Westside Union						
Anaverde Hills	K-8	576	52	12	0	0
Del Sur Senior Elementary	K-8	758	61	0	0	0
Joe Walker Middle	6-8	818	39	0	0	4
Leona Valley Elementary	K-8	95	7	0	0	0
Quartz Hill Elementary	K-6	875	72	0	0	0
Rancho Vista Elementary	K-6	907	69	3	1	3
Westside Union Total	6	4,029	300	15	1	7
Wilsona						
Challenger Middle	5-8	553	164	0	0	12
Wilsona Total	1	553	164	0	0	12

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹			
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment
Academies of the Antelope Valley High						
Academies of the Antelope Valley High	6-12	668	40	0	0	1
Total	1	668	40	0	0	1
Aveson Global Leadership Academy						
Aveson Global Leadership Academy	6-12	207	13	3	0	12
Total	1	207	13	3	0	12
California Pacific Charter - Los Angeles						
California Pacific Charter - Los Angeles	K-12	428	35	0	0	0
Total	1	428	35	0	0	0
California School of the Arts - San Gabriel Valley						
California School of the Arts - San Gabriel Valley	K-6	935	8	0	9	2
Total	1	935	8	0	9	2
Compass Charter Schools of Los Angeles						
Compass Charter Schools of Los Angeles	K-12	956	25	0	2	14
Total	1	956	25	0	2	14
iLEAD Lancaster Charter						
iLEAD Lancaster Charter	K-8	795	30	1	0	1
Total	1	795	30	1	0	1
Life Source International Charter						
Life Source International Charter	K-8	210	13	3	2	2
Total	1	210	13	3	2	2
Pasadena Rosebud Academy						
Pasadena Rosebud Academy	K-8	144	2	2	2	1
Total	1	144	2	2	2	1

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - MONITORING PROFILE for 2023-2024

Fifth Supervisorial District			Teacher Assignment Monitored¹				
Local Education Agency & School	Grade Levels	2023-2024 Enrollment²	EL Students³	Number of Vacancies	Number of EL misassignment	Number of non-EL misassignment	
Plainview Academic Charter Academy							
Plainview Academic Charter Academy	K-5	285	100	0	0	0	
Total	1	285	100	0	0	0	
PUC CALS Middle School and Early College High							
PUC CALS Middle School and Early College High	6-12	307	35	0	0	0	
Total	1	307	35	0	0	0	
PUC Inspire Charter Academy							
PUC Inspire Charter Academy	6-8	224	63	0	1	1	
Total	1	224	63	0	1	1	
Santa Clarita Valley International							
Santa Clarita Valley International	K-12	685	33	2	0	0	
Total	1	685	33	2	0	0	
5th Supervisorial Totals		72	49,483	8,174	262	52	299
Los Angeles County Totals		309	179,917	37,503	1,085	185	968

Legend, Footnotes & Explanations

1 - Teacher Assignment data as reported in the CalSAAS system in November 2024.

2 - Source of the enrollment data is the California Basic Educational Data System as reported by the CDE "DataQuest" at <https://www.cde.ca.gov/ds/ad/downloadabledata.asp#Annual> in June 2024.

3 - EL = English Learner. EL Student data as reported by CDE "DataQuest" at <https://dq.cde.ca.gov/dataquest/> in July 2024.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Acton-Agua Dulce Unified	-	-	-	-	-	-	-	-	-	-
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Burbank Unified	-	1	-	-	1	-	1	-	-	1
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	-	-	-	-	-	-	-	-	-
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	-	-	-	-	-	-	-	-	-	-
Keppel Union	-	-	-	-	-	-	-	-	-	-
La Canada Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	-	-	-	-	-	-	-	-

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 FACILITIES - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Facilities Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Los Angeles Unified	125	85	42	37	289	125	85	42	37	289
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	1	-	1	2	-	1	-	0	1
Pasadena Unified	1	-	-	2	3	1	-	-	2	3
Pomona Unified	3	2	3	-	8	3	2	2	-	7
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	1	-	1	-	-	1	-	1
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	2	2	-	-	-	1	1
Wilsona	-	-	-	-	-	-	-	-	-	-
5th Supervisorial Totals	129	89	46	42	306	129	89	45	40	303

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Acton-Agua Dulce Unified	-	-	-	-	-	-	-	-	-	-
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	-	-	-	-	-	-	-	-	-	-
Burbank Unified	-	-	-	-	-	-	-	-	-	-
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union HS	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	-	-	-	-	-	-	-	-	-
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	-	-	-	-	-	-	-	-	-	-
Keppel Union	-	-	-	-	-	-	-	-	-	-
La Canada Unified	-	-	-	-	-	-	-	-	-	-
LACOE Educational Programs	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	-	-	-	-	-	-	-	-

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - INSTRUCTIONAL MATERIALS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Instructional Materials Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Los Angeles Unified	1	-	-	-	1	1	-	-	-	1
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	-	-	-	-	-	-	-
Wilsona	-	-	-	-	-	-	-	-	-	-
5th Supervisorial Totals	1	0	0	0	1	1	0	0	0	1

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Acton-Agua Dulce Unified	-	-	-	-	-	-	-	-	-	-
Antelope Valley Union	-	-	-	-	-	-	-	-	-	-
Arcadia Unified	-	-	-	-	-	-	-	-	-	-
Baldwin Park Unified	-	-	-	-	-	-	-	-	-	-
Bonita Unified	1	-	-	-	1	1	-	-	-	1
Burbank Unified	-	-	-	-	-	-	-	-	-	-
Castaic Union	-	-	-	-	-	-	-	-	-	-
Charter Oak Unified	-	-	-	-	-	-	-	-	-	-
Claremont Unified	-	-	-	-	-	-	-	-	-	-
Covina Valley Unified	-	-	-	-	-	-	-	-	-	-
Duarte Unified	-	-	-	-	-	-	-	-	-	-
Eastside Union	-	-	-	-	-	-	-	-	-	-
El Monte City	-	-	-	-	-	-	-	-	-	-
El Monte Union High	-	-	-	-	-	-	-	-	-	-
Glendale Unified	-	1	-	-	1	-	1	-	-	1
Glendora Unified	-	-	-	-	-	-	-	-	-	-
Gorman	-	-	-	-	-	-	-	-	-	-
Hughes-Elizabeth Lakes Union	-	-	-	-	-	-	-	-	-	-
Keppel Union	-	-	-	-	-	-	-	-	-	-
La Canada Unified	-	-	-	-	-	-	-	-	-	-
LACOE	-	-	-	-	-	-	-	-	-	-
Lancaster	-	-	-	-	-	-	-	-	-	-

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

LACOE WILLIAMS - UCP Summary Reports - 2023-2024 - TEACHER VACANCY and MISASSIGNMENTS - Uniform Complaints Received and Resolved

Fifth Supervisorial District	Teacher Vacancy and Misassignment Complaints Received and Resolved¹									
	Complaints Received by Quarter & Year End Total					Complaints Resolved by Quarter & Year End Total				
School District²	1st	2nd	3rd	4th	Total	1st	2nd	3rd	4th	Total
Los Angeles Unified	4	5	1	1	11	4	5	1	1	11
Monrovia Unified	-	-	-	-	-	-	-	-	-	-
Newhall	-	-	-	-	-	-	-	-	-	-
Palmdale	-	-	-	-	-	-	-	-	-	-
Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Pomona Unified	-	-	-	-	-	-	-	-	-	-
San Gabriel Unified	-	-	-	-	-	-	-	-	-	-
San Marino Unified	-	-	-	-	-	-	-	-	-	-
Saugus Union	-	-	-	-	-	-	-	-	-	-
South Pasadena Unified	-	-	-	-	-	-	-	-	-	-
Sulphur Springs Union	-	-	-	-	-	-	-	-	-	-
Temple City Unified	-	-	-	-	-	-	-	-	-	-
West Covina Unified	-	-	-	-	-	-	-	-	-	-
Westside Union	-	-	-	-	-	-	-	-	-	-
William S. Hart Union	-	-	-	-	-	-	-	-	-	-
Wilsona	-	-	-	-	-	-	-	-	-	-
5th Supervisorial Totals	5	6	1	1	13	5	6	1	1	13

Legend, Footnotes & Explanations

1 - Williams-related complaints received and resolved data provided by school districts. Blank or "-" indicates no Williams-related complaints.

2 - All 79 districts in Los Angeles County are required to submit quarterly reports indicating the number of Williams-related complaints received and resolved. Some districts "reside" in more than one supervisorial boundary.

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 23: National Special Education Day, December 2, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 23. The Superintendent further recommends that the County Board proclaim December 2, 2024, as National Special Education Day and calls on districts, schools and community organizations in Los Angeles County to observe this day with appropriate programs and activities and to help spread the important message that people with disabilities deserve a high- quality education and appropriate support services.

The Board resolution is shown on the following page.

NEXT STEPS:

- LACOE’s Division of Special Education is available to support all LEAs, Charter Schools, SELPAs and community partners with professional development, training, technical assistance and thought partnering. We are also the California State Special Education Resource Lead for students with the most extensive support needs and participate in supporting several early learning inclusion initiatives.
- In celebration and commemoration of National Special Education Day, the Division of Special Education (DSE) will share electronically through the Spotlight on Access Monthly Newsletter available tips that support students in accessing academics and enhancing their social-emotional well-being, fostering a more inclusive and supportive learning environment for all.

BOARD RESOLUTION

NO. 23: 2024-25

National Special Education Day, December 2, 2024

- WHEREAS**, Special Education Day marks the anniversary of the nation’s first federal special education law, signed by President Gerald Ford on December 2, 1975; and
- WHEREAS**, Special Education Day began in 2005, marking the 30th anniversary of the Individuals with Disabilities Education Act (IDEA); and
- WHEREAS**, the California Department of Education encourages the recognition of Dec. 2nd as National Special Education Day; and
- WHEREAS**, LACOE recognizes the importance that words matter and from here on will use people-first language, putting the person before the disability; and
- WHEREAS**, LACOE values all students with and without disabilities and recognizes all students have a right to engage in learning, benefit from meaningful instruction, have friends and be full members of their school communities; and
- WHEREAS**, public schools must support ALL students: infants, children and young adults with disabilities, while providing essential special education services that empower students to achieve their full academic potential; and
- WHEREAS**, LACOE's Division of Special Education and LACOE’s Special Education Local Plan Areas provide technical support, collaboration and professional development to school staff who serve students with disabilities – with a core focus on equity, access, and inclusion; and
- WHEREAS**, LACOE promotes inclusion and belonging; we believe that all students eligible for special education are general education students first and deserve to be educated in the general education environment alongside nondisabled peers with access to all school programs and activities; and
- WHEREAS**, the impact of the COVID-19 pandemic has made learning difficult for many students, particularly for students with disabilities; LACOE’s Division of Special Education has continued to remain at the forefront of the application of new legislation, case law and evidence-based practices to deliver professional development offerings and guidance which address learning loss, continued academic growth and the understanding of student behaviors; and

WHEREAS, Special Education Day is an opportunity to acknowledge the continued need to work together as educators, parents, families, administrators and staff to provide all special education students with the highest educational experience; and

WHEREAS, Special Education Day is a time to celebrate students with disabilities in Los Angeles County and their families, teachers and school/district administrators; and

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby proclaims December 2, 2024 as National Special Education Day and calls on districts, schools and community organizations in Los Angeles County to observe this day with appropriate programs and activities and to help spread the important message that people with disabilities deserve a high-quality education and appropriate support services.

ADOPTED this 12th day of November 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

B. Adoption of Board Resolution No. 24: International Migrants Day, December 18, 2024

The Superintendent recommends that the County Board adopt Board Resolution No. 24. The Superintendent further recommends that the County Board declare December 18 as International Migrants Day and encourages districts and communities to observe this day by commemorating the often difficult journeys of immigrants, honoring the contributions made by migrants worldwide and promoting respect for their human rights and fundamental freedoms.

The Board resolution is shown on the following page.

NEXT STEPS:

- Distribute LACOE communication to all 80 districts with the goal of encouraging districts, schools, and community organizations to actively observe this important day. It is essential to commemorate the often-challenging journeys that immigrants undertake, recognizing the resilience and courage they exhibit in seeking better opportunities. Additionally, should honor the significant contributions made by migrants across the globe, celebrating the rich cultural diversity they bring to our communities.
- LACOE's Immigrant Relations Program will share the following list of books with districts:
 - Interpreter of Maladies, by Jhumpa Lahiri (Young Adult)
 - The Education of a Wetback? by Marcos Antonio Hernandez (Young Adult)
 - The New Kids: Big Dreams and Brave Journeys at a High School for Immigrants Teens, by Brooke Hauser (Young Adult)
 - I Was Their American Dream, by Malaka Gharib (Young Adult)
 - Two White Rabbits, by Jairo Buitrago (Ages 4-10)
 - Mama's Nightingale: A Story of Immigration and Separation, by Edwidge Danticat & Leslie Staub (Ages 4-10)
 - My Beautiful Birds, by Suzanne Del Rizzo (Ages 4-10)
- LACOE's Immigrant Relations Program will inform school districts, stakeholders, and community members about upcoming events supporting International Migrants Day.

- Encourage school districts to embrace International Migrants Day by organizing engaging activities. These could include exploring the rich cultural heritage of students' native countries, such as sampling traditional foods, appreciating unique art forms, enjoying traditional music, and learning about popular sports. Additionally, schools can design assignments that foster more profound understanding, empathy, and respect for migrant experiences.
- Use social media platforms to raise awareness about International Migrants Day. Create dedicated hashtags and share informative posts, news articles, stories, and testimonials from migrants, students, teachers, and community members that highlight their experiences, challenges, and contributions.

BOARD RESOLUTION

NO. 24: 2024-25

International Migrants Day (December 18, 2024)

WHEREAS, on December 18, 1990, the United Nations General Assembly adopted a significant resolution concerning the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. This pivotal document was designed to elevate awareness that migrants are more than just laborers; they are human beings with dignity and rights. They contribute substantially to the global economy, often taking on essential roles that support both their host countries and their communities of origin.

WHEREAS, every year on December 18, the International Organization for Migration commemorates International Migrants Day, a significant occasion dedicated to honoring the invaluable contributions made by migrants around the globe. This day serves as a powerful reminder of the importance of respecting and safeguarding the human rights of migrants, who navigate diverse challenges and opportunities in their pursuit of a better life. It highlights the fact that migration is not just an individual experience, but a shared global phenomenon intricately woven into the very fabric of our societies, economies, and cultures.

WHEREAS, the United Nations' declaration of International Migrants Day represents a significant milestone, providing a unified platform for advocates dedicated to safeguarding the rights and well-being of migrants. This observance emphasizes the importance of global collaboration in tackling the myriad challenges and issues migrant populations face. Still, it also serves as an opportunity to celebrate the dynamic energy and rich cultural diversity migrants contribute to their communities.

WHEREAS, in Los Angeles County, an estimated 22% of children grow up in families with mixed immigration status, meaning that at least one parent is an immigrant. It is crucial to deeply understand and appreciate these immigrant families' intricate realities and challenges. At the same time, we must recognize their remarkable resilience and the significant contributions they make to our society, highlighting their positive influence on their communities and the region's cultural fabric.

WHEREAS, LACOE acknowledges the profound and disproportionate effects of the COVID-19 pandemic on immigrant families, many of whom worked tirelessly as essential workers, providing crucial services that sustain our communities. These families faced significant hardships, largely stemming from the pervasive fear that seeking public assistance could expose them to the risk of deportation. LACOE further recognizes that this anxiety, fueled by widespread misinformation regarding the potential “risks” of accessing public services, has exacerbated these challenges. This fear has created substantial barriers to obtaining essential support, including healthcare, food assistance, education, and economic relief, all of which are vital for the well-being of these families and the communities they serve.

WHEREAS, LACOE is firmly dedicated to safeguarding the constitutional right of every child to access a free public education, irrespective of their immigration status; and is passionately committed to promoting policies and practices that protect this fundamental right. LACOE strives to ensure that schools serve as welcoming and secure environments for all students, allowing them to thrive academically and socially. Furthermore, we are devoted to ensuring that every child has equitable educational opportunities, empowering them to reach their full potential.

WHEREAS, LACOE, particularly through its Immigrant Relations Program, Multilingual Academic Support Unit, Migrant Education Program, and Student Support Services Unit, is dedicated to providing immigrant and refugee students with safe and welcoming learning environments. LACOE aims to ensure these students access the necessary resources to be healthy, feel safe and supported, thrive, and experience a sense of belonging in schools and the community. We strive to guarantee that all students receive the essential resources and support systems needed for academic, social, and emotional success.

WHEREAS, LACOE continues to fully support LA County's 80 school districts and local educational agencies (LEAs) in addressing the needs of immigrant and refugee students and their families. This support includes providing LEAs with technical assistance and the necessary tools to help these students succeed. Additionally, LACOE offers resources for socio-emotional support and advocates for policies that protect the rights of all students.

WHEREAS, schools play a central role in communities as trusted resources for immigrant children and their families. LACOE's Immigrant Relations program aims to empower school districts, parents, and students by providing timely information and support regarding immigration laws and policies. The program also facilitates access to services for immigrant communities, ensures that schools comply with policies protecting students and their families, and acts as a liaison for immigrant communities in LA County. This is achieved by fostering meaningful connections between nonprofit agencies, schools, students, and parents.

WHEREAS, LACOE celebrates the cultural mosaic that makes up its workforce and recognizes and appreciates the valuable contributions of immigrants among its staff. It strives to lead equity, diversity, and inclusion by fostering an environment where differences are valued and inclusivity is championed. We acknowledge that our diverse staff brings unique perspectives, ideas, and experiences that enrich the organization and its mission.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby declares December 18 as International Migrants Day and encourages districts and communities to observe this day by commemorating the often difficult journeys of immigrants, honoring the contributions made by migrants worldwide and promoting respect for their human rights and fundamental freedoms.

ADOPTED this 12th day of November 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

C. Approval for Disposal of Surplus E-Waste and Recycle Property

The Superintendent recommends that the County Board approve the disposal of public personal property. Surplus assets will be disposed of through e-waste, recycled, or public auction, whichever method is most constructive.

Education Code Section 17545 authorizes the governing board to sell or dispose of surplus personal property. Any personal property not required for school purposes, unsuitable or unsatisfactory for school use or to be disposed of due to replacement, may be disposed in this manner. E-waste will be donated to *human-i-t*, an organization that recycles and sells parts and then utilizes funds to provide discounted new devices to low-income families.

E-waste and recycle property to be disposed of may include unusable:

- Equipment – Vehicles, Projectors, Typewriters, Fax Machines, Computers, Monitors, Printers, Camcorders, VCRs, Bulbs, Furniture, Stoves, Microwaves, and Old/Obsolete items, etc.

Surplus Destruction List 4-24/25

ITEM DESCRIPTION	LACOE TAG	SERIAL NUMBER	CONDITION
DESK	EA5964		OBSOLETE
DESK	EC2857		OBSOLETE
DESK	ED5437		OBSOLETE
DELL 440 - (shattered screen)	EK104637		DAMAGED
SPEAKERS	EK10840		OBSOLETE
IBM WHEELWRITER	EK22697	11ZY495	OBSOLETE
3M PROJECTOR	EK27489		OBSOLETE
BOSE AUDIO SYSTEM	EK27947		OBSOLETE
3M PROJECTOR	EK35578		OBSOLETE
HP LASERJET 4250 PRINTER	EK35936		OBSOLETE
TASK CHAIR	EK36382		DAMAGED
TASK CHAIR	EK41101		DAMAGED
TASK CHAIR	EK41137		DAMAGED
SPEAKERS	EK42396		OBSOLETE
FILE CABINET	EK4385		OBSOLETE
DELL OPTIPLEX 330 PC	EK44958		OBSOLETE
DELL OPTIPLEX 960 PC	EK45982	84Z04J1	OBSOLETE
DELL 2208 MONITOR	EK45987	CN0H069H728CT1K71	OBSOLETE
DELL OPTIPLEX 960 PC	EK46150		OBSOLETE
DELL OPTIPLEX 960 PC	EK46151	BMS7YH1	OBSOLETE
DELL 1909W MONITOR	EK47079	CN0R034G6418092Q115	OBSOLETE
DELL OPTIPLEX 360 PC	EK47080		OBSOLETE
DELL OPTIPLEX 360 PC	EK47082		OBSOLETE
DELL OPTIPLEX 360 PC	EK47091	3XWB4J1	OBSOLETE
DELL OPTIPLEX 960 PC	EK47130		OBSOLETE
DELL OPTIPLEX 960 PC	EK47136		OBSOLETE
DELL OPTIPLEX 360 PC	EK47367		OBSOLETE
DELL OPTIPLEX 360 PC	EK47377	4M25TJ1	OBSOLETE
DELL OPTIPLEX 360 PC	EK47378	5M25TJ1	OBSOLETE
DELL OPTIPLEX 360 PC	EK47381		OBSOLETE
DELL 1909W MONITOR	EK47386	CN0Y858D7287293G09LS	OBSOLETE
POLYCOM WIRELESS SOUNDSTATION	EK47763	G208340747617	OBSOLETE
POLYCAM SOUND STATION W2	EK48001		OBSOLETE
POLYCAM SOUND STATION W2	EK48004		OBSOLETE
DELL OPTIPLEX 760 PC	EK48396		OBSOLETE
DELL OPTIPLEX 760 PC	EK49010		OBSOLETE
INFOCUS PROJECTOR	EK49047	AZVJ93500570	OBSOLETE
MEDICAL EQUIPMENT	EK50755		OBSOLETE
HP PRO 3000 PC	EK52789		OBSOLETE
DELL OPTIPLEX 980 PC	EK54576		OBSOLETE
MacBook Pro (13", Mid 2012)	EK54589	WQ0377HGATM	OBSOLETE
PROJECTOR	EK54732		OBSOLETE
HP MONITOR	EK55273		OBSOLETE
HP PC	EK57165		OBSOLETE
HP MONITOR	EK58519	CN41160YYT	OBSOLETE
HP MONITOR	EK58576	CN41160Y54	OBSOLETE
HP COMPAQ 8200 PC	EK58582		OBSOLETE
HP COMPAQ 8200 PC	EK58610		OBSOLETE
HP COMPAQ 8200 PC	EK58612		OBSOLETE
IPAD 16GB	EK60440	SDMQNF2BDF182	OBSOLETE
IPAD	EK60980		OBSOLETE
IPAD 64GB	EK62256	DMPHF7C4DVD3	OBSOLETE
HP COMPAQ 6200 PC	EK62903		OBSOLETE
HP COMPAQ 6200 PC	EK62933		OBSOLETE

Surplus Destruction List 4-24/25

ITEM DESCRIPTION	LACOE TAG	SERIAL NUMBER	CONDITION
HP LE 1901 MONITOR	EK62935		OBSOLETE
HP LE 1901 MONITOR	EK62939		OBSOLETE
MACBOOK PRO LAPTOP	EK63078	SC02HD4L3DV7L	OBSOLETE
MACBOOK PRO LAPTOP	EK63115	SC02HD02ADV14	OBSOLETE
HP LE 1901 MONITOR	EK63147		OBSOLETE
HP COMPAQ 6200 PC	EK63170		OBSOLETE
HP PROBOOK 4530S	EK63425		OBSOLETE
HP PROBOOK 4530S	EK63469		OBSOLETE
HP PROBOOK 4530S	EK63609		OBSOLETE
HP PROBOOK 4530S	EK63616		OBSOLETE
HP PROBOOK 4530S	EK63634		OBSOLETE
HP PROBOOK	EK63667		OBSOLETE
BRETFORD CHARGING CART	EK63733	SNV113K00474	OBSOLETE
DELL OPTIPLEX 980 PC	EK64479		OBSOLETE
PROJECTOR	EK67313		OBSOLETE
DELL OPTIPLEX 3010 PC	EK67423		OBSOLETE
DELL OPTIPLEX 3010 PC	EK67425		OBSOLETE
DELL 1912H MONITOR	EK67440	CN0XRM0J7287227VDL8	OBSOLETE
DELL 1912H MONITOR	EK67468	CN06M0J7287227VC2U	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67737	C02JDGDPDTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67738	C02JDG81DTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67740	C02JDG88DTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67749	C02JDGDJDTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67763	C02JGM15DTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67767	C02JGPFDTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67773	C02JD1F3DTY3	OBSOLETE
MacBook Pro (13", Mid 2012)	EK67775	C02JD1EYDTY3	OBSOLETE

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

D. Acceptance of Project Funds No. 24

The Superintendent recommends that the County Board approve the acceptance of the Comprehensive Educational Advocacy and Support grant funding to the LACOE-Division of Student Programs. The funds are provided by the County of Los Angeles Probation Department, which will collaborate with LACOE, Department of Division of Student Programs.

These funds will be used for comprehensive educational advocacy and to support current and former foster youth under probation supervision and justice-involved youth. This includes the deployment of a Senior Program Specialist (SPS) to provide liaison support to the Department of Probation's Placement, Residential Based Services (RBS), Child Trafficking Unit, and Youth Development Services (YDS) divisions.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Comprehensive Educational Advocacy and Support	\$449,681	Income Contract	Yes	One time	Current and former foster youth on probation

Purpose	Funder	Grantee	Start Date	End Date	Years
To provide educational advocacy and support for foster youth under probation and justice-involved youth, with liaison assistance from a Senior Program Specialist to various Probation Department divisions.	County of LA Probation Department	Division of Student Programs	07/01/24	06/30/26	2

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

E. Acceptance of Project Funds No. 25

The Superintendent recommends that the County Board approve the acceptance of the Education for Homeless Children and Youth grant on behalf of the LACOE-Homeless Education Program. The funding is provided by the California Department of Education (CDE).

The funds will provide technical assistance to 451 liaisons for homeless students across Los Angeles County, supporting over 65,000 identified McKinney-Vento students. Funding covers the salaries of the LACOE Homeless Youth Liaison and a .75 support secretary. Funding will also be used for conference scholarships, products for students experiencing homelessness, professional development, mini-grants, storage fees, gift cards for transportation, conference attendance, office supplies, and partial salary to fund an Administrative Analyst to handle data collection and literacy. This funding will support 80 school districts and 371 charter schools in Los Angeles County.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Education for Homeless Children and Youth	\$304,060	Grant-Direct	No	Ongoing	80 School Districts and 371 Charter Schools - McKinney-Vento is required to support all LEAs in a COE (not just districts).

Purpose	Funder	Grantee	Start Date	End Date	Years
Technical assistance to 451 homeless liaisons serving over 65,000 McKinney-Vento students in the county. Funds conference scholarships, materials, professional development, mini-grants, storage fees, transportation gift cards, conferences, office supplies, and supports an Admin Analyst.	CDE-CA Dept. of Ed.	Homeless Education	07/01/24	06/30/25	1

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

F. Acceptance of Project Funds No. 26

The Superintendent recommends that the County Board approve the acceptance of the 2024-25 Homeless Education Technical Assistance Center (HETAC) Grant on behalf of the LACOE-Homeless Education Program (HEP). The funding is provided by the CA Department of Education (CDE).

The funds will provide statewide technical assistance under the McKinney-Vento Assistance Act. LACOE HEP is one of three HETACs in California, supporting the work of County Offices of Education Homeless Youth Liaisons to build capacity. Specific support is provided to the COEs of Region #1 (Ventura, Santa Barbara, Kern, and San Luis Obispo) and Region #6 (Del Norte, Humboldt, Siskiyou, Trinity, Shasta, Tehama, Glenn, Butte, Plumas, Lassen, and Modoc). This includes regional meetings and travel to these areas. Additionally, LACOE HETAC organizes two statewide conferences: the Education for Homeless Children and Youth Grantee Meeting and the California Homeless Education Conference in San Diego.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
2024-25 Homeless Education Technical Assistance Center (HETAC) Grant	\$300,000	Grant-Direct	No	Ongoing	Statewide and specifically to COEs of Region 1: Ventura, Santa Barbara, Kern, and San Luis Obispo, Region 6: Del Norte, Humboldt, Siskiyou, Trinity, Shasta, Tehama, Glenn, Butte, Plumas, Lassen, and Modoc.

Purpose	Funder	Grantee	Start Date	End Date	Years
To support LACOE HEP by providing statewide technical assistance under the McKinney-Vento Assistance Act.	CDE-CA Dept. of Ed.	Homeless Education	07/01/24	06/30/25	1

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

G. Acceptance of Project Funds No. 27

The Superintendent recommends that the County Board approve the acceptance of the Juvenile Justice Realignment Block Grant (JJRBG) awarded to LACOE’s Special Programs Support & Transformation unit; provided by the County of Los Angeles Probation Department.

These funds will be used to implement tutoring services for Secured Youth Treatment Facility (SYTF) students residing within Probation Detention facilities, specifically serving youth at Barry J. Nidorf, Campus Kilpatrick, and Dorothy Kirby Center.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Juvenile Justice Realignment Block Grant (JJRBG)	\$824,350	Income Contract	Yes	One time	At-promise youth and the families of youths at Barry J. Nidorf, Campus Kilpatrick, and Dorothy Kirby

Purpose	Funder	Grantee	Start Date	End Date	Years
To implement tutoring services for Secured Youth Treatment Facility (SYTF) Students currently residing withing Probation Detention facilities.	County of LA Probation Department	Special Programs Support & Transformation	09/09/24	06/30/25	1

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

H. Acceptance of Project Funds No. 28

The Superintendent recommends that the County Board approve the acceptance of the Special Education Resource Leads grant on behalf of the LACOE-Division of Special Education. The funding is provided by the CA Department of Education (CDE).

The funds will be used to enhance the capacity of County Offices of Education (COE) and Local Educational Agencies (LEA) to implement systemic, continuous improvements to include students with extensive support needs. The project involves collecting data through site visits, interviews, and surveys to identify best practices. It also includes organizing a Learning Institute to share promising practices and collaborate with partners, fostering environments where all students can achieve their full potential.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Special Education Resource Leads	\$750,000	Grant-Direct	No	Ongoing	COEs and their corresponding LEAs for students with extensive support needs

Purpose	Funder	Grantee	Start Date	End Date	Years
Supports students with extensive support needs by building the capacity of COEs and LEAs for their inclusion in school communities.	CDE-CA Dept. of Ed.	Division of Special Education	07/01/24	06/30/25	1

Board Meeting – November 12, 2024

Item VI. Consent Calendar Recommendations

I. Acceptance of Project Funds No. 29

The Superintendent recommends that the County Board accept the 2024-2025 WorkAbility I Program grant awarded to LACOE’s Special Programs Support and Transformation (SPST), LACOE Special Education Local Plan Area (SELPA), and Transition Special Needs. The funding is provided by the CA Department of Education (CDE).

The funds will be used to pay for vocational training and job placement for special education students transitioning to work and independent living. WorkAbility I services are offered to students within LACOE Probation Camps, Juvenile Halls, the Secure Youth Treatment Facility, County Community Schools, Specialized High Schools, and LACOE SELPA Charter Schools/Authorized Charter Schools. The program aims to enhance work-readiness and work-based learning opportunities for students with an Individualized Education Program (IEP). Collaborators include key stakeholders such as students, WorkAbility staff, educators, community-based organizations, postsecondary education and training institutions, business partners, Probation Education Services, and LA County Probation.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
WorkAbility I Program 2024–25	\$261,495	Grant-Direct	No	Ongoing	Special education students in LACOE Probation Camps, Juvenile Halls, the Secure Youth Treatment Facility, County Community Schools, Specialized High Schools, and LACOE SELPA Charter Schools/Authorized Charter Schools.

Purpose	Funder	Grantee	Start Date	End Date	Years
To provide vocational training and job placement for special education students transitioning to work and independent living.	CDE-CA Dept. of Ed.	SPST, LACOE SELPA, Transition Special Needs	07/01/24	06/30/25	1

Board Meeting – November 12, 2024

Item VII. Recommendations

- A. Adoption of Board Resolution No. 25: 2024-2025 Establishing Institutional Membership in the Association of California County Boards of Education

The County Board will take action to adopt Resolution No. 25 to join the Association of California County Boards of Education as an institutional member.

The Board resolution is shown on the following page.

**BOARD RESOLUTION
NO. 25: 2024-2025**

**Establishing Institutional Membership in the
Association of California County Boards of Education**

WHEREAS, County Boards of Education are enshrined in the California Constitution, and as such are constitutional offices. The 58 county boards play an integral role in education since their creation commencing in 1860.

WHEREAS, in addition to the appellate role that they play, County Boards have led important, educational reform, promoted innovative measures for County Offices of Education, insured fiscal integrity of County offices, and promoted critical policy changes to benefit California's students, including the most vulnerable, at promise, children.

WHEREAS, it is important for County Board members to have a strong independent voice to advocate for the critical needs of students, and communities they serve. County Offices and Boards of Education play uniquely vital roles, impacting every school and student across California. Their responsibilities encompass supporting students and families facing significant challenges, including those in programs for students with disabilities, early childhood education, foster and homeless youth, and court and community and need a statewide representative voice.

WHEREAS, creating and supporting the Association of California County Boards of Education (ACCBE) strengthens our ability to advocate for the needs of County Offices of Education and provides additional support for public education statewide. Establishing ACCBE as a statewide county board organization brings a unified, strong voice representing the unique interests of County Boards on issues impacting County Offices of Education and provides a vehicle to advocate for the needs of students we serve, ensuring these needs are not overlooked in the legislative process. As a dedicated advocate for students, this organization will join other educational organizations to champion public schools and adequate funding.

WHEREAS, County Boards similarly have a proactive future focused mission on behalf of California's family and children, especially at promise families and children.

WHEREAS, the primary objectives and purposes of ACCBE shall be the improvement of public education by supporting the work of California County Boards of Education and their members and advocating on their behalf.

NOW, THEREFORE, BE IT RESOLVED, that the Los Angeles County Board of Education will join the Association of California County Boards of Education as an institutional member.

BE IT FURTHER RESOLVED, Los Angeles County Board of Education will encourage its board members to play leadership roles in this important association.

ADOPTED this 12th day of November, 2024, by the Los Angeles County Board of Education in Downey, California.

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

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

Board Meeting – November 12, 2024

Item VII. Recommendations

B. Approval of Head Start and Early Learning Division Community Assessment with Attached Staff Report

The Superintendent recommends that the County Board of Education approve the Head Start and Early Learning Division Community Assessment.

REPORT:

Head Start Program Performance Standards (45 CFR § 1302.11) require that a program conduct a comprehensive community assessment at least once over the five-year project period, with an annual review and update in subsequent years. This Community Assessment report is an annual update.

The report includes data on demographic and eligibility variables, services provided to children and families, and changes that impact Los Angeles County, including a downward trend in birth rates.

Factors to consider in LACOE’s strategic planning include the recent updates to the Head Start Program Performance Standards (HSPPS), effective August 21, 2024. These updates focus on eligibility, staff wages, benefits, and other supports needed to sustain the early childhood education workforce.

An ongoing factor impacting program planning is the disparity between income qualifications at the federal and state levels that makes it very challenging for families to qualify for services. The updated HSPPS allow programs to adjust a family’s gross income to account for excessive housing costs—a change that should help programs reach full enrollment, particularly in communities like Los Angeles County, where the cost of living and minimum wage are high. Moreover, the most significant changes identified in this community assessment include the ongoing impact of Transitional Kindergarten on the early childhood education field, ongoing educator shortages, and the mental health needs and wellbeing of the community.

Results from this community assessment will drive the decisions and program planning detailed in LACOE’s 2025-26 funding application.



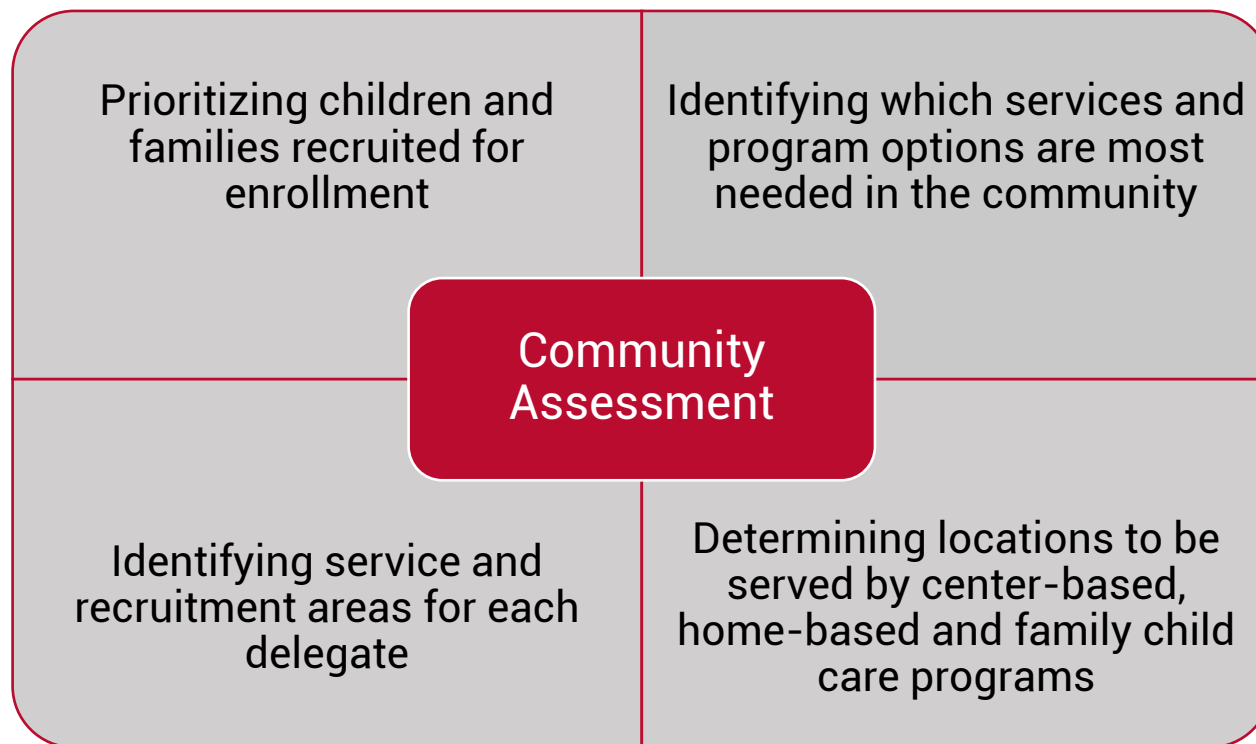
Los Angeles County
Office of Education



Community Assessment

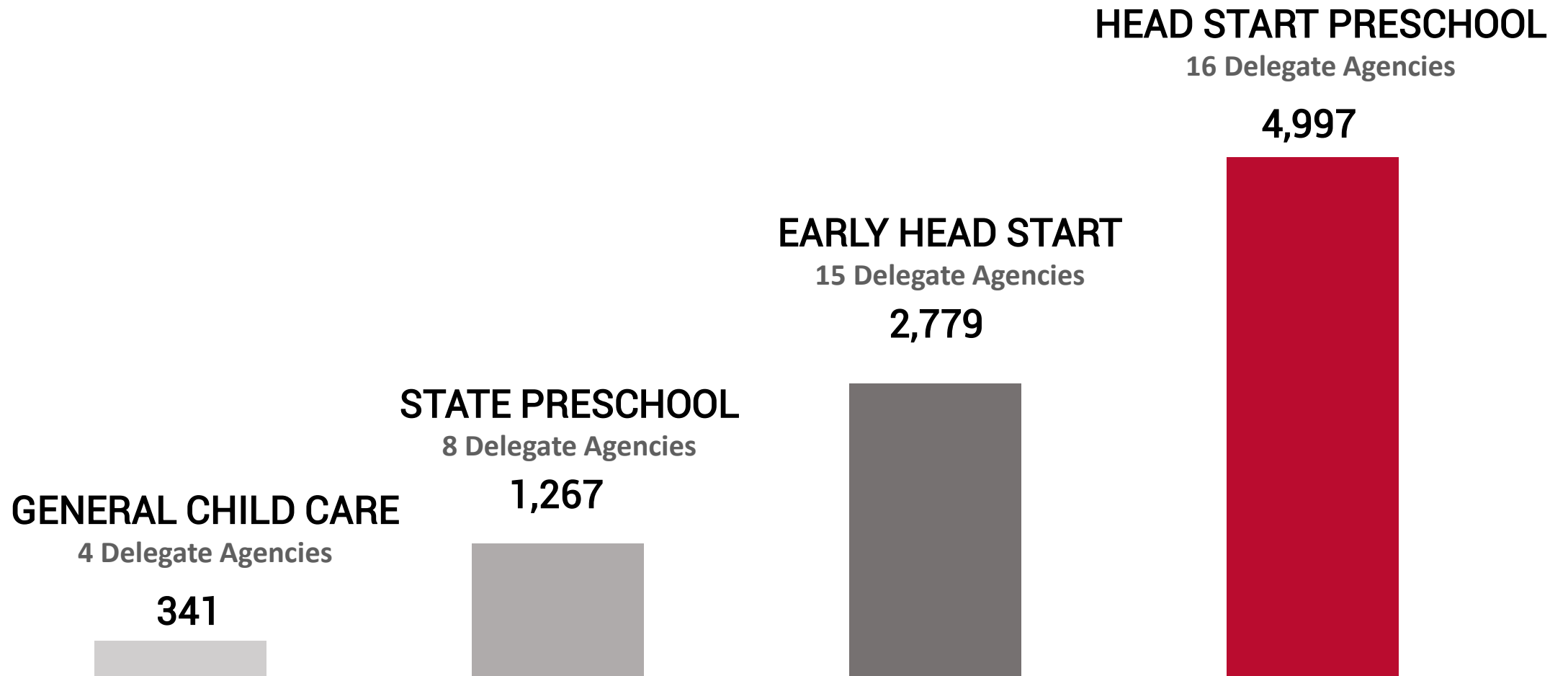
Year 1 Update
Head Start and Early Learning Division
Program Year 2024-25

Purpose of Community Assessment



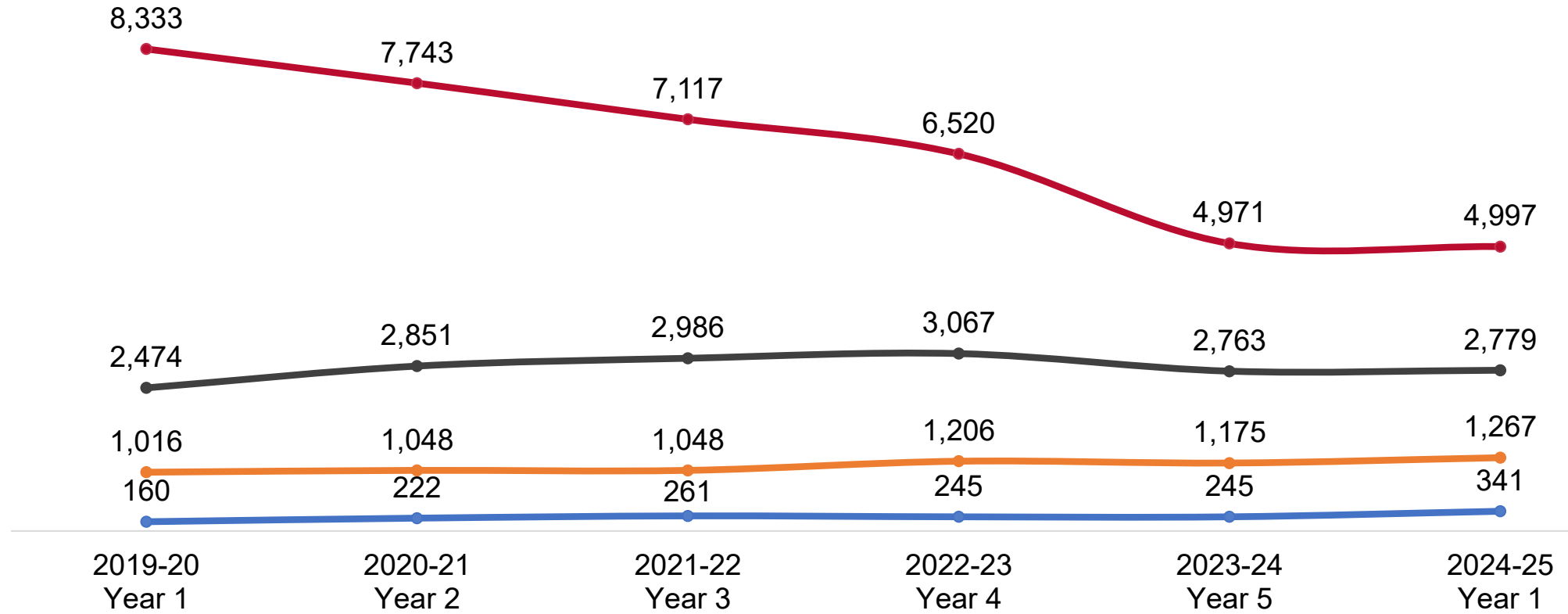


Funded Slots





Slots Over Time



● General Child Care (CCTR) ● State Preschool (CSPP) ● Early Head Start (EHS) ● Head Start Preschool (HSP)



Program Eligibility: Federal & State

Income Eligibility for a Family of 4

Head Start	Head Start	General Child Care (CCTR)	State Preschool (CSPP)
100% FPL	130% FPL	85% SMI	100% SMI
\$31,200	\$40,560	\$104,544	\$122,993

FPL=Federal Poverty Level, SMI=State Median Income

Factors to Consider in Program Planning



Head Start Program Performance Standards

Findings & Implications

- Revisions primarily address:
 - Workforce wages and benefits
 - Integration of mental health
 - Eligibility and barriers to enrollment
 - Quality improvement and clarity of requirements

LACOE's Next Steps

- Use **housing adjustment allowance** effective immediately, when determining family eligibility for programs
- Navigate how to comply with **unfunded mandates**.
- Update **GIMs and SOPs** to reflect HPPS revisions.





Ongoing Impact of Transitional Kindergarten

Findings & Implications

LACOE's Next Steps



- Impact of TK expansion:
 - decreasing four-year-old enrollment
 - increasing infant/toddler enrollment
- Increase **community knowledge** of Head Start as an option in a mixed-delivery system.
- Promote **parent choice** in the selection of high-quality preschool programs
- Navigate increased operating costs of serving infants and toddlers.
- Modernize recruitment and enrollment.
- Adjust family income to account for **excessive housing costs** when determining eligibility.

Ongoing Educator Shortages

Findings & Implications

- Salary disparities based on:
 - program setting
 - race/ethnicity of educators
 - age of children

LACOE's Next Steps

- Continue implementing Universal Pre-Kindergarten Career Development Initiative.
- Continue building collaborative partnerships with higher learning institutions to **strengthen ECE pipelines**.
- Demonstrate progress toward achieving **salary parity** by 2031.
- Achieve **wage comparability** for all ages served.
- Navigate how to comply with salary parity mandates that are currently **unfunded**.





Wellbeing Indicator Findings



Findings & Implications

- Higher risk of parental depression
- High rates of parental stress
- Difficulty accessing medical care

LACOE's Next Steps

- Integrate mental health into all aspects of program delivery.
- Continue **prenatal and postpartum** depression screening and follow-up support.
- Continue providing referrals for mental health consultation services where parents receive individual, adult-focused support.
- Continue **parent education** offerings on topics ranging from mental health issues to domestic violence, stress management and emotional wellness.
- Continue partnerships with community providers to **reduce barriers** to health care resources.



Los Angeles County
Office of Education



Thank You



Community Assessment

Head Start and Early Learning Division

Annual Update
November 2024



Los Angeles County
Office of Education

Head Start and Early Learning

Table of Contents

Introduction	4
Purpose	4
Methodology and Structure.....	5
Organizational Structure.....	7
Service Area	8
Program Profile	11
Programs	11
Funded Slots	14
Program Options	14
Race and Ethnicity.....	16
Age Distribution	17
Enrollment	17
Facilities.....	18
Eligible Population.....	20
Program Participation	20
Income Eligibility	20
Categorical Eligibility	21
Eligible Population.....	22
Impact of Transitional Kindergarten.....	25
Factors That Impact Children and Families	26
Homelessness	26
Foster Care.....	29
Disabilities	30
Poverty	32
Income and Employment.....	34
Cost of Living.....	35
Affordable Housing	35
Health Care	36
Access to Health Care	36
Asthma.....	37

Obesity	37
Oral Health Care	37
Mental Health and Wellbeing	39
Nutrition and Food Insecurity	41
Transportation	43
Factors to Consider in Program Planning	46
Birth Rates	46
Universal PreKindergarten	47
Mixed-Delivery Approaches	49
Early Childhood Educator Workforce	52
Summary Implications	55
Updated Head Start Program Performance Standards	55
Ongoing Impact of Transitional Kindergarten	56
Ongoing Educator Shortages	57
Wellbeing Indicator Findings	58
Resources	60
LACOE HSEL Resource Library	60
HOPE Mobile Units	60
Additional Resources for Staff and Families	61
Parenting and Child Development	61
Resources by Age Group	64
Community Engagement	66
Social and Emotional	66
Parental Resilience	68
Support in Times of Need	69
Appendix A – Map of LACOE Service Area	74
Appendix B – UPK-CDI Pathways	75
Appendix C – Universal PreKindergarten Mixed-Delivery System	76
References	77

Introduction

The Los Angeles County Office of Education (LACOE) is the largest regional education agency in the nation. LACOE operates under the guidance of the County Superintendent and is governed by the Los Angeles County Board of Education, which is comprised of seven members who are appointed by the County Board of Supervisors.¹

LACOE is firmly committed to improving the lives of students through service, leadership, and advocacy. LACOE aims to create meaningful change by putting students at the center, being responsive to the changing education landscape, and aligning its goals to meet the needs of the community.²



LACOE's Head Start and Early Learning Division (HSEL) works with 17 delegate agencies throughout Los Angeles County, including non-profits and school districts, to provide comprehensive early learning programs to pregnant women and to children birth to five. LACOE supports the child's holistic health by focusing on the needs of the whole child, from prenatal development to nutrition, health, mental health, early learning, disabilities or special needs, and family and community engagement.

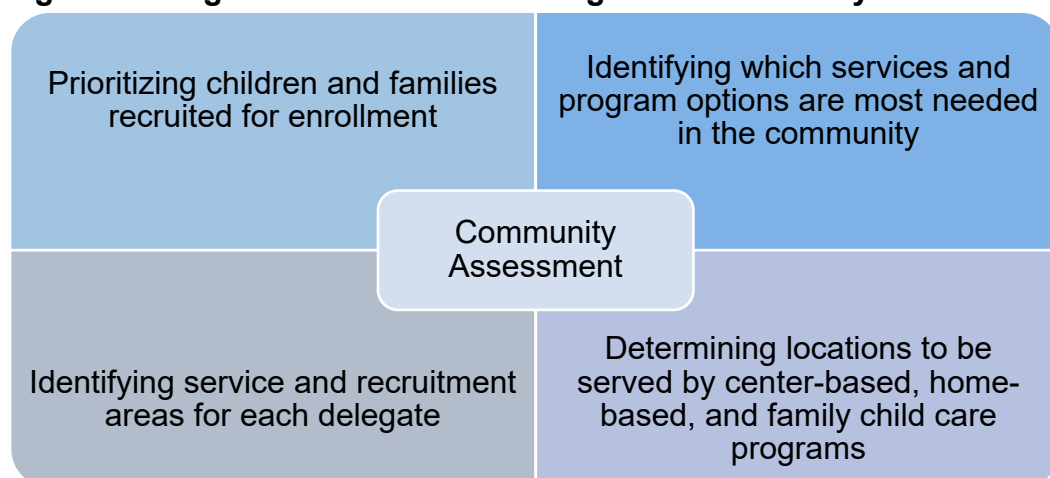
LACOE prioritizes serving children from families with incomes under the poverty line, experiencing homelessness, in foster care, receiving public assistance, and/or with disabilities or special needs.

Purpose

Head Start programs are required to conduct a comprehensive community assessment at least once over a five-year project period.³ So too, programs are expected to conduct annual reviews that reflect significant changes in the community. This Community Assessment is an annual update.

Data from the community assessment is used in conjunction with other program data to design a program that meets community needs (Figure 1). It is comprised of key demographic data on the needs and characteristics of children and families in LACOE's service area.⁴ In addition, it also reviews strengths and resources available in the community. Ultimately, it serves as a vehicle for ensuring that LACOE programs remain responsive to the changing needs of children and families in our communities.

Figure 1: Program Decisions Stemming from Community Assessment Data



Included in this Community Assessment update are data on the most significant issues and trends impacting families in our community—from Los Angeles County’s high cost of living to housing shortages to disparities across health and wellbeing indicators. Additionally, this community assessment underscores significant challenges in the field of early childhood education, including workforce shortages and the availability and equitable access to high-quality preschool programs.

Additionally, this Community Assessment includes selected updates to the Head Start Program Performance Standards (HSPPS), effective August 21, 2024, that intersect with data presented on (1) enrollment and eligibility, (2) salary disparities, and (3) mental health needs in the community. The HSPPS were last revised in 2016, with an emphasis on the type and quality of early education comprehensive services.⁵ However, the 2016 revisions lacked specific requirements for staff pay, benefits, and other supports needed to sustain the ECE workforce.⁶ The policy changes included in the updated HSPPS were deemed warranted and necessary in order for Head Start programs to operate effectively and to remain as a gold standard in the field of early childhood education.⁷

Methodology and Structure

LACOE analyzed data from multiple sources, including the U.S. Census Bureau and American Community Survey, the Los Angeles County Department of Public Health, the Los Angeles Homeless Services Authority, the California Department of Education, and the Office of Head Start Program Information Reports (PIR). Additionally, publicly available journal articles specific to the field of early childhood education provided context and served as the backdrop for interpreting the data compiled.

The key sections that comprise this Community Assessment update include:

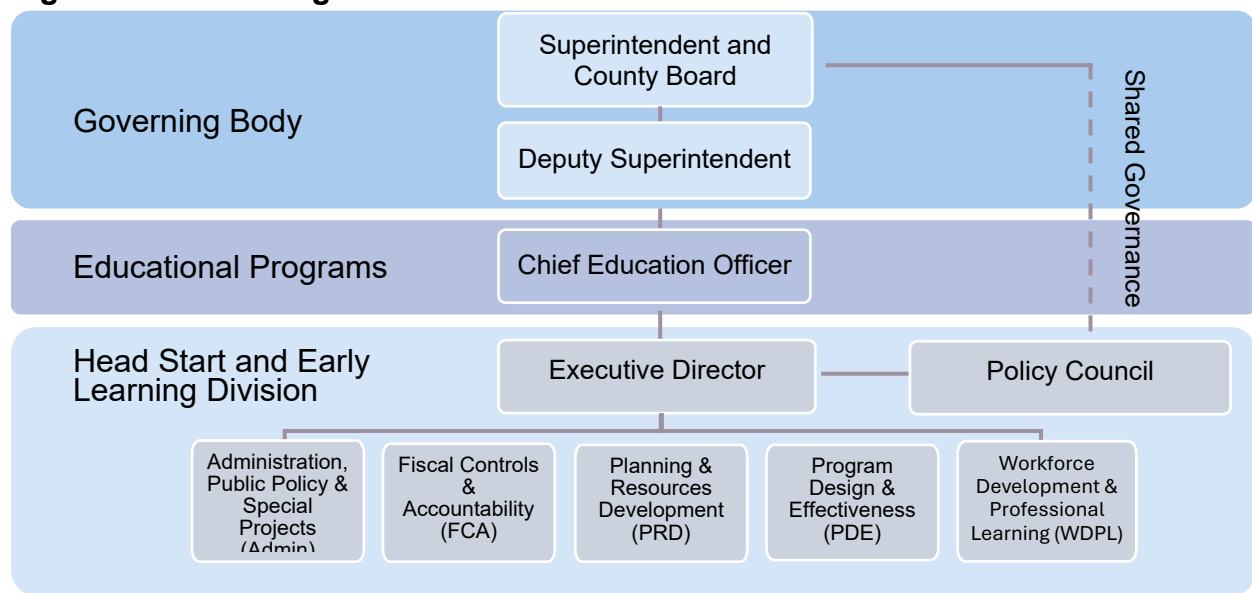
1. Introduction: Provides a brief overview on LACOE, LACOE HSEL, and the purpose and methodology of the Community Assessment.

2. Organizational Structure: Details LACOE HSEL's infrastructure and service area.
3. Program Profile: Details LACOE's programs and funded slots, including specific slot allocation for each contracted delegate and program option. This section also provides enrollment information and facilities renovations and improvements.
4. Eligible Population: Presents data on children, birth to five, who are eligible for Early Head Start (EHS) and Head Start Preschool (HSP) programs in Los Angeles County and LACOE's service area, and the availability of early learning and child care programs that meet the needs of this population.
5. Factors That Impact Children and Families: Reviews literature and data on children and families living in poverty, families experiencing homelessness, children in foster care, and children with disabilities.
6. Factors to Consider in Program Planning: Reviews literature and available data on declining birthrates, the impact of Universal PreKindergarten on the early childhood education field, and teacher shortages and workforce supports.
7. Summary Implications: Summarizes information and identifies opportunities for LACOE to allocate resources and focus its efforts.
8. Resources: Provides resources to support children's early learning and development, including various online resources developed by LACOE staff to share with families.

Organizational Structure

The division within LACOE that implements Early Head Start and Head Start programs is the Head Start and Early Learning Division. The Head Start and Early Learning (HSEL) Division consists of five interdependent units that support program management⁸ and operations (Figure 2). The five units are led by a strategic leadership team (SLT) consisting of the executive director, assistant directors, and program managers. The SLT meets to plan, discuss, and make evidence-based decisions related to activities affecting the day-to-day operations of programs, staffing and capacity building supports, and allocation of resources.

Figure 2. LACOE Organizational Structure of Collaborative Governance



Each of the five units has a distinct focus and scope of work, as follows:

- **Administration, Public Policy, and Special Projects (Admin)** sets program direction with the involvement and approval of the County Superintendent, County Board, and Policy Council (PC). Admin also facilitates and supports program governance, oversees public policy initiatives, and maintains human resources responsibility for all staff.
- **Fiscal Controls and Accountability (FCA)** conducts ongoing monitoring of all fiscal requirements. FCA also monitors administrative and operational support of delegate facility services, maintains inventory controls, and works closely with the LACOE Controller’s Office to integrate HSEL fiscal processes into those of the overall organization.
- **Planning and Resources Development (PRD)** manages internal operations, including program planning (Strategic Plan, Community Assessment, Funding Application, and Self-Assessment), program data and assessments, record-

keeping and reporting, communications, and information systems. PRD also establishes procedures for eligibility, recruitment, selection, enrollment, and attendance, as well provides training, technical assistance, and monitors ERSEA. In addition, PRD oversees the California State Preschool Program and General Child Care and Development Program.

- **Program Design and Effectiveness (PDE)** monitors delegate administrative and program services. PDE also provides training and technical assistance for implementing the minimum expectations for meeting LACOE, federal, state, and local requirements. The PDE unit also includes the Inclusive Early Education Expansion Program (IEEEP).
- **Workforce Development and Professional Learning (WDPL)** provides oversight over Quality Start Los Angeles (QSLA), the California Preschool Instructional Network (CPIN), the Universal PreKindergarten Career Development Initiative (UPK-CDI), and the UPK Planning & Implementation grant. WDPL provides professional development/training, technical assistance, and support through Head Start Preschool, Early Head Start, and California’s state-funded programs to build a robust ECE workforce, develop a multi-pronged ECE teacher pipeline, and ensure high-quality early learning experiences for children in our programs.

Service Area

The Office of Head Start assigns LACOE a service area encompassing specific communities and designated zip codes throughout Los Angeles County. LACOE then partitions distinct portions of its service area to delegate agencies, which then provide direct services to families and children residing in those communities. Table 1 provides an overview of specific communities served by LACOE delegate agencies (See Appendix A for Map of LACOE Service Area).

Table 1. Head Start Preschool Communities Served by LACOE Delegates

Delegate	Communities
ABC Unified School District	Artesia, Bellflower*, Cerritos, Downey*, Hawaiian Gardens, Lakewood, Norwalk*
Bassett Unified School District	Avocado Heights*, Baldwin Park*, Industry*, La Puente*, West Puente Valley*
Blind Children’s Center	East Hollywood*
Children’s Institute, Inc.	Chesterfield Square*, Green Meadows*, Harvard Park*, Vermont Square, Vermont-Slauson*, Watts
El Monte City School District	El Monte*, South El Monte*, Whittier Narrows*
Foundation for Early Childhood Education, Inc.	Beverly Grove, Boyle Heights, Chinatown, Echo Park, Elysian Park, Elysian Valley, Fairfax, Hancock Park, Highland Park*, Hollywood, Hollywood Hills, Hollywood

Delegate	Communities
	Hills West, Larchmont, Lincoln Heights, Montecito Heights, Silver Lake, West Hollywood, Windsor Square
Garvey School District	Monterey Park*, Rosemead, San Gabriel*, South San Gabriel*
Mexican American Opportunity Foundation	Central-Alameda, Downey*, Downtown*, East LA*, Florence, Florence-Firestone, Historic South Central*, Huntington Park, Pico Rivera*, South Park, Vernon, Walnut Park
Mountain View School District	Avocado Heights*, El Monte*, Industry*, South El Monte*
Norwalk-La Mirada Unified School District	Bellflower*, Downey*, La Mirada, Norwalk*
Pacific Asian Consortium in Employment	Alondra Park, Arlington Heights, Athens, Baldwin Hills/Crenshaw, Bel-Air, Beverly Crest, Beverly Hills, Beverlywood, Brentwood, Century City, Cheviot Hills, Exposition Park*, Gardena, Gramercy Park*, Harbor Gateway, Harvard Heights, Hermosa Beach, Jefferson Park, Ladera Heights, Lawndale, Malibu, Manhattan Beach, Marina del Rey, Mid-City, Pico-Robertson, Pico-Union, Playa del Rey, Playa Vista, Rancho Park, Redondo Beach, Santa Monica, Sawtelle, Unincorporated Santa Monica Mountains, Venice, Vermont Vista*, Veterans Administration, Westchester, Westlake*, Westmont*, Westwood
Para Los Niños	Atwater Village, Burbank, Cypress Park, Downtown*, East Hollywood*, Glassell Park, Griffith Park, Los Feliz, Mt. Washington, Toluca Lake, Universal City, Westlake*
Plaza de la Raza Child Development Services, Inc.	Alhambra, Avocado Heights*, East La Mirada, El Sereno, Industry*, La Habra Heights, North Whittier, Pico Rivera*, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, Whittier, Whittier Narrows*
Pomona Unified School District	Pomona
St. Anne's Family Services	Carthay, Koreatown, Mid-Wilshire, Westlake*
YMCA	Boyle Heights*, Commerce, Cudahy, Gardena*, Koreatown*, Lancaster, Monrovia, Reseda, Van Nuys

* Indicates community is shared between LACOE delegates or split with other grant recipients. Note: BCC's service area is based solely on the location of the site; however, due to the nature of the population BCC serves, it has been approved to enroll children residing anywhere in Los Angeles County. Note: Volunteers of America only subcontracts with LACOE for CSPP and therefore is not included on Tables 1 and 2.

Table 2. Early Head Start Zip Codes Served by LACOE Delegates

Delegate	Zip Codes
Bassett Unified School District	91706, 91744, 91745, 91746, 91790
Blind Children's Center	90029*
Children's Institute, Inc.	90002, 90003*, 90037, 90044, 90047, 90059, 90061, 90062, 90222
El Monte City School District	91731, 91732*, 91733*, 91780

Delegate	Zip Codes
Foundation for Early Childhood Education, Inc.	90004*, 90012*, 90023*, 90026*, 90028*, 90031, 90033*, 90036, 90038*, 90039, 90042, 90046, 90048, 90068, 90069
Garvey School District	91108, 91754, 91755, 91770, 91775, 91776, 91801*, 91803*
Mexican American Opportunity Foundation	90001, 90003*, 90011, 90012*, 90013, 90014, 90015, 90021* 90022, 90023*, 90040, 90058, 90063, 90071, 90201, 90240*, 90241*, 90255, 90270, 90280, 90660*
Mountain View School District	91732*, 91733*
Norwalk-La Mirada Unified School District	90240*, 90241*, 90242*, 90638, 90639, 90650, 90701, 90703, 90706, 90712, 90713, 90715, 90716
Pacific Asian Consortium in Employment	90006*, 90007, 90008, 90016*, 90018*, 90019*, 90024, 90025, 90035, 90045, 90049, 90064, 90067, 90073, 90077, 90094, 90095, 90210, 90211, 90212, 90247, 90248, 90249, 90254, 90260, 90263, 90265, 90266, 90277, 90278, 90291, 90292, 90293, 90401, 90402, 90403, 90404, 90405, 90501, 90503, 90504, 90505
Para Los Niños	90004*, 90017*, 90021*, 90027, 90028*, 90029*, 90038*, 90065, 91501, 91502, 91504, 91505, 91506, 91521, 91522, 91523
Plaza de la Raza Child Development Services, Inc.	90032, 90033*, 90242*, 90601, 90602, 90603, 90604, 90605, 90606, 90640, 90660*, 90670, 91748, 91801*, 91803*
Pomona Unified School District	91008, 91010, 91016, 91702, 91711, 91722, 91724, 91740, 91741, 91750, 91765, 91766, 91767, 91768, 91773, 91789
St. Anne's Family Services	90004*, 90005, 90006*, 90010, 90016*, 90017*, 90018*, 90019*, 90020, 90026*, 90057, 90262, 90723
YMCA	90004*, 90005*, 90006*, 90010*, 90019*, 90020*, 90023*, 90033*, 90040*, 90063*, 90201*, 90247*, 90248*, 90249*, 91006, 91016*, 91024, 91335, 91401, 91405, 91406, 91411, 93534, 93535, 93536, 93551

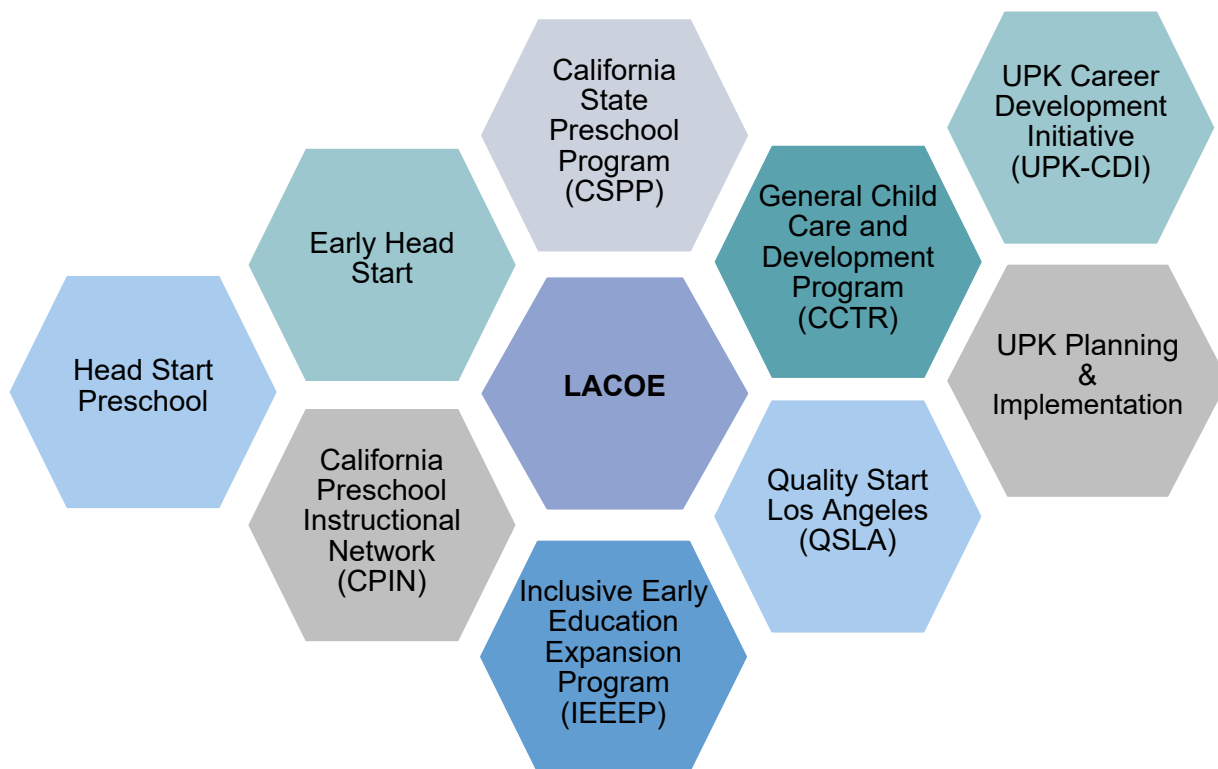
* Indicates zip code is shared between delegates. Note: BCC's service area is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children residing anywhere in Los Angeles County

Program Profile

Programs

LACOE operates programs across Los Angeles County focused on the school readiness and wellbeing of children and families. LACOE provides quality early learning programs to families of children birth to five, including pregnant women (Figure 3). LACOE is committed to fostering a child’s holistic health by empowering the whole family and the communities they belong to.

Figure 3. Programs and Service Delivery Models



Additionally, LACOE is invested in providing workforce supports and professional learning to early childhood educators through (1) the California Preschool Instructional Network (CPIN) and (2) the Universal PreKindergarten Career Development Initiative (UPK-CDI).

Following is a brief description of each program and service delivery model based on the 2024-25 Funding Application.

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 support the whole child through developmentally enriching caregiving experiences that nurture their

physical, cognitive, social, and emotional growth and future school readiness success. Moreover, EHS provides expectant families prenatal supports and interventions that promote healthy pregnancies and positive parent-child relationships. LACOE contracts with 15 delegates⁹ to deliver EHS services to 2,779 children in its designated EHS service area across the following program settings:¹⁰

- 61% center-based
- 37% home-based
- 1% family child care
- 1% locally-designed



Head Start Preschool (HSP) – Provides preschool-aged children with 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 Preschool focuses primarily on helping children acquire the necessary school-readiness skills to succeed. LACOE contracts with 16 delegates¹¹ to deliver HSP to 4,997 children in its designated HSP service area across the following program settings:¹²

- 94% center-based
- Less than 1% home-based
- 1% family child care
- 4% locally-designed

California State Preschool Program (CSPP) – Serves two-to-five-year-old children in a center-based, part-day early education program. CSPP supports parent education, provides referrals to address social services and the health and nutrition needs of children, and offers staff development opportunities. LACOE contracts with 8 delegates¹³ to deliver CSPP services to children through either a partnered program model (programs offering extended day services by partnering different funding sources) or co-located program model (children funded by separate programs but enrolled in the same class).

- The California Department of Education (CDE) funds LACOE to provide CSPP services to 1,267 children.

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. LACOE

contracts with 4 delegates¹⁴ to deliver CCTR services to children through a partnered model.

- The California Department of Social Services (CDSS) funds LACOE to provide CCTR services to 341 children.

Los Angeles County Quality Rating and Improvement System (QRIS): Quality Start Los Angeles (QSLA) is a countywide initiative¹⁵ designed to improve the quality in early care and education centers and family child care homes that serve children birth to five. QSLA helps enhance program quality through coaching, technical assistance, professional development, and financial incentives.

Inclusive Early Education Expansion Program (IEEEP): IEEEP is funded by the California Department of Education's Early Education Division and Special Education Division to increase enrollment of children with a broad range of disabilities into early childhood education settings. LACOE 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.

California Preschool Instructional Network (CPIN): CPIN is a professional learning system that provides technical assistance, and support to preschool program administrators and teachers. CPIN serves Los Angeles County to promote age and developmentally appropriate, research-based teaching and learning strategies conducive to early learning and family engagement. CPIN also works in partnership with Quality Start Los Angeles in implementing communities of practice and providing enhanced professional learning sessions to QSLA coaches and providers.

Universal PreKindergarten 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 following career development pathways are underway: (1) Assistant Teacher Pathway, (2) Teacher Pathway, (3) Transitional Kindergarten Teacher Pathway, (4) Family Services Track. Please see Appendix B for additional details on UPK-CDI pathways.

Universal PreKindergarten Planning & Implementation Grant: The Universal Prekindergarten (UPK) Planning and Implementation Grant supports the development and execution of a cohesive preschool through third-grade approach. It focuses on aligning curriculum, instruction, and assessment with developmental, cultural, and linguistic appropriateness. The grant funds professional development, resources, and initiatives to enhance early childhood education, including communities of practice, book

studies, and transitional kindergarten institutes. The goal is to ensure equitable and high-quality early learning experiences for all children in the county.

Funded Slots

In PY 2024-25, LACOE is utilizing various funding streams to serve 9,384 slots across its service area. Table 3 shows the distribution of slots by funding source across the 16 delegates that contract with LACOE in the current program year.

Table 3. Distribution of Federal and State Funded Slots for PY 2024-25

Delegate	HSP	EHS	CSPP	CCTR	Total
ABC Unified School District	176	-	-	-	176
Bassett Unified School District	135	64	-	-	199
Blind Children’s Center	33	52	33	-	118
Children’s Institute, Inc.	126	134	-	-	260
El Monte City School District	381	100	48	-	529
Foundation for Early Childhood Education, Inc.	386	108	-	-	494
Garvey School District	326	194	118	80	718
Mexican American Opportunity Foundation	575	328	-	-	903
Mountain View School District	298	82	12	-	392
Norwalk-La Mirada Unified School District	464	220	24	-	708
Pacific Asian Consortium in Employment	564	270	293	-	1,127
Para Los Niños	210	137	-	81	428
Plaza de la Raza Child Development Services, Inc.	474	248	417	104	1,243
Pomona Unified School District	658	392	-	-	1,050
St. Anne’s Family Services	95	418	-	76	589
YMCA	96	16	-	-	112
LACOE (Unallocated)	-	16	-	-	16
Volunteers of America	-	-	322	-	322
Total	4,997*	2,779	1,267	341	9,384

Source: PY 2024-25 Funding Application. Note: All LACOE CSPP and CCTR are partnered or co-located with HSP and/or EHS, except for Volunteers of America, which only subcontracts with LACOE for CSPP and partners the slots with their own Head Start Preschool program. * The Office of Head Start funds LACOE to serve 4,917 children in Head Start Preschool programs. In the 2024-25 program year, LACOE redirected savings to serve an additional 80 children in Head Start Preschool, resulting in a total of 4,997 children for the program year.

Program Options

LACOE provides a variety of program options to meet the needs of children and families in the community, including center-based, home-based, family child care, and locally designed options (LDO).¹⁶ Additionally, delegates offer several program variations that

operate from nine to 12 months a year, including programs that provide at least 1,020 hours of planned class operation, and full-working-day programs (operating not less than 10 hours per day). Tables 4 and 5 show the EHS and HSP slot distribution by program option for each delegate for PY 2024-25.

Table 4. Early Head Start Slot Distribution by Program Option for PY 2024-25

Delegate	Center-based	Home-based	Family Child Care	Locally designed	Total
Bassett Unified School District	64	-	-	-	64
Blind Children’s Center	32	-	-	20	52
Children’s Institute, Inc.	112	22	-	-	134
El Monte City School District	40	60	-	-	100
Foundation for Early Childhood Education, Inc.	108	-	-	-	108
Garvey School District	88	106	-	-	194
Mexican American Opportunity Foundation	232	66	30	-	328
Mountain View School District	32	50	-	-	82
Norwalk-La Mirada Unified School District	88	132	-	-	220
Pacific Asian Consortium in Employment	104	166	-	-	270
Para Los Niños	137	-	-	-	137
Plaza de la Raza Child Development Services, Inc.	128	120	-	-	248
Pomona Unified School District	152	240	-	-	392
St. Anne’s Family Services	346	72	-	-	418
YMCA	16	-	-	-	16
LACOE (Unallocated)	16	-	-	-	16
Total	1,695	1,034	30	20	2,779

Source: PY 2024-25 Funding Application.

Table 5. Head Start Preschool Slot Distribution by Program Option for PY 2024-25

Delegate	Center-based			Home -based	Family Child Care	Locally designed	Total
	< 1020 hrs.	Double Session	>1020 hrs.				
ABC Unified School District	-	-	176	-	-	-	176
Bassett Unified School District	-	-	135	-	-	-	135
Blind Children’s Center	-	-	33	-	-	-	33
Children’s Institute, Inc.	-	-	126	-	-	-	126
El Monte City School District	48	-	333	-	-	-	381
Foundation for Early Childhood Education, Inc.	-	-	386	-	-	-	386
Garvey School District	-	-	128	-	-	198	326
Mexican American Opportunity Foundation	17		501	23	34	-	575
Mountain View School District	154	-	144	-	-	-	298
Norwalk-La Mirada Unified School District	84	-	380	-	-	-	464
Pacific Asian Consortium in Employment	140	-	424	-	-	-	564
Para Los Niños	-	-	210	-	-	-	210
Plaza de la Raza Child Development Services, Inc.	-		450	-	24	-	474
Pomona Unified School District	-	84	574	-	-	-	658
St. Anne’s Family Services	-	-	95	-	-	-	95
YMCA			96	-	-	-	96
Total	443	84	4,191*	23	58	198	4,997*

Source: PY 2024-25 Funding Application.

* The Office of Head Start funds LACOE to serve 4,917 children in Head Start Preschool programs, of which, according to the 2024-25 funding application, 4,111 operate 1,020 hours or more annually. In the 2024-25 program year, LACOE redirected savings to serve an additional 80 children in Head Start Preschool, resulting in a total of 4,191 slots operating at least 1,020 hours or more this program year, and a total of 4,997 children in Head Start Preschool for the 2024-25 program year.

Race and Ethnicity

In 2023-24, the majority of children enrolled in LACOE programs were of Hispanic/Latino background (87%), followed by Asian (6%), Black/African American (4%), and white (2%) (Table 6).^{17,18}

Table 6. Race and Ethnicity of Children Enrolled in PY 2023-24

Race and Ethnicity	Number	Percent
American Indian or Alaska Native	11	0.1%
Asian	559	6.2%

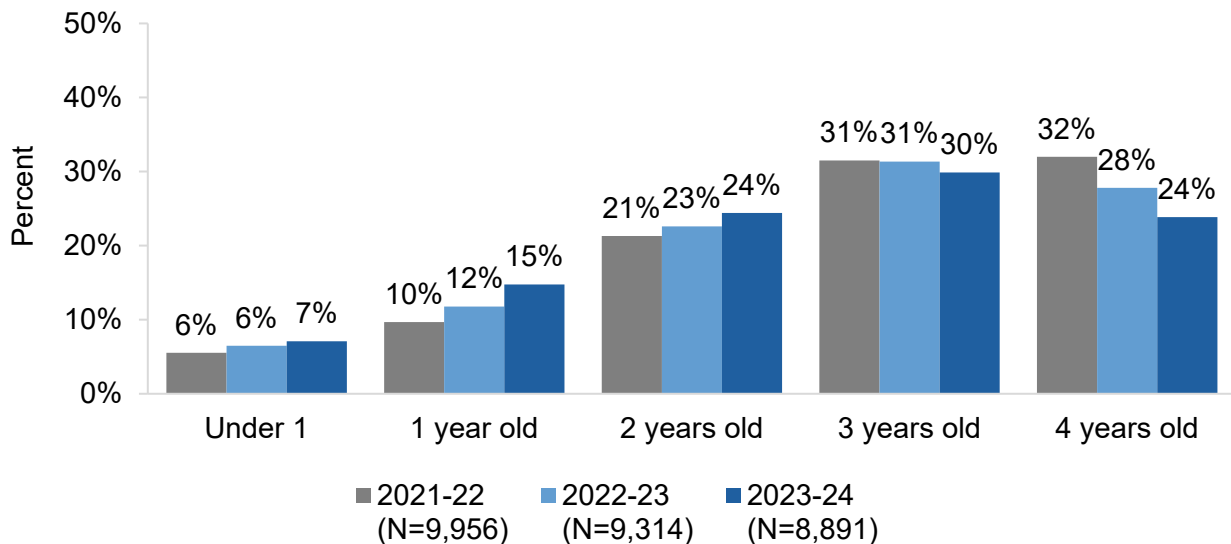
Race and Ethnicity	Number	Percent
Black or African American	395	4.4%
Native Hawaiian or other Pacific Islander	7	0.1%
White	139	1.5%
Hispanic (all races)	7,776	86.6%
Biracial/Multiracial	64	0.7%
Other	29	0.3%

Source: 2023-24 Program Information Report

Age Distribution

In 2023-24, 30% of children enrolled in LACOE programs were three-year-olds (2,657) (Figure 4). In 2023-24, pregnant women accounted for 1% (112) of LACOE’s total cumulative enrollment, which has remained consistent the past three years. Figure 4 provides longitudinal data on the age distribution of LACOE children by program year, not including pregnant mothers.¹⁹

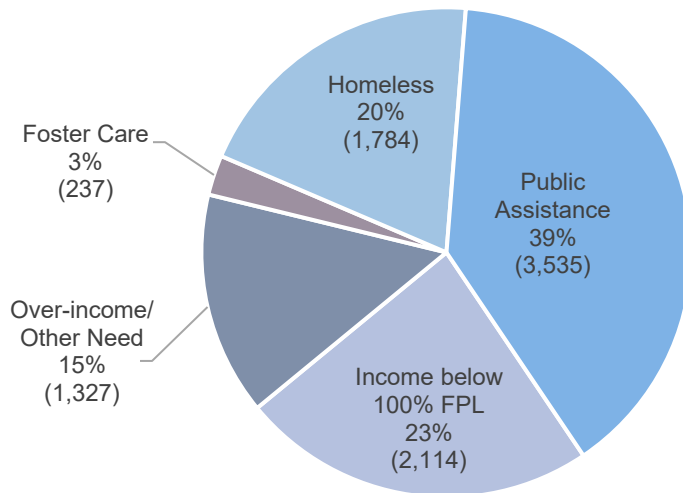
Figure 4. Age Distribution of LACOE Children by Program Year



Enrollment

In PY 2023-24, 23% of enrollment in LACOE programs consisted of families who were determined eligible due to income below the federal poverty level, 3% of enrollment consisted of children in foster care, and 20% of enrollment consisted of children experiencing homelessness. Additionally, 39% of enrollment consisted of families who met eligibility as recipients of public assistance (9% TANF, 1% SSI, 29% SNAP). Lastly, 15% of enrollment was determined utilizing the allowances in the Head Start performance standards to serve families that are over 100% FPL but in need of care.^{20,21} Figure 5 provides the enrollment distribution by eligibility category for LACOE for PY 2023-24.²²

Figure 5. LACOE Enrollment by Eligibility Category PY 2023-24



The Office of Head Start has updated its Program Performance Standards in order to effectively meet the evolving needs of the communities it serves.²³ Effective August 21, 2024, programs can now adjust a family’s gross income to account for excessive housing costs. In essence, families who spend more than 30% of their income on housing can have the portion over 30% deducted from their income when determining financial eligibility for Head Start programs.²⁴ This change will help programs reach full enrollment, particularly in communities like Los Angeles County, where the cost of living and minimum wage are high and families who could benefit from program services are ineligible because their income is above the federal poverty limit.²⁵

Facilities

The Office of Head Start is committed to providing children with quality facilities that promote safe learning environments.²⁶ As such, LACOE assesses the facility needs across delegate agencies in order to meet community needs and enrollment demands. Table 7 provides rationale for the addition and removal of classrooms, along with any changes made.

Table 7. Facilities Additions and Changes to Meet Family and Community Needs

Additions	
Garvey (Emerson)	Classroom added as model for inclusion.
MAOF (Zoe)	New class added from City Terrace (17 slots).
Norwalk (Glazier)	Additional HSP class added to meet high demand.
Norwalk (Columbia)	1 HSP class added to meet high demand.
Norwalk (Columbia EHS)	1 EHS-center-based class added to meet high demand.
Norwalk (Ramona)	4 EHS center-based classes added to meet high demand.
Changes	
Bassett (Don Julian)	1 EHS class will transfer to meet needs of community.

	Ready space and apply for licensing toddler component.
Bassett (Edgewood)	1 EHS class will transfer to meet needs of community.
Bassett (Erwin)	1 HSP classroom will move from Flanner to Erwin to address staffing issue.
Bassett (Van Wig)	Ready the space and apply for a Licensing toddler component.
El Monte (Wilkerson)	1 PM class will move to Le Gore due to lack of family need for afternoon sessions.
Para Los Niños (Keck)	Converting 1 AM class and 1 PM class to a full-day class to support family need for full-day classes.
Plaza (Maizeland)	1 class changing to serve infants (3 to 12 mos.) due to community need.
Pomona (Mendoza)	1 HSP classroom changed to full-day to meet community need.
Pomona (Lopez)	1 EHS classroom added to support community need. Request for a licensing toddler option for an existing preschool classroom.

Source: 2024-25 Program Year Consolidated Funding Application

Additionally, LACOE closed three centers across two delegate agencies due to enrollment reductions (MAOF) or an inability to sustain lease terms and rental rates (PACE).²⁷

A recent change in the state code has the potential to significantly impact programs serving children 0-36 months.²⁸ Title 24 Fire and Building code stipulates that licensed childcare facilities serving more than five infants and toddlers would need to shift into a new occupancy group (move from Group E to Group I-4). The new requirements for Group I-4 clearance include the installation of (1) automatic fire sprinkler systems and (2) emergency voice/alarm communication systems per classroom and throughout the entire site and its buildings. These changes to meet fire and building code requirements are estimated to cost between \$100,000 to \$200,000 per classroom and could impact up to 25 sites across delegate agencies. LACOE worked with Head Start CA to advocate for a pause in enforcement and in September 2024, Governor Newsom signed Assembly Bill 176, which grants a temporary pause through 2027, thereby affording LACOE and its delegate agencies time to comply with new building code requirements.

The Office of Head Start has updated its Program Performance Standards with a new requirement to develop a plan that prevents children from being exposed to lead in water and paint in Head Start facilities.²⁹ This updated requirement includes lead testing and inspection at least every two years—in facilities where lead may be present—and if needed, a program must conduct remediation or abatement.

Eligible Population

Program Participation Income Eligibility

Financial eligibility for federal programs—such as Head Start Preschool and Early Head Start—is based on federal poverty guidelines that are adjusted for families of different sizes. Children from birth to age five, as well as pregnant women, who are from families with incomes below the federal poverty guidelines are eligible for Head Start Preschool and Early Head Start services.

Head Start Preschool and Early Head Start income eligibility is based on the federal poverty level (FPL),³⁰ while state program eligibility (CSPP and CCTR) is based on the percentage of state median income (SMI) (Table 8).^{31,32}

Table 8. Income Eligibility for Federal and State Programs PY 2024-25

Family Size	Income Eligibility				Difference between 100% FPL and 100% SMI
	Federal Programs		State Programs		
	Head Start		CCTR	CSPP	
	Annual Income (100% FPL)	Annual Income (130% FPL)	Annual Income (85% of SMI)	Annual Income (100% of SMI)	
1	\$15,060	\$19,578	\$79,143	\$93,110	\$78,050
2	\$20,440	\$26,572	\$79,143	\$93,110	\$72,670
3	\$25,820	\$33,566	\$89,660	\$105,482	\$79,662
4	\$31,200	\$40,560	\$104,544	\$122,993	\$91,793
5	\$36,580	\$47,554	\$121,271	\$142,672	\$106,092
6	\$41,960	\$54,548	\$137,998	\$162,350	\$120,390
7	\$47,340	\$61,542	\$141,134	\$166,040	\$118,700
8	\$52,720	\$68,536	\$144,270	\$169,730	\$117,010

The following two allowances were instituted to help enroll families that do not meet eligibility criteria but would benefit from Head Start program services:

- programs can enroll up to 10% of children that do not meet any eligibility criteria and
- programs can enroll up to 35% of children from families whose income is between 101 and 130 percent of the FPL (e.g., in 2024, 130% FPL for a family of four is \$40,560).^{33,34}
- programs may adjust for a family’s income to account for excessive housing costs when determining eligibility.³⁵

By combining these allowances, Head Start programs can have up to 45 percent of their total enrollment comprising families with incomes above 100 percent of the federal poverty guidelines.

Categorical Eligibility

Head Start is one of the nation’s earliest federal programs serving low-income children. In 1965, the Head Start program was designed to disrupt the cycle of generational poverty through comprehensive services that enhance child’s development and school readiness.³⁶ As such, families experiencing homelessness, with children in the child welfare system, or receiving public assistance such as Temporary Assistance for Needy Families, (TANF, administered in California as CalWORKs), Supplemental Security Income (SSI), Supplemental Nutrition Program (SNAP, administered in California as CalFresh), are automatically eligible for services—also known as categorically eligible.^{37,38}

In 2022, the Office of Head Start revised its definition of public assistance to include recipients of SNAP benefits. Most SNAP recipients are already eligible for Head Start based on income but previously had to prove income eligibility separately for both programs.^{39,40}

Data suggests that demonstrating eligibility through public assistance is a less burdensome process than proving income eligibility under the federal poverty level. Beginning in 2022-23, when SNAP was first accepted in the definition of public assistance, the percent of families enrolled in LACOE Head Start programs on the basis of public assistance increased from an estimated 10% in 2021-22 to 25% in 2022-2023. In 2023-24, 39% of families enrolled in LACOE programs based on public assistance (Table 9).

Table 9. LACOE Enrollment of Children by Eligibility Category

Year	Eligibility Category				
	0-100% FPL	100%+ FPL*	Foster	Homeless	Public Assistance
2019-20	48%	23%	3%	14%	12%
2020-21	42%	25%	3%	19%	10%
2021-22	40%	25%	3%	22%	10%
2022-23	32%	19%	3%	21%	25%
2023-24	23%	15%	3%	20%	39%

Source: Program Information Report. *The Head Start Act permits programs to fill up to 35% of enrollment with families who have incomes between 101% and 130% of FPL, and up to 10% with families over 130% of FPL. This column combines both categories.

Eligible Population

LACOE reviews data on the number of children that are income eligible for EHS and HSP services throughout Los Angeles County and within LACOE's service area.⁴¹ This data provides an opportunity to examine trends in the population, including the number of children meeting income eligibility and those receiving services.

Los Angeles County

In Los Angeles County, 49,227 children meet the eligibility criteria for Early Head Start services on the basis of family income. It is estimated that 17% (8,492) of eligible children residing in Los Angeles County will receive services (Table 10). A look at eligibility data over time reveals that the number of EHS-eligible children in Los Angeles County decreased 1% (746) between 2023-24 (49,973) and 2024-25 (49,227).

Table 10. EHS-Eligible Children Served in Los Angeles County

Year	Population	Eligible at 100% FPL	Served by EHS*	Served by CCTR	Total Served	% Served
2019-20	335,983	78,227	5,437	1,778	7,215	9%
2020-21	323,114	64,830	6,171	1,507	7,678	12%
2021-22	291,925	61,993	8,565	747	9,312	15%
2022-23	272,089	43,685	8,750	759	9,509	22%
2023-24	266,946	49,973	8,183	779	8,962	18%
2024-25	259,490	49,227	7,606	886	8,492	17%

Source: Service Area Matrix (SAM). *Served by EHS includes LACOE and other EHS grant recipients. Note: to ensure consistency with LACOE service area eligibility data tables, County level analysis has been adjusted to reflect the same calculations and considerations.

Parallel trends were identified in HSP income-eligible children throughout Los Angeles County. The number of children meeting the eligibility criteria for HSP services decreased 1% (245) from 2023-24 (35,381) to 2024-25 (35,136). (Table 11).

Table 11. HSP-Eligible Children Served in Los Angeles County

Year	Population	Eligible at 100% FPL	Served by HSP*	Served by CSPP	Total Served	% Served
2019-20	254,927	60,000	22,302	14,326	36,628	61%
2020-21	239,126	49,688	21,524	11,705	33,229	67%
2021-22	215,127	46,507	19,168	7,558	26,726	57%
2022-23	197,369	32,365	18,112	7,071	25,183	78%
2023-24	184,157	35,381	16,309	6,543	22,852	65%
2024-25	187,411	35,136	15,249	6,078	21,327	61%

Source: Service Area Matrix (SAM). *Served by HSP includes LACOE and other HSP grant recipients. Note: to ensure consistency with LACOE service area eligibility data tables, County level analysis has been adjusted to reflect the same calculations and considerations.

LACOE

Early Head Start

In LACOE's service area, 6,156 (40%) income-eligible children were served in EHS through the combined efforts of our delegates and other providers (Table 12).⁴²

Table 12. EHS-Eligible Children Served in LACOE Service Area in 2024-25

Delegate	Population	Eligible at 100% FPL	LACOE EHS	CCTR	Other EHS*	Total Served*	% Served
Bassett	2,703	399	64	8	155	227	57%
BCC	246	61	52	2	33	87	142%
CII	3,887	1,316	134	25	316	475	36%
El Monte	1,978	408	100	0	552	652	160%
Foundation	4,795	900	108	57	481	646	72%
Garvey	2,713	370	194	11	47	252	68%
MAOF	7,823	2,122	328	67	923	1,318	62%
Mt. View	902	230	82	0	40	122	53%
Norwalk	9,831	1,138	220	11	56	287	25%
PACE	17,740	1,835	270	30	437	737	40%
Plaza	9,865	1,319	248	23	208	479	36%
PLN	4,223	698	137	9	230	376	54%
Pomona	9,001	1,119	392	30	12	434	39%
St. Anne's	3,902	1,072	418	16	421	855	80%
YMCA	11,318	2,419	16	42	848	906	37%
Total**	90,926	15,406	2,779	330	3,047	6,156	40%

Source: Service Area Matrix (SAM). * The total calculation for Other EHS Served and Total Served have been calculated to not duplicate EHS providers in shared communities. BCC's service area in the SAM is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children anywhere in Los Angeles County. ** Total calculations may not add up due to rounding.

In LACOE's service area, the number of EHS-eligible children increased 14% (1,873) between 2023-24 (13,533) and 2024-25 (15,406) as a result of LACOE's service area expanding to accommodate YMCA as a new delegate agency. (Table 13).

Table 13. EHS-Eligible Children Served in LACOE Service Area by Year

Year	Population	Eligible at 100% FPL	LACOE EHS	CCTR	Other EHS*	Total Served	% Served
2019-20	89,592	19,942	2,474	543	2,134	5,151	26%
2020-21	93,284	21,195	2,845	587	2,547	5,979	28%
2021-22	96,478	17,309	2,986	224	2,864	6,074	35%
2022-23	88,692	11,988	3,067	251	2,657	5,975	50%
2023-24	84,773	13,533	2,763	274	2,783	5,820	43%
2024-25	90,926	15,406	2,779	330	3,047	6,156	40%

Source: Service Area Matrix (SAM). * The total calculation for Other EHS Served and Total Served has been calculated to not duplicate EHS providers in shared communities.

Head Start Preschool

LACOE’s Head Start Preschool service area includes an estimated 76,346 three- and four-year-olds. Of these, an estimated 15,336 children (20%) are eligible for Head Start Preschool because the household income is below 100% of the federal poverty level. Within LACOE’s service area, 59% of HSP-eligible children (9,066) are served by our delegates or other providers.

Table 14. HSP-Eligible Children Served in LACOE Service Area in 2024-25

Delegate	Population	Eligible at 100% FPL	LACOE HSP	CSPP	Other HSP*	Total Served*	% Served
ABC	3,891	412	176	127	-	303	73%
Bassett	546	83	135	16	-	151	182%
BCC	435	134	33	15	59	107	80%
CII	3,409	1,082	126	175	144	445	41%
El Monte	1,270	294	381	11	-	392	133%
Foundation	6,398	1,185	386	306	-	692	58%
Garvey	1,686	248	326	73	-	399	161%
MAOF	10,261	3,054	575	753	646	1,974	65%
Mt. View	1,272	312	298	8	-	306	98%
Norwalk	4,701	611	464	106	54	624	102%
PACE	17,172	2,728	564	411	-	975	36%
PLN	4,993	998	210	178	129	517	52%
Plaza	7,093	947	474	142	69	685	72%
Pomona	3,177	676	658	44	-	702	104%
St. Anne’s	2,645	727	95	121	77	293	40%
YMCA	7,399	1,844	96	324	971	1,391	75%
Total**	76,346	15,336	4,997	2,810	1,259	9,066	59%

Source: Service Area Matrix (SAM). *The total calculation for Other HSP and Total Served has been calculated to not duplicate HSP providers in shared communities. BCC’s service area in the SAM is based solely on the location of the site; however, due to the nature of the population BCC serves, they have been approved to enroll children anywhere in Los Angeles County. **Total calculations may not add up due to rounding.

The number of HSP-eligible children increased 10% (1,454) between 2023-24 (13,882) and 2024-25 (15,336) (Table 15) as a result of LACOE’s service area expanding to accommodate YMCA as a new delegate agency.

Table 15. HSP-Eligible Population in LACOE Service Area by Year

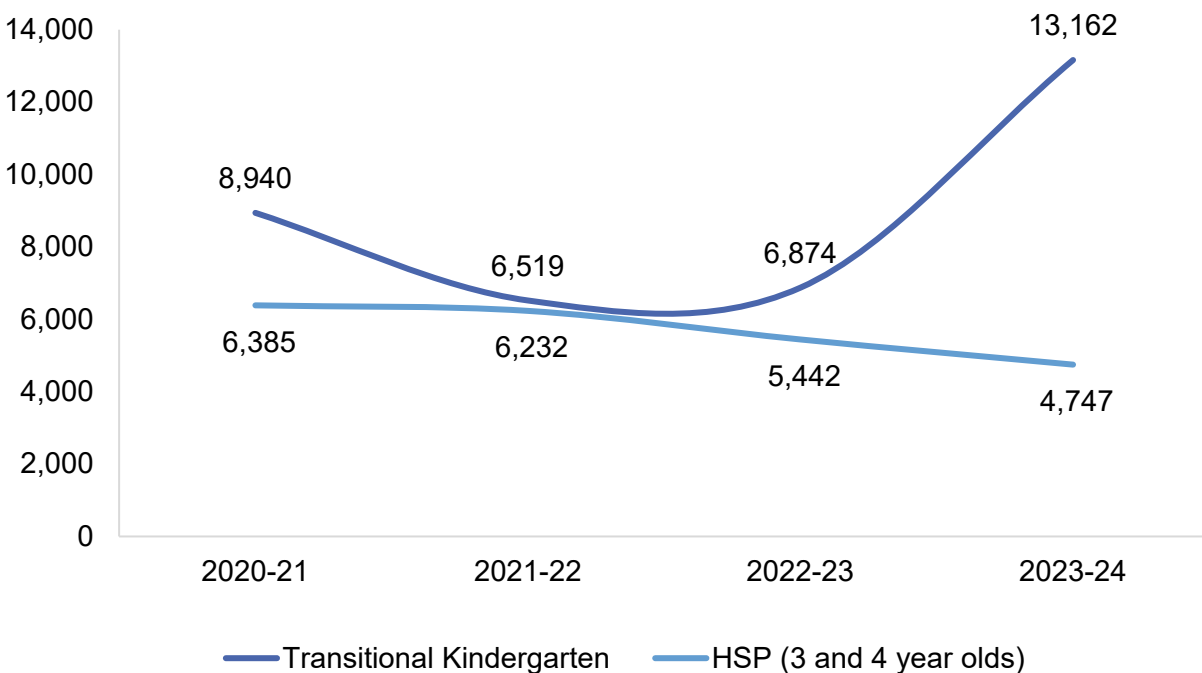
Delegate	Population	Eligible at 100% FPL	LACOE HSP	CSPP	Other HSP*	Total Served*	% Served
2019-20	98,005	24,671	8,333	5,247	556	14,136	57%
2020-21	92,544	20,526	7,713	4,546	399	12,658	62%
2021-22	81,144	18,551	7,117	2,899	477	10,493	57%
2022-23	69,967	12,100	6,520	2,868	478	9,866	82%
2023-24	67,167	13,882	4,971	2,987	688	8,646	62%
2024-25	76,346	15,336	4,997	2,810	1,259	9,066	59%

Source: Service Area Matrix (SAM). * The total calculation for Other HSP and Total Served has been calculated to not duplicate HSP providers in shared communities.

Impact of Transitional Kindergarten

Eligibility for Transitional Kindergarten (TK) is based solely on age, whereas Head Start Preschool eligibility is determined by income and categorical factors. The exact number of children enrolled in TK who would have qualified for Head Start Preschool based on income is unknown. Figure 6 provides data on TK enrollment in LACOE's service area HSP enrollment over time.⁴³ Of note, it is important to consider that TK expansion began in 2022-23 and HSP programs have faced under-enrollment throughout this period of time.

Figure 6. Enrollment Trends in LACOE's Service Area



Source: California Department of Education (TK Data) and PIR Report 9702

Note: Head Start Preschool Enrollment is cumulative and includes four-year-olds who met either income or categorical eligibility for program services.

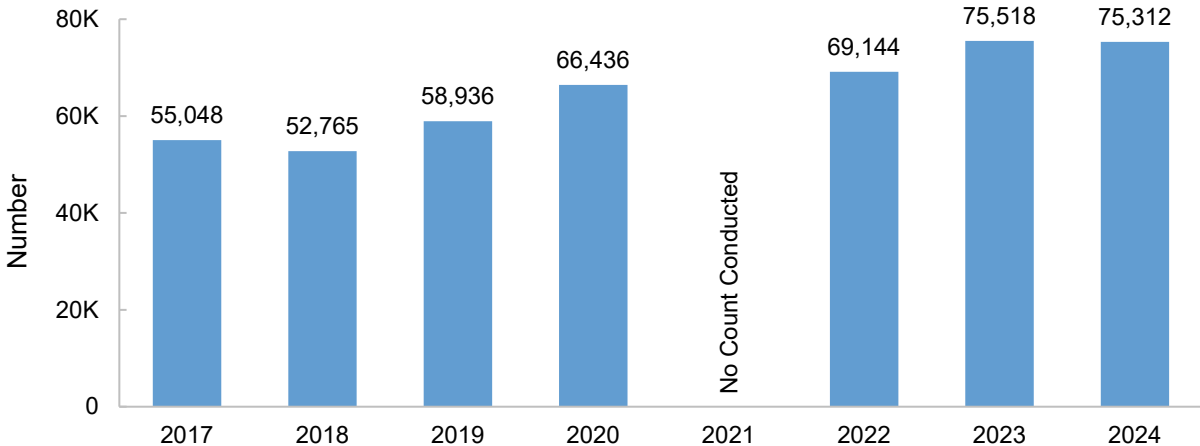
Factors That Impact Children and Families

Homelessness

Homelessness in Los Angeles County is multifaceted and the causes range from soaring rents and stagnant incomes to racial disparities and inequality.⁴⁴ Among individuals who are newly homeless in Los Angeles County, 54% report that economic hardship was the top reason for falling into homelessness, followed by a weakened social network (38%), a disabling health condition (17%), system discharge (14%), and violence (4%).^{45,46} In Los Angeles County, unaffordable rents continue to be a key driver of homelessness, with eviction filings reaching a decade high in June 2023, with an estimated 96% of evictions attributable to the non-payment of rent.⁴⁷ Renters in Los Angeles County need to earn 2.9 times the minimum wage (\$48.04 per hour) to afford the average monthly asking rent in the area (\$2,498).^{48,49}

In 2024, the number of people in Los Angeles County experiencing homelessness declined slightly (-0.27%), relative to the 2023 point-in-time count estimate (Figure 7).^{50,51}

Figure 7. Individuals Experiencing Homelessness in Los Angeles County



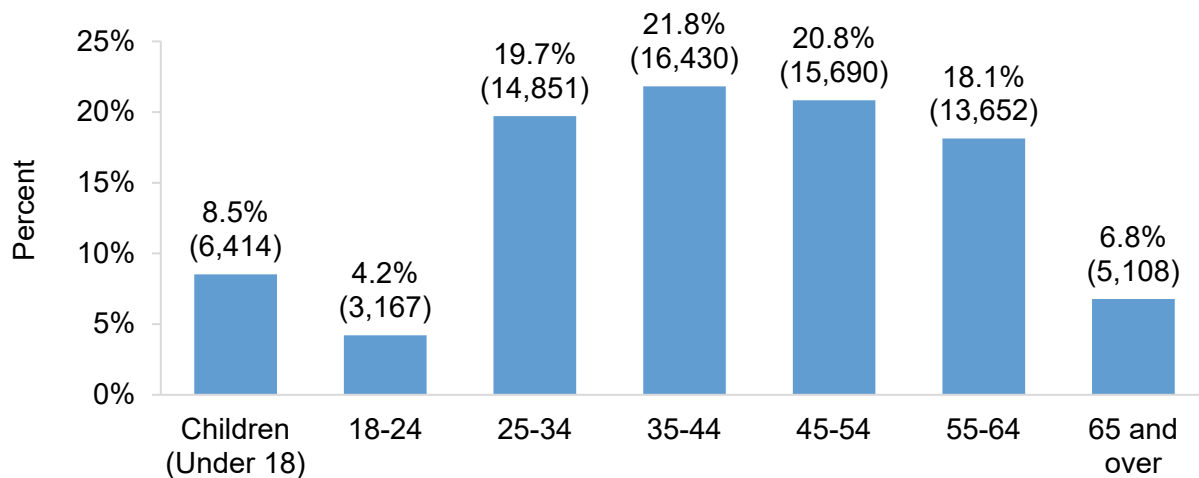
A closer look at LA County data reveals that unsheltered homelessness⁵² dropped by an estimated 5.1% between 2023 (55,155) and 2024 (52,365), while the number of people in shelters increased by 12.7%.⁵³ This drop in people experiencing chronic homelessness suggests that Los Angeles County’s coordinated emergency response is making a difference.⁵⁴ Additionally, data suggests that homeless individuals are moving through the rehousing system faster. In 2022-23, for instance, the number of people going from living in the streets to living in interim housing increased by 47%, while the number of people moving from interim housing to permanent housing increased by 25%.

Homelessness continues to be a regional crisis, with most neighboring Southern California counties showing increasing trends:⁵⁵

- Kern County (+ 37%)
- Orange County (+28%)
- Santa Barbara County (+12%)
- San Diego County (+3%)
- San Bernadino County (+1.4%)
- Ventura County (-3.4%)

Figure 8 provides data on the percentage of individuals experiencing homelessness by age. In Los Angeles County, an estimated 8.5% of the homeless population were children ages 0-17.

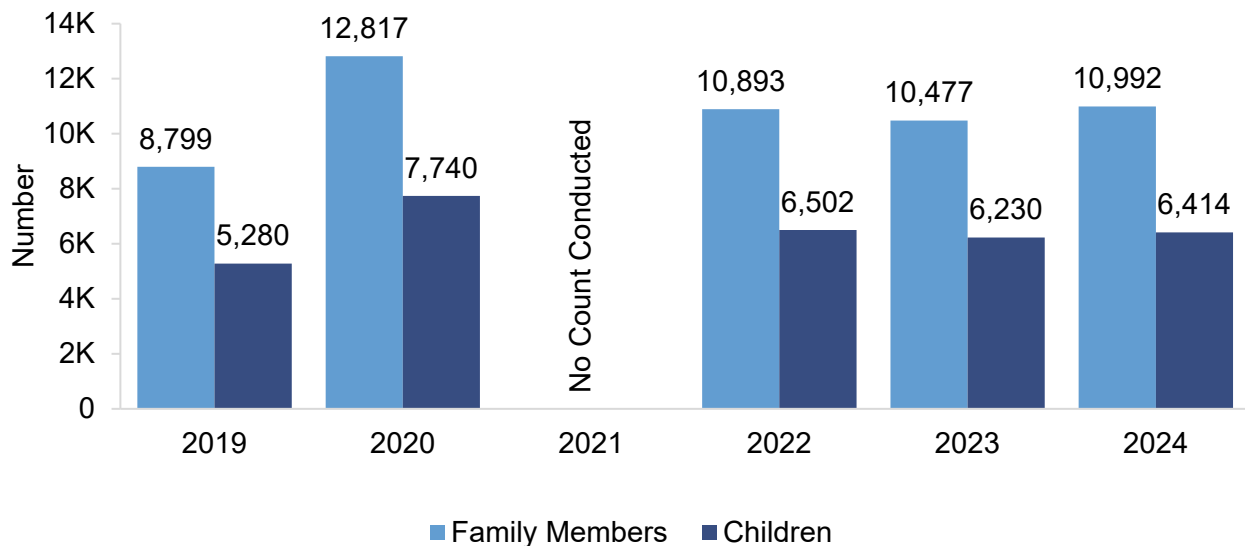
Figure 8. Individuals Experiencing Homelessness by Age in Los Angeles County in 2024



Children experiencing homelessness are 2.5 times more likely to have health problems, including higher rates of infections, respiratory problems, accidents, and injuries.⁵⁶ Additionally, homeless children are at increased risk of abuse, violence, and trauma.⁵⁷ Experiencing homelessness has also been associated with higher symptoms of depression, anxiety, and aggression in children.⁵⁸

Recent trends in the number of children (under 18 years of age) and families experiencing homelessness in Los Angeles County are depicted in Figure 9.⁵⁹ The number of children experiencing homelessness in Los Angeles County decreased by 3% relative to 2023. So too, the number of families⁶⁰ experiencing homelessness decreased by 4.9% between 2023 (10,477) and 2024 (10,992).

Figure 9. Children and Families Experiencing Homelessness in Los Angeles County



LACOE uses a housing questionnaire to assess a family’s living situation based on the requirements mandated by the McKinney-Vento Homeless Assistance Act.⁶¹ Families experiencing homelessness are categorically eligible for Head Start Preschool and Early Head Start programs and do not need to provide proof of income or address in order to enroll and receive services. The McKinney-Vento definition of homelessness includes children and youth who (1) share housing with others due to loss of housing or economic hardship, (2) live in motels, hotels, trailer parks, or camping grounds due to lack of alternative accommodations, or (3) live in emergency or transitional shelters.⁶² In PY 2023-24, 20% of LACOE enrollment consisted of children experiencing homelessness.⁶³

Table 16 provides a summary of the families experiencing homelessness that were served in LACOE programs in PY 2023-24. For instance, 17% of families in the Head Start Preschool program (910) experienced homelessness and received services. Of these families experiencing homelessness, 8% (73) acquired housing.

Table 16. LACOE Head Start Families Experiencing Homelessness in 2023-24

Program Information Report Indicator	EHS	HSP
Number of Families Enrolled in Program	3,082	5,231
Total number of families experiencing homelessness that were served during the enrollment year ⁶⁴	481 (16%)	910 (17%)
Total number of families experiencing homelessness that acquired housing during the enrollment year	18 (4%)	73 (8%)

Source: 2023-24 Head Start Program Information Report – Performance Indicator Report. Number of children enrolled in program based on cumulative enrollment.

Foster Care

Children in foster care have an increased risk of experiencing mental health and physical health challenges, ranging from developmental delays and learning disabilities to depression and health-related concerns such as asthma and obesity.⁶⁵ Data suggests, for instance, that children who have been in foster care are seven times as likely to experience depression, and six times more likely to experience behavioral problems, when compared to their peers who are not in foster care. So too, children in foster care are three times more likely to have attention deficit disorder, hearing impairments, and issues with their vision. Additionally, children who have been in foster care are twice as likely to experience learning disabilities, developmental delays, asthma, obesity, and speech problems.⁶⁶ Children in foster care face additional educational challenges resulting from the instability of their living arrangements.⁶⁷ Data on the education outcomes⁶⁸ and school conditions of foster care children in California found that:

- Students in foster care are more likely to move schools within the school year (34%) when compared to non-foster care children (5%).
- Nearly half of all students in foster care were enrolled in the highest-poverty schools.⁶⁹
- Nearly 28% of students in foster were chronically absent,⁷⁰ compared to 12% of students not in foster care.
- Students in foster care were more than 4 times as likely to be suspended (15%) when compared to non-foster care students (3.4%). Students in foster care graduate from high school at lower rates (56%) than non-foster care peers (85%).
- Students in foster care were less likely to attend college (48%) when compared to non-foster care students (64%).

As of April 2024, there were 42,321 children in California’s foster care system.⁷¹ An estimated 34% (14,270) of these children reside in Los Angeles County⁷² and 33% of these were under five years of age (4,725). Table 17 provides multiyear data for Los Angeles County for children under five years of age in foster care.

Table 17. Los Angeles County Children in Foster Care: Multiyear Results

Age	2020	2021	2022	2023	2024
Under 1	1,296	1,185	989	884	704
1-2	3,122	3,042	2,727	2,261	1,781
3-5	3,628	3,470	3,251	2,954	2,240
Total	8,046	7,697	6,967	6,099	4,725

Point In Time/In Care Count. Data includes all children with an open child welfare placement episode in the CWS/CMS system. California Child Welfare Indicators Project reports. Data retrieved on August 20, 2024.

LACOE continues its partnership with the Department of Children and Family Services (DCFS) to refer foster children to Head Start Preschool and Early Head Start services. Referrals are received from the Educational Passport System (EPS)⁷³ or the DCFS Head

Start Agency System.⁷⁴ Table 18 provides data on the number of LACOE children in foster care, as well as referrals to Head Start Preschool or Early Head Start services by a child welfare agency.

Table 18. LACOE Children in Foster Care Served in PY 2023-24

Indicator	EHS	HSP	Total
Children in foster care	94	143	237
Children successfully enrolled in program that were referred by child welfare agency	27	42	69

Source: LACOE 2023-24 PIR, LACOE EPS portal, DCFS portal, and ChildPlus reports.

Disabilities

The Individuals with Disabilities Education Act (IDEA) mandates that a free and appropriate public education be provided to eligible students with disabilities, ranging from ages three to 21. During the 2022-23 school year, 47,017 children aged three to five in California received disability services.⁷⁵ The most recent data from 2022-23 highlights the three most common disabilities among children served under IDEA: 1) speech or language impairments (23,745 children), 2) autism (18,128 children), and 3) other health impairments (2,026 children).⁷⁶ Among children with a diagnosed disability, speech or language impairments remains the most prevalent diagnosis, affecting 51% of children ages three to five with disabilities (Table 19).⁷⁷

Table 19. Children Ages 3-5 Served Under IDEA in California for 2021-22

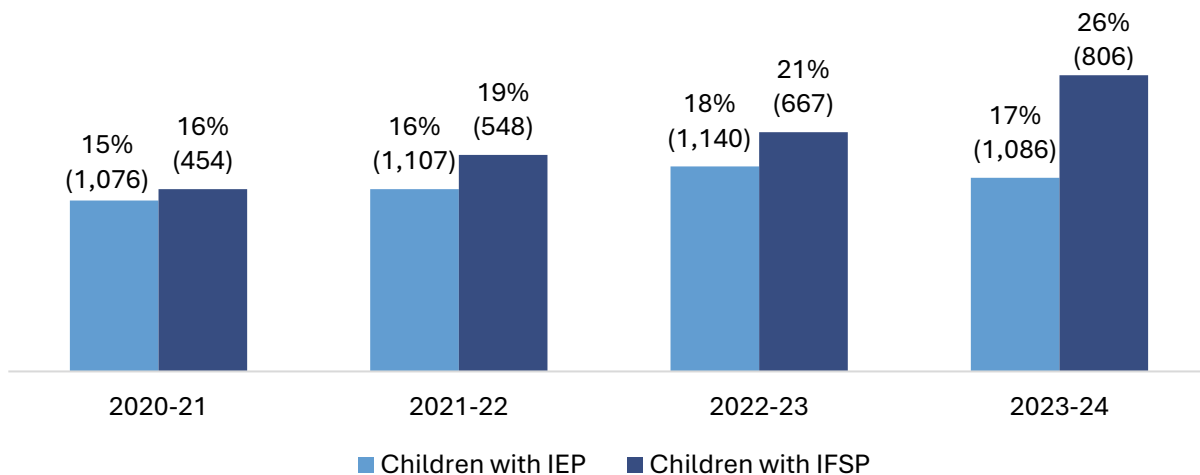
Disability	Children with Disabilities	
	#	%
Autism	18,128	38.6%
Deaf-blindness	6	0.0%
Emotional disturbance	8	0.0%
Hearing impairments	839	1.8%
Intellectual disabilities	1,148	2.4%
Multiple disabilities	537	1.1%
Orthopedic impairments	419	0.9%
Other health impairments	2,026	4.3%
Specific learning disabilities	35	0.1%
Speech or language impairments	23,745	50.5%
Traumatic brain injury	26	0.1%
Visual impairments	100	0.2%
Total	47,017	

According to the Centers for Disease Control and Prevention (CDC), early detection of developmental disabilities in children is important because it allows for early intervention, which can greatly improve a child's ability to learn new skills and reduce the need for

costly and intensive interventions later in life.⁷⁸ Early identification helps provide children with the proper services and supports they need to thrive in their development, leading to better outcomes in areas such as communication, social skills, and daily functioning. Additionally, it helps families access resources and support networks that can assist them in managing their child’s developmental needs.

During the program year, LACOE referred a total of 1,100 children for an evaluation to determine their eligibility under IDEA. Out of these, 739 children underwent evaluations to assess their eligibility. Following the evaluations, 662 children were diagnosed with a disability under IDEA, qualifying them for specialized services and support. These evaluations ensure that children with disabilities receive the necessary interventions and resources to support their development and education. LACOE provides comprehensive services to assist families and children with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs). Figure 10 provides data on the percentage of children with IEPs or IFSPs over the past four years.

Figure 10. LACOE Head Start Children with IFSPs or IEPs



In PY 2023-24, LACOE provided services to 1,086 children with an IEP and 806 children with an IFSP. Under IDEA eligibility, children in HSP are identified with specific disabilities, whereas children in EHS with disabilities are generally reported as having non-categorical developmental delays⁷⁹. The most common disabilities identified among LACOE Head Start Preschool children are Speech and Language Impairment (74%) and Autism (22%).⁸⁰ Table 20 summarizes the LACOE Head Start Preschool children diagnosed with disabilities in PY 2023-24.⁸¹

Table 20. Primary Disabilities for LACOE Head Start Preschool Children in PY 2023-24

Primary Disability	Number of Children Determined to have this Disability	Percent of Children Receiving Services
Health impairment (meeting IDEA definition)	25	2.3%
Emotional disturbance	0	0.0%
Speech or language impairments	802	73.8%
Intellectual disabilities	4	0.4%
Hearing impairment, including deafness	5	0.5%
Orthopedic impairment	4	0.4%
Visual impairment, including blindness	3	0.3%
Specific learning disability	2	0.2%
Autism	239	22.0%
Traumatic brain injury	0	0.0%
Non-categorical/developmental delay	1	0.1%
Multiple disabilities (excluding deaf-blind)	0	0.0%
Deaf-blind	1	0.1%
Total	1,086	100.0%

Source: 2023-24 Head Start Program Information Report – Grant Level Summary Report. Data retrieved 9/24/24.

Poverty

Children who experience poverty are at an increased risk of negative outcomes across a broad range of indicators, from cognitive and developmental to social and health outcomes.⁸² Researchers have identified multiple pathways through which poverty can affect children’s development, including (1) limited resources, (2) negative psychological effects on families (e.g., depression), (3) stagnant neighborhood environment, (4) poor brain circuitry (Table 21).⁸³

Table 21. Pathways Through Which Poverty Affects Children’s Development

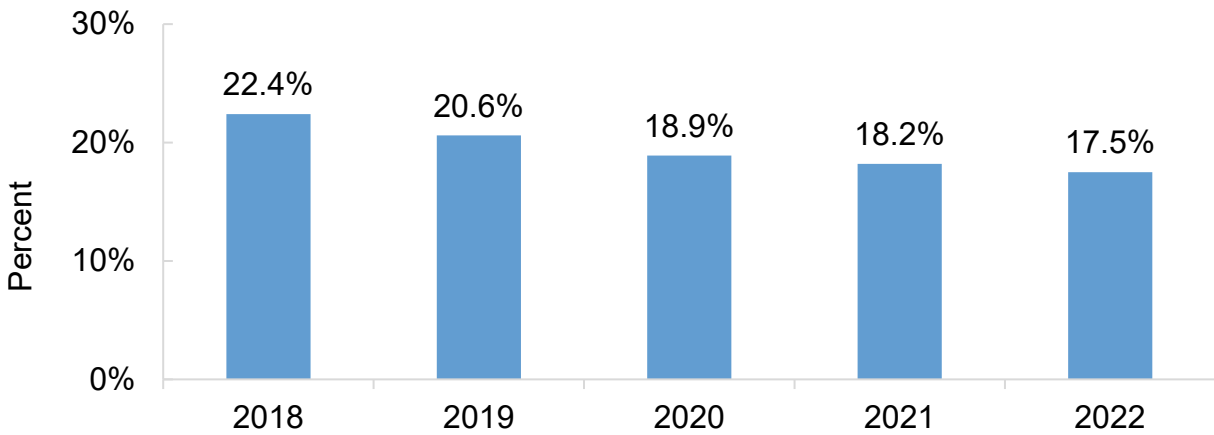
Poverty Pathway	Impact on Children’s Development
Limited Resources	<ul style="list-style-type: none"> • Difficulty accessing nutritious food • Difficulty accessing safe and stable housing • Difficulty accessing medical, dental, and vision care • Difficulty finding high quality, affordable, accessible childcare • Less books available and less access to internet services • More likely to live in older homes and be exposed to environmental toxins
Negative Psychological Effects	<ul style="list-style-type: none"> • Higher level of family stress • Higher parental cognitive overload • Higher levels of parental depressive symptoms and distress • Higher levels of parental aggravation and family conflict • Higher likelihood of children exposed to adverse childhood experiences (ACEs)

Poverty Pathway	Impact on Children’s Development
Neighborhood Environment	<ul style="list-style-type: none"> • More likely to live in neighborhoods with fewer job opportunities and less reliable transportation • More likely to live in neighborhoods with fewer health care options • More likely to have limited access to grocery stores or markets selling fresh produce • Fewer safe places to run and connect to nature • Disproportionately likely to attend high-poverty schools with fewer resources, inadequate facilities, and transient leadership. • More likely to report being exposed to community violence
Brain Circuitry	<ul style="list-style-type: none"> • Children have greater exposure to stressful life events • Children have higher levels of stress hormones • Children have greater emotional reactivity • Children have suppressed immune responses and cognitive functioning • Poorer executive functioning, memory, and language development

The United States Census Bureau establishes federal poverty level (FPL) thresholds to determine the number of people who live in poverty across the nation. The FPL is based on income, family size, and composition.⁸⁴ In 2024, an individual is considered below poverty level if their income falls below \$15,060 (or for a family of four if their household income is below \$31,200).⁸⁵ As discussed, poverty is linked to poor child outcomes, such as a lack of nutritious food, safe and stable housing, clothing, and health care.⁸⁶

In 2022, 18.51% of children under the age of five lived below the poverty level in the United States, which is higher than the state of California (15.6%) and LA County (17.5%).⁸⁷ Over the course of the last five years, the number of children under age five living below the poverty level in Los Angeles County has decreased from 22.4% in 2018, to 17.5% in 2022 (Figure 11).

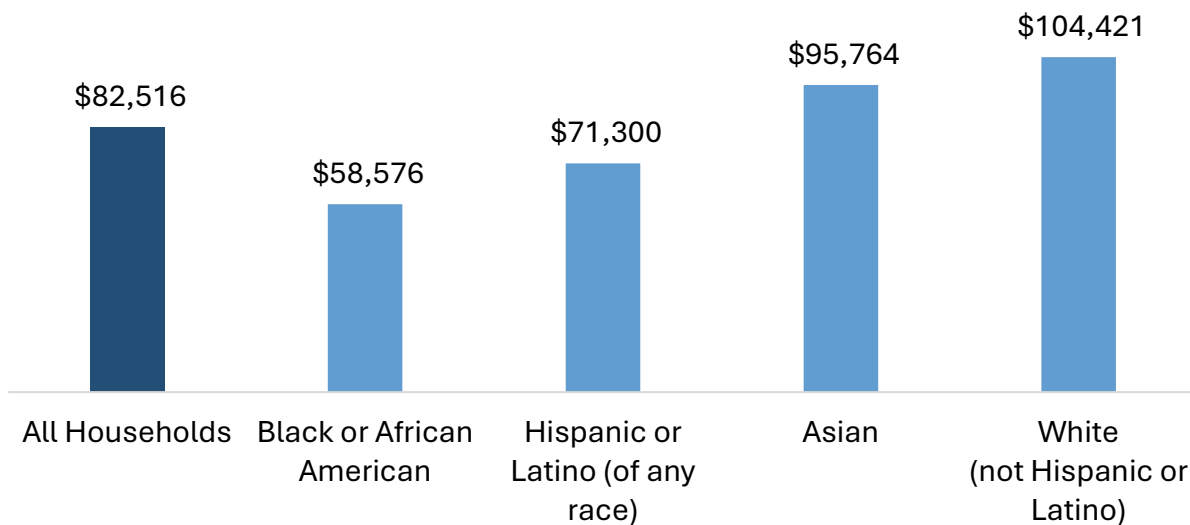
Figure 11. Percent of Children in Los Angeles County under 5 Years of Age Living Below 100% FPL



Income and Employment

Median household income⁸⁸ and unemployment rates can be used to gauge the economic wellbeing of a community. In 2022, the median household income in Los Angeles County was \$82,516, which is lower than that of California (\$91,551), but higher than the median income in the United States (\$74,755).⁸⁹ A closer look at households with families shows that the median income amongst families with children (under 18 years of age) living in Los Angeles County was \$86,712.⁹⁰ Figure 12 provides income distribution in Los Angeles County households as a function of race/ethnicity.⁹¹

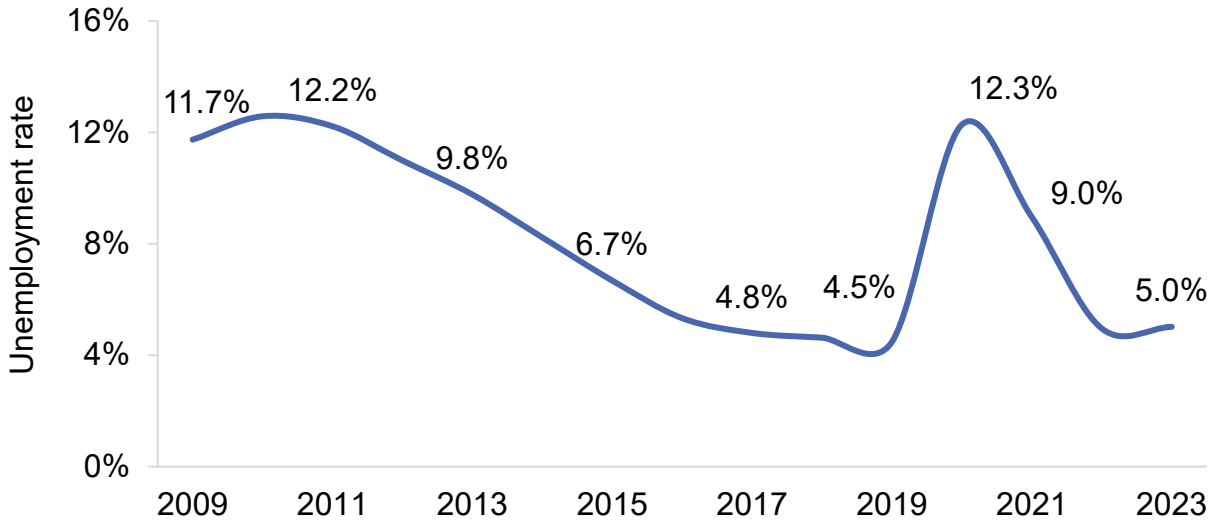
Figure 12. Median Household Income in Los Angeles County by Race/Ethnicity



In 2023, the civilian unemployment rate in Los Angeles County was 5.0%, which is higher than the state of California (4.8%).⁹² Figure 13 provides a closer look at unemployment

rates in Los Angeles County. Data shows a decreasing trend in unemployment rates from 2020 (12.3% at the height of the pandemic) to 2023 (5.0%).








Figure 13. Civilian Unemployment Rates in Los Angeles County



Cost of Living

Los Angeles County ranks 21st in cost of living among California’s 58 counties. For a two-parent, two-child family, the monthly cost of living is \$10,841, amounting to \$130,094 annually, in order to maintain a modest yet adequate standard of living.⁹³ This significant cost is driven by high expenses in housing, transportation, health care, and other necessities. Table 22 provides a detailed breakdown of the cost of living for a family of four in Los Angeles County.

Table 22. Cost of Living in Los Angeles County

COST OF LIVING for a 2 parent, 2 child family in Los Angeles County, CA						
 Housing \$2,222/mo.	 Child Care \$2,262/mo.	 Food \$1,043/mo.	 Transportation \$1,435/mo.	 Health Care \$1,107/mo.	 Taxes \$1,615/mo.	 Other \$1,157/mo.
TOTAL \$10,841/month (\$130,094/year)						

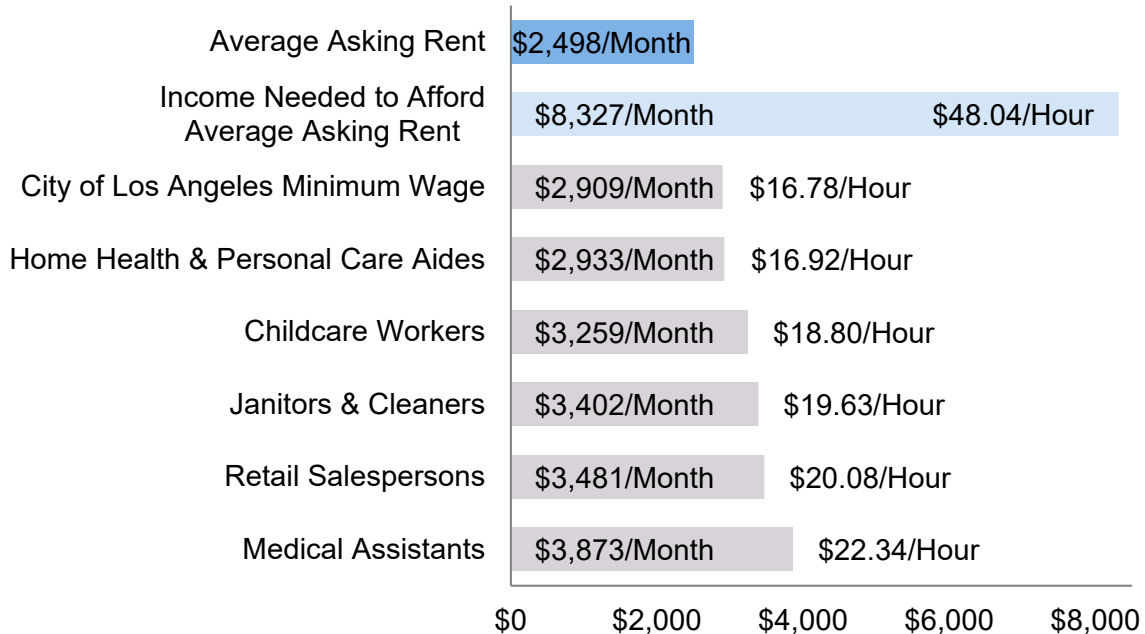
Source: Economic Policy Institute, Family Budget Map Fact Sheet

Affordable Housing

State and federal funding for housing production in Los Angeles County decreased by 45% in 2023, relative to the prior year.⁹⁴ In fact, an estimated 494,446 housing units are needed to meet the demand for affordable housing in Los Angeles County.⁹⁵ Data

suggests that 55% of renters in Los Angeles County—more than half of residents—spend 30% (or more) of their income on housing.⁹⁶ Households that spend 30% or more of their income on rent and utilities are considered rent burdened (also known as “cost burdened”).⁹⁷ In Los Angeles County, renters need to earn an estimated 2.9 times the minimum wage for the city of Los Angeles (\$48.04 per hour) in order to afford an average monthly rent of \$2,498.^{98,99} Figure 14 provides data on rent affordability in Los Angeles County as function of average income by occupation.¹⁰⁰

Figure 14. Los Angeles County Rent Affordability by Occupation



Health Care

Access to Health Care

According to the 2023 Los Angeles County Health Survey, approximately 13% of parents reported difficulty accessing medical care for their children ages birth to five.^{101,102} According to the LA County Department of Public Health, families face the following challenges¹⁰³ when securing health care services for their young children:

- Cost – High cost of medical care and lack of affordable insurance options can make it difficult for families to access needed services.
- Access to Providers – Limited availability of pediatricians or specialized health care providers can limit families’ ability to obtain timely care.
- Transportation Challenges – Inadequate transportation options may prevent families from attending health care appointments.
- Insurance Barriers – Some families face challenges with insurance coverage, including gaps in coverage or difficulties with claims and reimbursements.

- Language and Communication – Non-English-speaking families may encounter obstacles related to language barriers and difficulty finding providers who speak their language.
- Health Literacy – Families with lower health literacy might have trouble understanding medical information or navigating the health care system effectively.
- Administrative Obstacles – Complex paperwork, long waiting times, and bureaucratic processes can create barriers to accessing care.
- Cultural and Socioeconomic Factors – Cultural beliefs and socioeconomic status can influence families' willingness or ability to seek and adhere to medical care.



Asthma

Asthma is a major health concern for children in Los Angeles County, particularly those under the age of five. According to data from the California Department of Public Health, asthma disproportionately impacts young children from low-income households. Data suggests that an estimated 4.8% of children birth to five have been diagnosed with asthma.¹⁰⁴ Managing asthma is especially challenging for low-income families due to factors such as exposure to environmental pollutants, poor housing conditions, and limited access to health care. Addressing asthma in early childhood is crucial for reducing long-term health risks.

Obesity

Obesity in children birth to five is a significant concern due to its associated health risks and long-term effects. Early obesity is linked to an increased risk of type 2 diabetes, cardiovascular issues, sleep apnea, and joint problems. The CDC reports that approximately 1 in 5 U.S. children and adolescents are affected by obesity, with higher prevalence among Hispanic children and those from lower-income families.¹⁰⁵ Children who are obese early in life are more likely to carry these issues into adolescence and adulthood. Addressing obesity at this stage through early intervention and the promotion of healthy lifestyle habits, is essential for preventing chronic conditions and fostering healthier growth and development.

Oral Health Care

In Los Angeles County, providing oral health care for children aged 0-4 presents numerous challenges. Approximately 25% of children in this age group have experienced tooth decay, with higher rates among lower-income families and communities of color,

particularly Black and Latinx populations.¹⁰⁶ Access to preventive dental care remains limited due to financial constraints, language barriers, and a lack of awareness about the importance of early dental visits. Additionally, many parents are unaware that children should have their first dental check-up by age one.¹⁰⁷ Despite Medi-Cal offering dental coverage, this resource is underused, often due to difficulties in finding providers who accept this type of insurance. Public health campaigns like “Love Your Baby’s Teeth” and “Smile, California” aim to address these issues through educational outreach, particularly targeting underserved communities.¹⁰⁸

LACOE is committed to offering oral health care resources and support to children and families within its service area. Figure 15 highlights data on the children served by LACOE who have access to dental care through licensed oral health professionals.¹⁰⁹ Additionally, Figure 16 presents information on Head Start Preschool (HSP) children served by LACOE who received preventive dental care services.¹¹⁰

Figure 15. LACOE Children with Access to Dental Care by Program Type

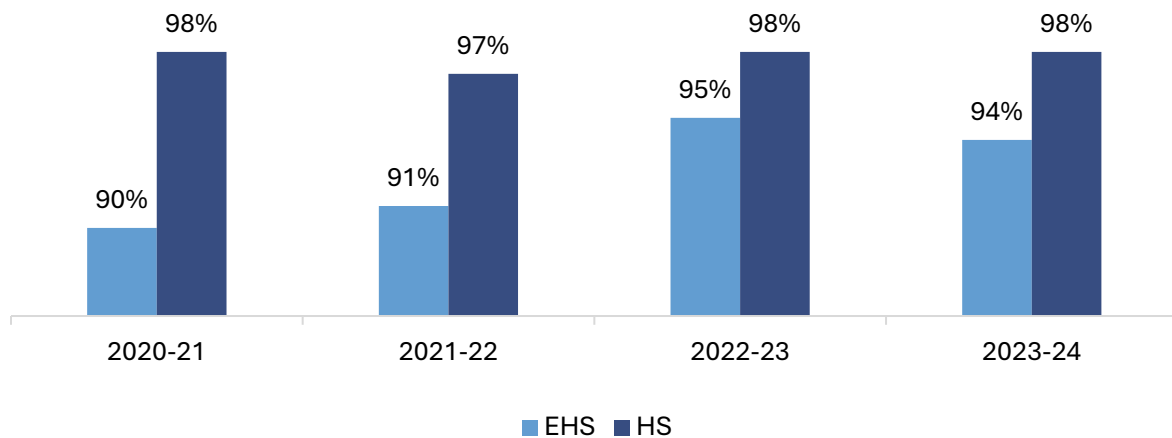
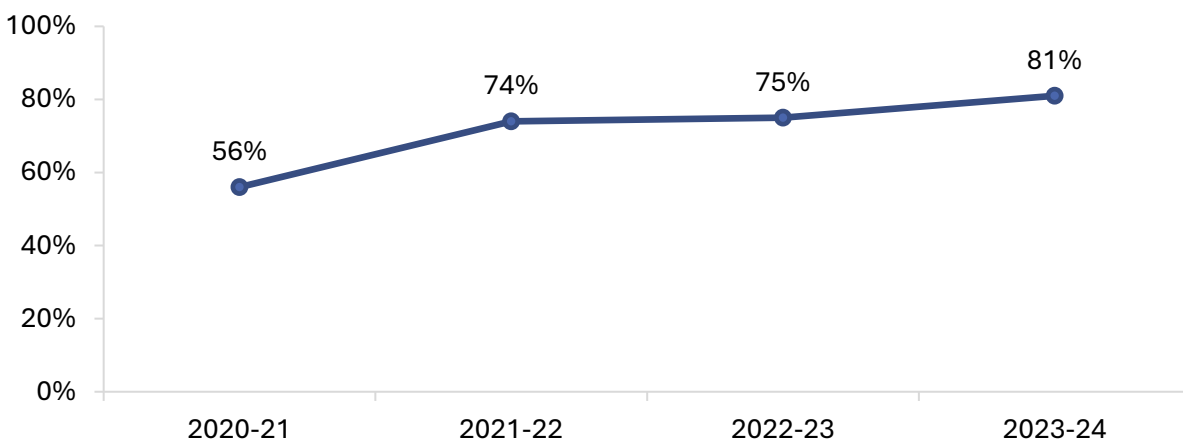


Figure 16. LACOE HSP Children Receiving Preventive Dental Care by Program Year

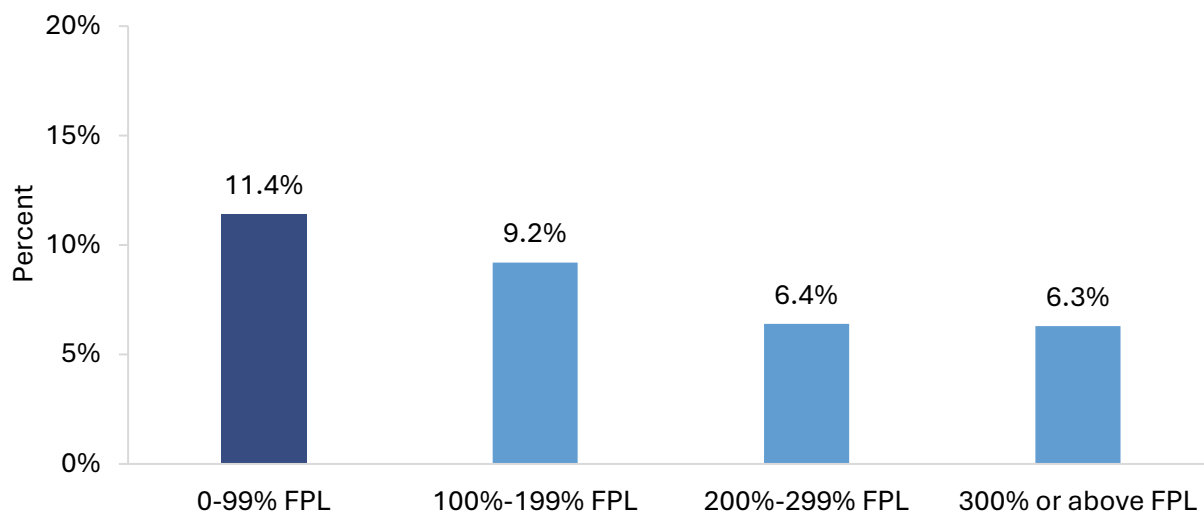


Mental Health and Wellbeing

Mental health in adults and children encompasses their emotional, psychological, and social wellbeing.¹¹¹ Specifically, mental health plays a key role in how children relate to others and handle stress.¹¹² Across California, nearly 1 in 7 adults (14.4%) experience mental illness in their lifetime and an estimated 1 in 14 children (7.3%) has an emotional disturbance severe enough that it limits functioning in family, school, and community activities.¹¹³ Data suggests that rates of mental illness in children vary by income, with children below 100% FPL experiencing higher rates (10%) than their counterparts in higher income brackets (e.g., 6% of children in households earning 300%+ FPL experience severe emotional distress).¹¹⁴

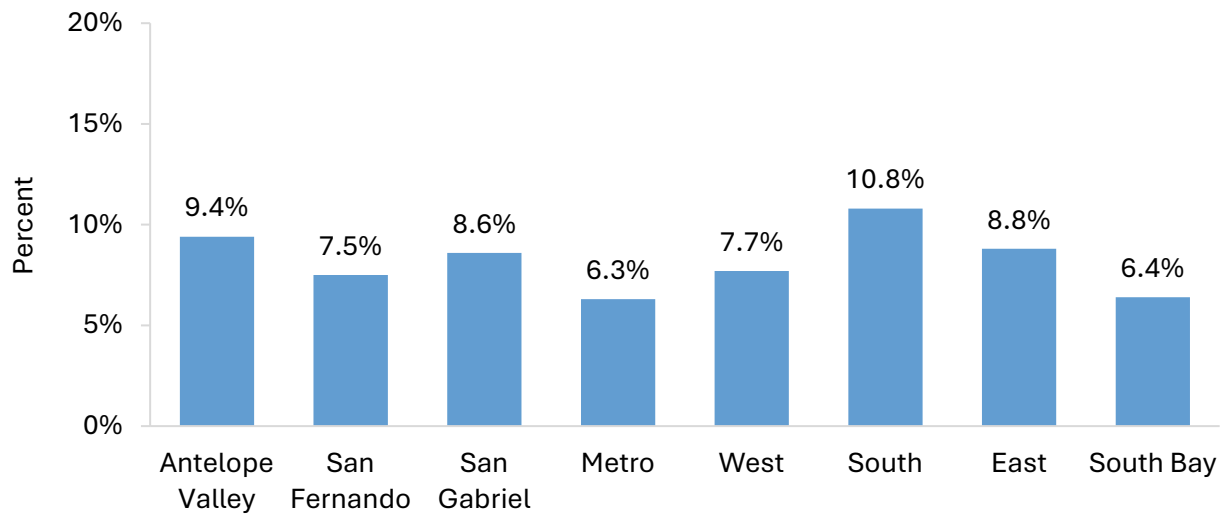
Additionally, recent data from the 2023 LA County Health Survey¹¹⁵ suggests that an estimated 7.7% of children birth to five have parents/caregivers at risk for major depression.¹¹⁶ .¹¹⁷ A closer look at children in LA County by household income shows that children living in households below 100% FPL have the highest percentage of parents/caregivers at risk for major depression (11.4%), when compared to children living in households above the federal poverty level (Figure 17). Additionally, data across service planning areas (SPAs) suggests that the communities of South LA and Antelope Valley have the highest percent of children (0-17) with parents at risk for major depression (Figure 18).

Figure 17. LA County Children Whose Parents/Caregivers Are at Risk for Major Depression by Income Level



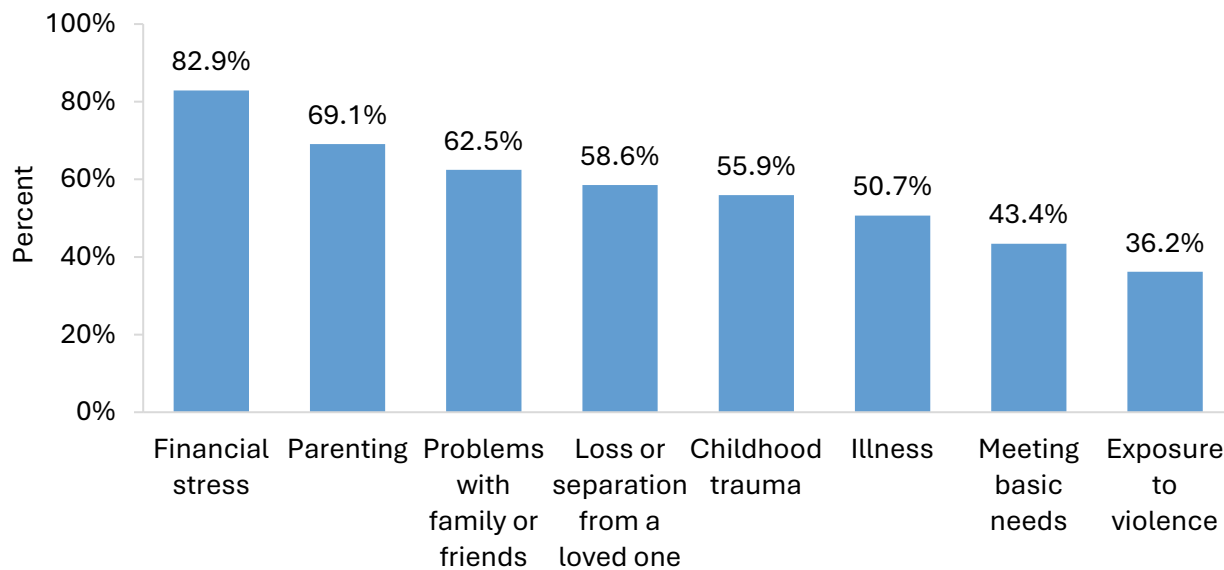
Source: 2023 LA County Health Survey; Los Angeles County Department of Public Health

Figure 18. LA County Children Whose Parents/Caregivers Are at Risk for Major Depression by Service Planning Area



In 2024, LACOE partnered with UCLA to survey Head Start parents (N=155) on their levels of stress and perceived ability to handle challenging behaviors in their children.¹¹⁸ The top three causes of stress reported by parents include: (1) financial stress (83%), (2) parenting (69%), and (3) problems with family or friends (63%). Additionally, 43% of parents report that meeting basic needs is a source of stress for them, while 36% of parents indicate that being exposed to violence causes stress (Figure 19).

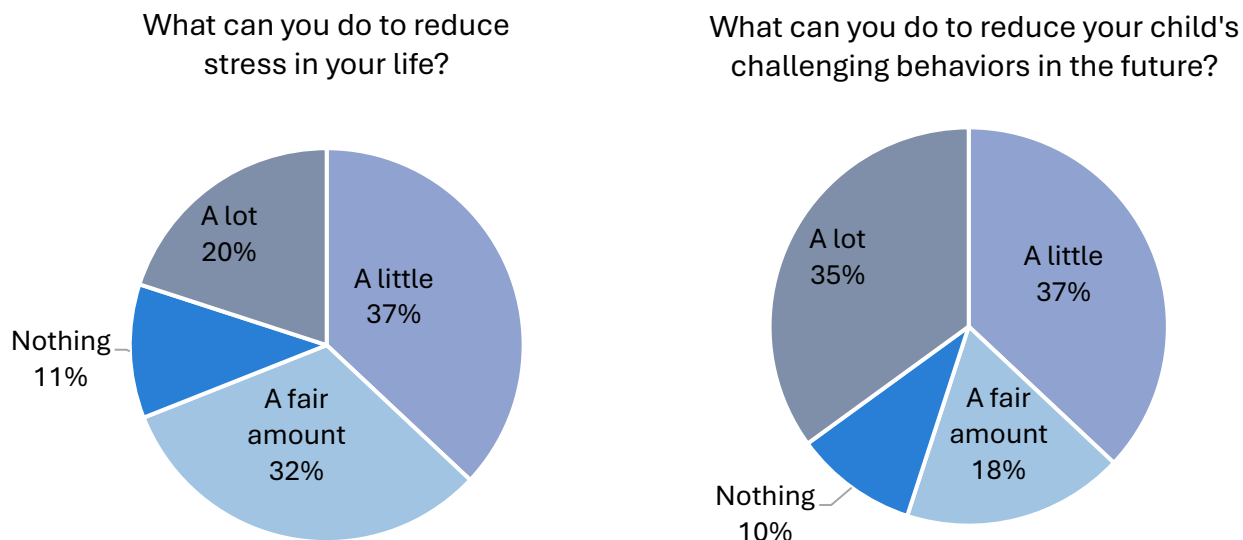
Figure 19. Causes of Stress Reported by Head Start Parents in 2024



Additionally, 25% of the Head Start parents surveyed (an estimated 1 in 4 parents) report feeling stressed “most of the time.” When asked about what they could do to reduce stress

in their life, an estimated 48% of parents reported they can do “nothing” or “a little.” Similarly, 47% of parents believe they can do “nothing” or “a little” to reduce challenging behaviors in their children (Figure 20).

Figure 20. Parent Perceptions on Ability to Reduce Stress and Challenging Behaviors in Children



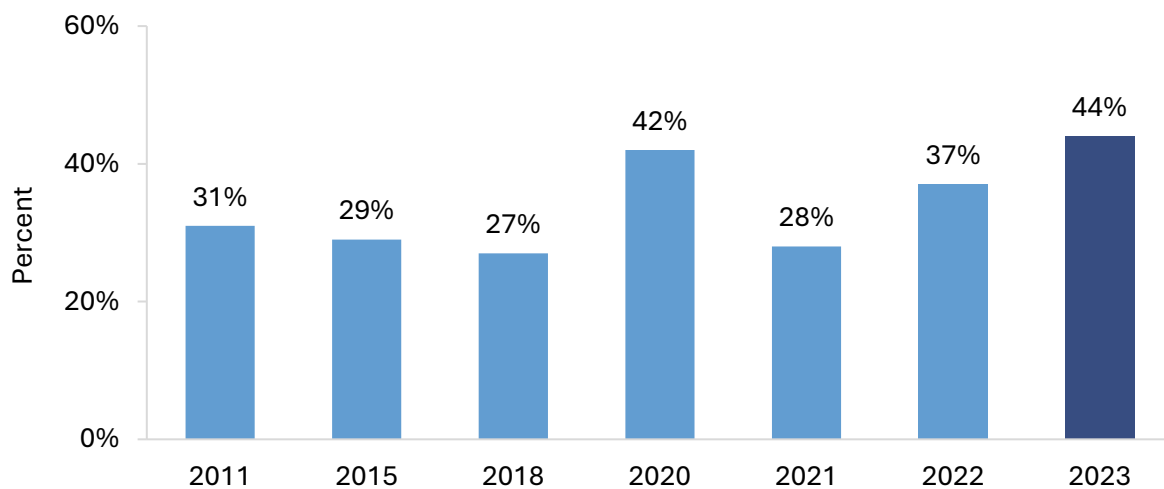
The Office of Head Start updated its Program Performance Standards to support a program-wide culture that promotes mental health and social and emotional wellbeing.¹¹⁹ As such, the Office of Head Start now requires mental health integration into all aspects of program service delivery, and a multidisciplinary approach that ensures the availability of mental health consultation services at least once per month. Additionally, the Program Performance Standards specifically highlight that mental health consultants are to provide services that build the capacity of adults to strengthen and support the mental health and social-emotional development of children.

Nutrition and Food Insecurity

Food insecurity is defined as an inability to eat regularly because of limited money or resources.¹²⁰ So too, food insecurity refers to the limited availability and access to food that is nutritionally adequate.¹²¹ Food insecurity in children is associated with poorer general health, social and behavioral problems, and poor academic performance.¹²² In addition, food insecurity is associated with a higher risk for cognitive problems, anxiety, and depression.¹²³ Food insecurity in adults is associated with a higher risk for hypertension, obesity, diabetes, mental health problems, and sleep disturbances.¹²⁴

Recent data indicates that 3 in 10 households (30%) in Los Angeles County experienced food insecurity in 2023. Of note, in Los Angeles County 4 in 10 households (41%) experiencing food insecurity had children.¹²⁵ A closer look at low-income households¹²⁶ shows food insecurity rates have steadily increased—even post-pandemic—from 28% in 2021 to 44% in 2023 (Figure 21). That is, while food insecurity appeared to return to pre-pandemic levels in 2021 (from a peak of 42% in 2020), the rate of food insecurity among low-income households mirrors the levels experienced during the COVID-19 pandemic.¹²⁷

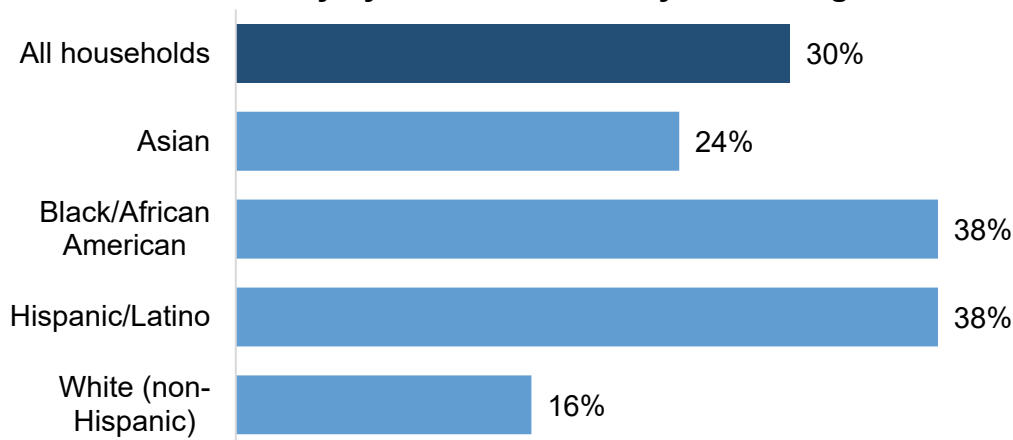
Figure 21. Low-Income Households in Los Angeles County Experiencing Food Insecurity



Specifically, in Los Angeles County, an estimated 26.8% of children birth to five are living in households that are food insecure.¹²⁸ So too, an estimated 31.7% of children 6-17 years old lived in food insecure households in 2023. This increase in food insecurity could be attributed to higher food prices and inflation, as well as to the end of pandemic-era boosts to benefits, such as the decrease in CalFresh benefits (e.g. monthly benefits in LA County dropped from \$470 per household in December 2022 to \$299 per household in July 2023).¹²⁹

Data suggests that food insecurity disproportionately affects certain ethnicities/races across communities in Los Angeles County. Specifically, Black/African American and Hispanic/Latino households were more than twice as likely to experience food insecurity, when compared to white households (Figure 22).

Figure 22. Food Insecurity by Race and Ethnicity in Los Angeles County in 2023



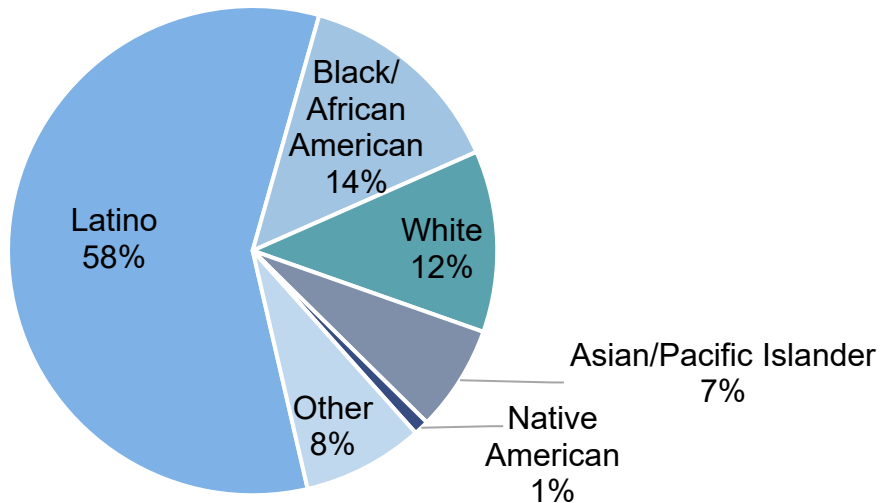
Additionally, data suggests that there is great variability in access to food assistance providers across L.A. County, such that food assistance providers¹³⁰ are unequally distributed across regions with high numbers of low income residents.¹³¹ That is, data shows that the majority of the cities in Los Angeles County had less than three food assistance providers per 10,000 low-income residents,

In 2021, an estimated 23% of L.A. County census tracts were considered “food deserts.” A food dessert refers to a low-income area where more than 20% of its residents live more than half a mile from a supermarket (in urban areas).¹³² Data indicates that some neighborhoods face the double burden of being a food dessert and a “food assistance dessert,” which creates barriers to healthy food access, particularly for residents without transportation. The following three areas had a high percentage of census tracts that are food deserts and had no food assistance provider in the census tract: (1) the Antelope Valley – SPA 1 (27% of census tracts), (2) South Los Angeles – SPA 6 (22% of census tracts), and (3) East Los Angeles – SPA 7 (20% of census tracts).

Transportation

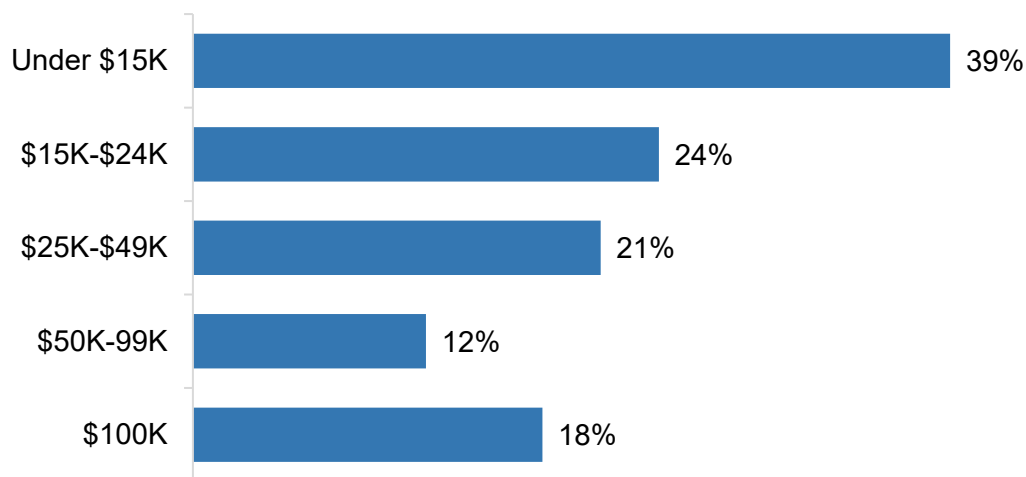
Limited access to public transportation is a significant challenge for low-income neighborhoods in Los Angeles County, where bus and rail service options are often scarce, unsafe, or unreliable. Residents in these areas face difficulties reaching essential services like jobs, health care, and schools, due to limited coverage and infrequent service. This lack of reliable transportation worsens economic and social disparities, trapping individuals in cycles of poverty.¹³³ The LA Metro Long Range Transportation Plan (LRTP) emphasizes that a significant portion of Los Angeles Metro users are from low-income communities of color.¹³⁴ Figure 23 illustrates the racial and ethnic demographics of individuals utilizing public transportation services in Los Angeles County, as reported by LA Metro.¹³⁵

Figure 23. LA County Public Transportation Rider Demographics



Affordability remains a critical barrier for low-income families using public transportation in Los Angeles County. While transit is generally less expensive than owning a car, the cumulative cost of fares can still be a financial burden, especially for families with multiple members who rely on buses and trains for daily commutes.¹³⁶ The LA Metro’s Long Range Transportation Plan (LRTP) made available in 2020 emphasizes expanding fare-reduction programs such as LA Metro’s LIFE (Low-Income Fare is Easy) program and implementing fare integration to reduce costs and improve access for disadvantaged communities.¹³⁷ The LA Metro highlights that the majority of riders using public transportation have household total earnings under \$15,000. Figure 24 provides data on public transportation use by household income.¹³⁸

Figure 24. Public Transportation Usage by Household Income in L.A. County

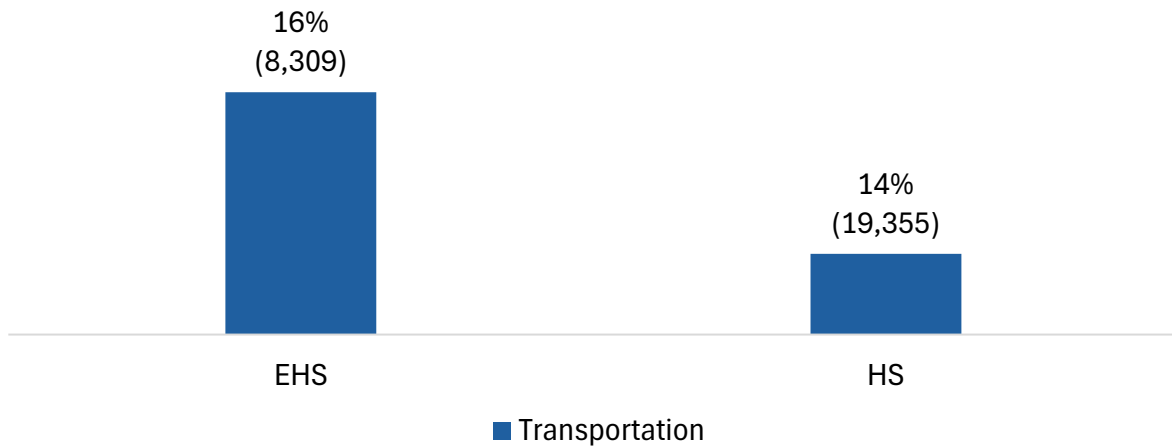


The transportation challenges faced by low-income families in Los Angeles County can have a profound impact on children’s ability to access school and educational opportunities. Limited access to public transportation often forces children to endure long

and unreliable commutes, reducing their school attendance and punctuality.¹³⁹ In neighborhoods with fewer transit routes and infrequent bus or rail service, children may face delays or even miss school completely.

In PY 2023-24, EHS reported a total of 51,164 absences, 16% of which were related to transportation challenges, while HSP programs reported 133,556 absences, 14% of which were related to transportation challenges (Figure 25). The majority of absences in both programs were for illness; other reasons reported include parent choice, family emergency, COVID concern, and community concern.

Figure 25. Transportation-Related Absences for LACOE Programs in PY 2023-24



Factors to Consider in Program Planning

Birth Rates

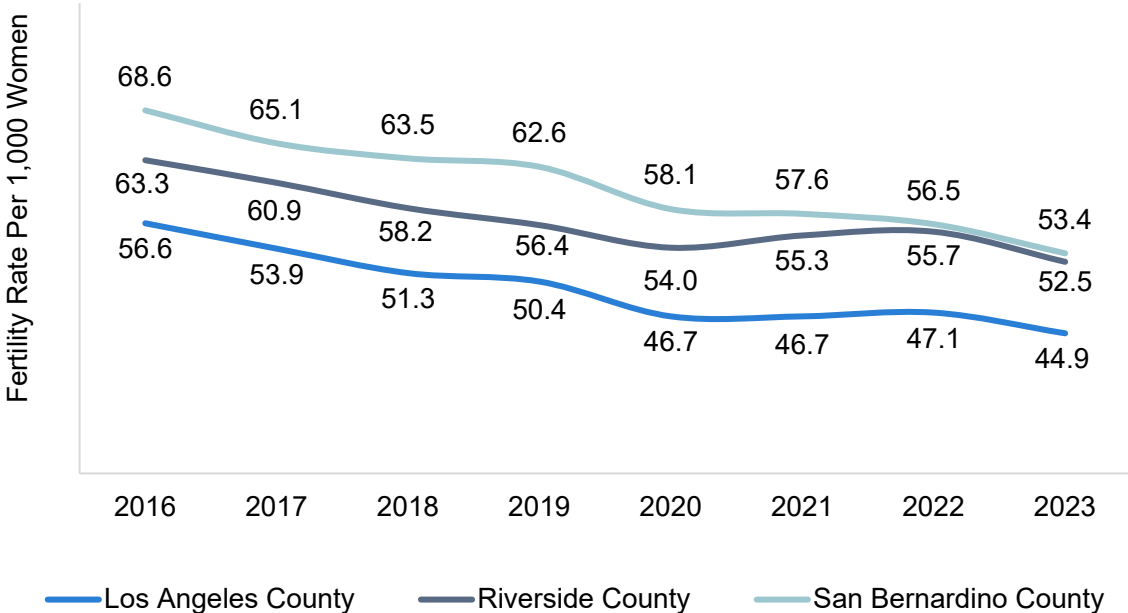
A report by the National Center for Health Statistics, a division of the Centers for Disease Control and Prevention (CDC) provides provisional U.S. birth data for the year 2023. The report highlights key statistics on the number of births and birth rates by maternal age, race, and Hispanic origin.

Data shows that birth rates in the United States have declined. The following declines were reported by the CDC:¹⁴⁰

- Drop by 2% in the total number of births from 2022 to 2023, with 3,591,328 births recorded.
- Decrease in the general fertility rate by 3% to 54.4 births per 1,000 women aged 15 to 44.
- Significant birth declines for women aged 15 to 39 years, while birth rates for women aged 40 to 44 remained unchanged.
- Drop by 3% in birth rates for teenagers aged 15 to 19, particularly for those aged 18 to 19.

Similarly, fertility rates in Los Angeles County and nearby counties have consistently declined over recent years. San Bernardino and Riverside counties have experienced higher fertility rates compared to Los Angeles County (Figure 26).¹⁴¹

Figure 26. Fertility Rates in Los Angeles, Riverside and San Bernardino Counties



In 2023, Los Angeles County reported a total of 94,868 births, according to data from the California Health and Human Services Agency (CHHS). Of these, the vast majority (93,696 births) took place in hospitals, accounting for nearly 98.8% of all births in the count. Home births represented a smaller portion, with 690 births, or approximately 0.7% of the total. Additionally, 482 births occurred in other settings, such as birthing centers or other non-traditional locations, comprising about 0.5% of total births. This distribution highlights the predominance of hospital births in the county while also reflecting a modest presence of alternative birth options.

Universal PreKindergarten

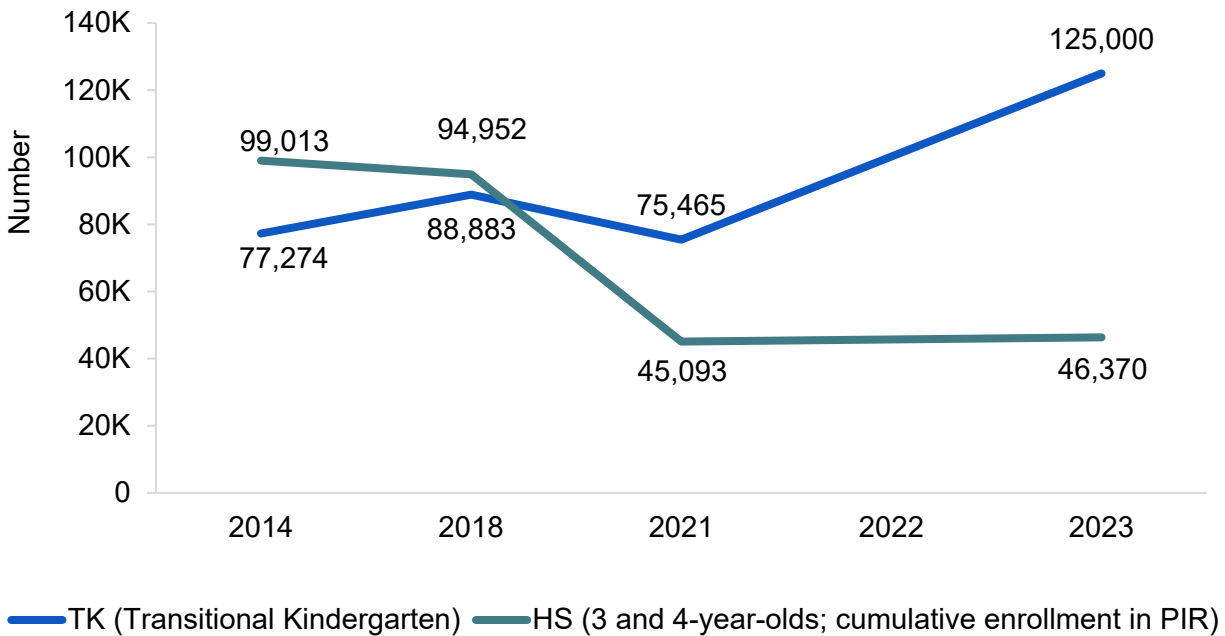
California's Master Plan for Early Learning and Care¹⁴² aims to build one unified system of state-funded preschool for children ages 3 and 4. The overarching goal is to provide all four-year olds with access to a year of free, universally available, high-quality preschool. Universal PreKindergarten (UPK) is an umbrella term that includes: (1) Transitional Kindergarten (TK), (2) California State Preschool Program (CSPP), (3) Head Start Preschool, and (4) private and subsidized providers.^{143,144} UPK seeks to bring together all these programs in order to provide families with more choices for high-quality programs that meet their needs.¹⁴⁵ Appendix C provides a visual representation of mixed-delivery programs under the UPK umbrella.¹⁴⁶

Transitional Kindergarten (TK) is the only option that is both universally available and free regardless of income under the UPK umbrella.¹⁴⁷ Head Start Preschool programs are free, based on income or categorical eligibility,¹⁴⁸ and CSPP programs are free or low-cost for families who qualify, based on income eligibility and other factors.¹⁴⁹ Fees for private preschool are determined by individual preschool providers, although some families may be eligible for state-subsidized vouchers to cover the costs of care.¹⁵⁰

Recent enrollment data suggests that the demand for public preschool programs has not matched the rate of growth in budgeted spending.¹⁵¹ In particular, enrollment in Head Start Preschool has not increased following the COVID-19 pandemic. In contrast, enrollment in TK has increased steadily, from 2021 (75,465) to 2023 (125,000). Figure 27 provides estimated enrollment trends across Head Start and TK programs in California based on available data.

While the number of 4-year-old children enrolled in TK in California has increased between 2021 and 2023, the percentage of eligible children enrolled in TK has decreased.¹⁵² That is, because of the gradual roll-out of Transitional Kindergarten in California, the eligibility window widens by a few months every year, making more four-year-olds eligible for TK. Data suggests that as eligibility expands, the percent of children enrolled in TK resembles pandemic lows, going from 77% TK enrollment in 2021-22 to 70% TK enrollment in 2023-24.^{153,154}

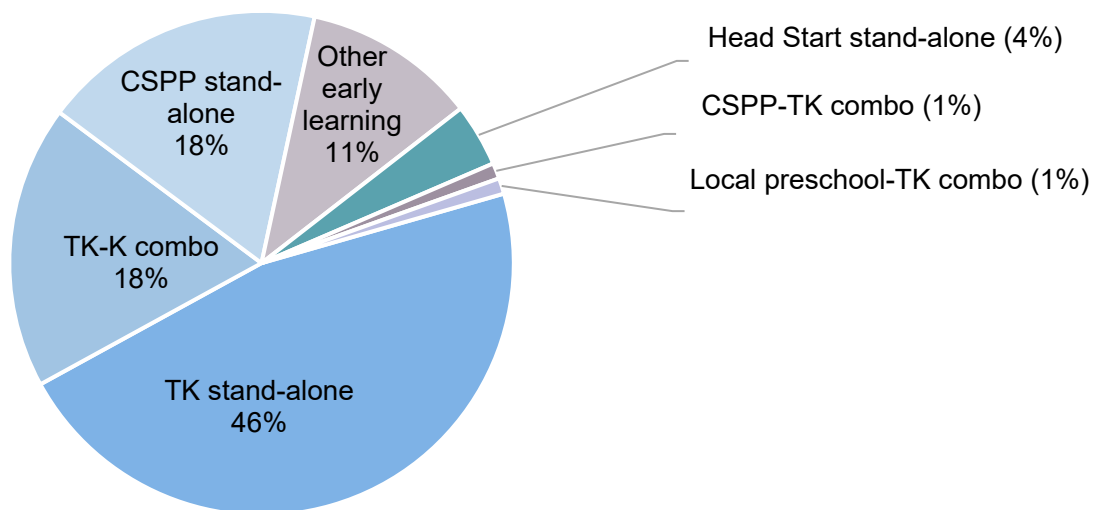
Figure 27. Enrollment of TK and Head Start Preschool programs in California



Source: Tracking Progress, Achieving Fairness. Berkeley Children’s Forum (2024).

To support UPK expansion, California’s legislature established the Universal PreKindergarten Planning and Implementation grant, which budgeted an additional \$300 million in 2023 for LEAs to support TK and CSPP, and to strengthen partnerships with PreKindergarten providers in the community.¹⁵⁵ Data on UPK implementation across the state shows that in PY 2022-23, 46% of the state’s UPK classrooms were TK stand-alone classrooms (15,425) (Figure 28).

Figure 28. UPK Classroom Models Offered by LEAs in California for 2022-23



Mixed-Delivery Approaches

A mixed-delivery system refers to early childhood education services that are delivered through a variety of providers, programs, and settings.¹⁵⁶ Specifically, the California legislature¹⁵⁷ identifies the following providers as key partners in establishing a mixed delivery system:

- Head Start agencies
- Delegate agencies funded through the Head Start Act
- Public, private, or proprietary agencies, including:
 - community-based organizations (CBOs)
 - public schools
 - local education agencies offering center-based childcare and preschool
 - tribal childcare and preschool
 - family child care homes

A mixed-delivery system aims to increase access to high-quality learning experiences that meet the diverse needs of families and children, across a range of settings (from urban to rural).¹⁵⁸ To further understand how *parent choice* intersects with *access* in the selection of high-quality preschool programs, the Office of Planning, Research, and Evaluation partnered with Child Trends to create a new, multi-dimensional definition of access, *equitable access*,¹⁵⁹ consisting of the following four interrelated dimensions:

- Accessibility of information and location – considers level of effort required for families
- Cost – refers to financial costs associated with program attendance
- Meets the parent’s needs – considers family’s ability to access preferred care setting
- Meets the child’s needs – considers family’s ability to access preschool programs that support their child’s developmental and cultural needs.

Figure 29. Dimensions of Equitable Access and Choice for Preschool Programs

Accessibility of Information and Location

- Effort required to find or obtain information about preschool program
- Effort required to enroll or prove eligibility
- Effort required to access physical location (distance from work or home, drive times)

Cost

- Costs associated with attending program
- Cost differences across mixed-delivery UPK programs
- Cost of public transportation
- Cost associated with providing their own meals/snacks
- Cost of special programs such as field trips

Meets the parent's needs

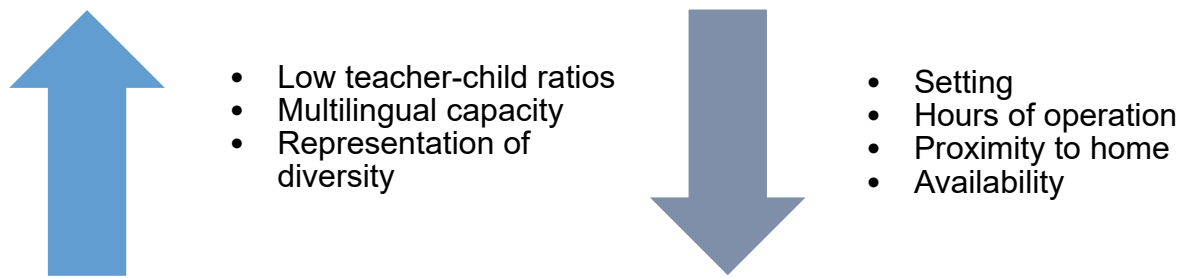
- Need for preschool program located in setting that can accommodate older or younger children in family
- Need for a full-time program or one that provides before- and after-school care
- Need for program where caregivers speak the family's home language
- Need for program that can provide transportation and meals.

Meets the child's needs

- Promotes child's language, literacy, cognitive, physical, socio-emotional development
- Creates inclusive learning environments
- Responsive to children's unique needs
- Creates culturally affirming and responsive learning environments

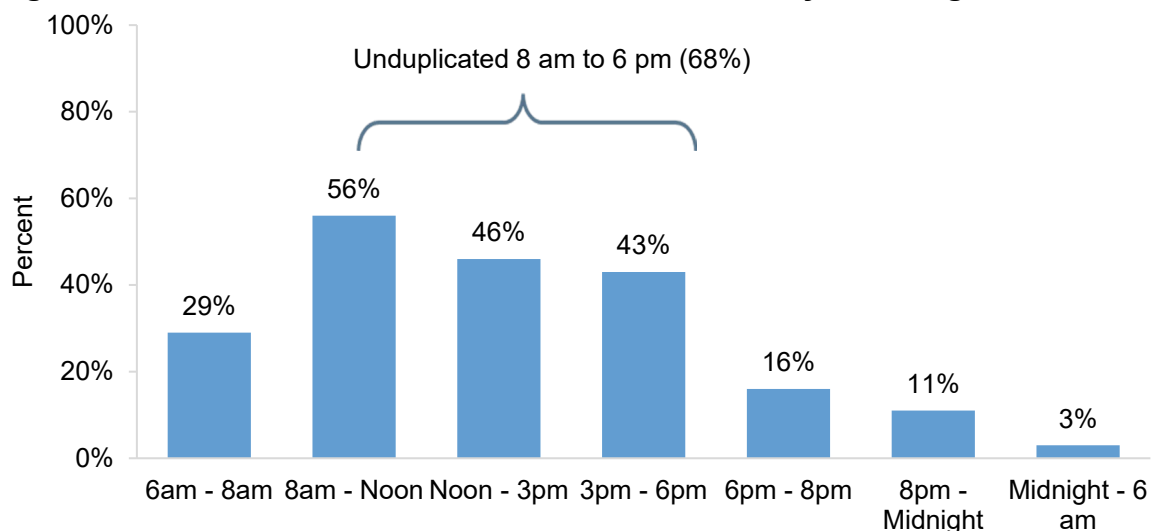
Research suggests that without options, families are more likely to engage in trade-offs when selecting a preschool setting for their children. For instance, families seeking low teacher-child ratios, multilingual capacity, and representation of diversity may find their preferences incompatible with choices such as setting, hours of operation, proximity to home, and availability (Figure 30).¹⁶⁰

Figure 30. Trade-Offs Families Engage In When Selecting Preschool Programs



Recent data from focus group sessions with parents of children ages 0-12 across California suggests that families experience challenges with consistency and continuity of care with preschool offerings.¹⁶¹ Families (N=3,867) who participated in these focus groups indicated that the hours of operation for preschool programs were not flexible enough to meet their needs, resulting in them needing to rely on multiple types of early learning and care, such as informal networks of family, friends, and neighbors (FFNs). In fact, 85% of parents surveyed indicated that receiving all the hours of care needed in a single location was “extremely” or “very” important. Data suggests that the most typical time frame needed by families was the 8 am to 6 pm slot (68%), followed by the 6 am to 8 am slot (29%) (Figure 31). Additionally, 15% of parent respondents needed childcare on the weekends.¹⁶²

Figure 31. Hours that Families in California Need Early Learning Care



Source: Catalyst California CDE UPK Workgroup (2023)
 Note: multiple responses accepted

Early Childhood Educator Workforce

Early childhood care and education has historically been one of the most underpaid fields in the country, resulting from reasons such as (1) the undervaluing of the labor performed by early educators, which consists predominantly of women, especially women of color, and (2) a reliance on a market-based system that depends on a parent’s ability to pay.^{163,164} Figure 32 provides key findings highlighting wage disparities and risk factors amongst early educators by age of children, type of setting, and racial background.¹⁶⁵

Figure 32. Key Wage Disparities Amongst Early Educators in United States

Preschool Teacher (all settings)	•Median hourly wage for preschool teachers (all settings) is \$14.67
Preschool Teacher (in schools)	•Median hourly wage for preschool teachers (in schools) is \$26.95
Kindergarten Teacher	•Median hourly wage is \$32.80
Poverty rate	•Poverty rate is 7.7 times higher for early educators than teachers in K-8
Type of Setting	•Center-based staff working with infants & toddlers paid up to \$8,375 less than staff working with preschool-age children

Data suggests that Black early childhood educators earn \$1.14 less per hour than white peers, while Hispanic/Latino educators earn \$1.58 less per hour than white educators.¹⁶⁶ Additionally, there is a wage penalty for working with younger children, irrespective of education level (Table 23).¹⁶⁷ For instance, infant/toddler teachers with a Bachelor’s degree are paid an estimated \$4 less per hour than similarly qualified staff working with three- to five-year-olds.¹⁶⁸

Table 23. Wage Differences in California Among Early Education Workforce as Function of Age Group

Education Level	Working with Infant-Toddlers	Working with 3–5-year-olds	Pay Differential
Bachelor’s or Graduate Degree	\$13.83	\$17.86	-\$4.03/hr.
Associate Degree	\$11.85	\$13.11	-\$1.26/hr.
No Degree	\$9.68	\$10.73	-\$1.05/hr.

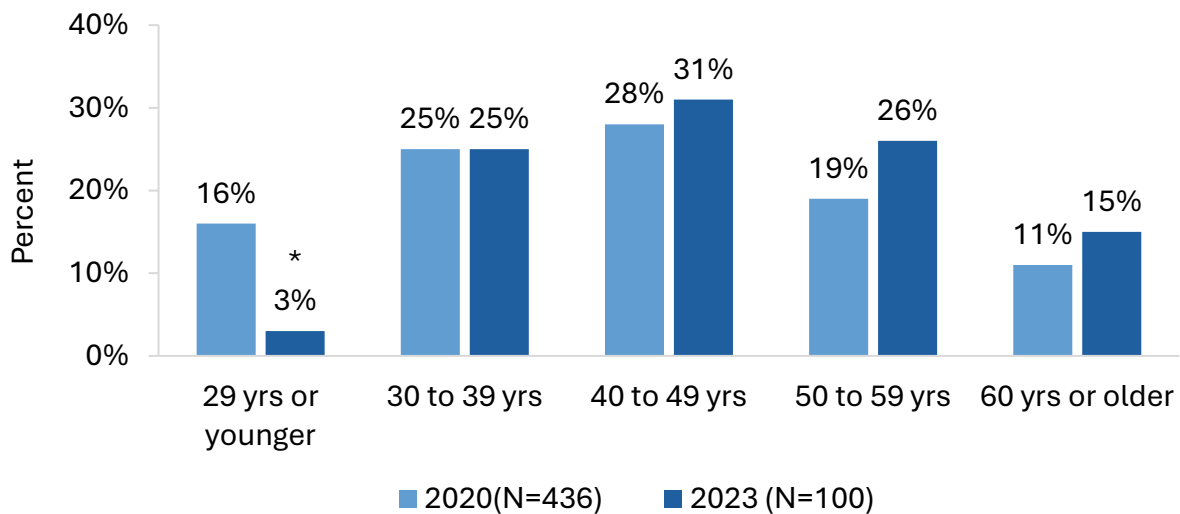
Source: Center for the Study of Child Care Employment, University of California, Berkeley.

A look at the ECE workforce¹⁶⁹ in Los Angeles County shows that 48% of family child care providers and 57% of center-based teaching staff are of Latino background.¹⁷⁰ Additionally, 18% of center-based staff identified as white, followed by Black (11%), multiethnic (7%), and Asian (6%).

A look at turnover in California by race and ethnicity suggests that, amongst center-based teachers, Black educators were most likely among all staff to leave the ECE workforce (43%), when compared to Latino (19%), multiethnic (16%), white (15%), and Asian (15%) colleagues.^{171,172} Specifically, in 2023 turnover across all staff positions in Head Start programs nationally was 17% (a large jump from 13.5% in 2019, before the pandemic).¹⁷³ More specifically, in 2023 turnover for educators in HSP and EHS programs across the nation was 19%.¹⁷⁴

In Los Angeles County, an estimated 31% of center-based teachers are ages 40-49, followed by staff ages 50-59 (26%). Figure 33 provides data on the age distribution of the early care and education workforce in Los Angeles County over the last several years.¹⁷⁵

Figure 33. Age Demographics of LA County Center Teaching Staff



Source: Center for the Study of Child Care Employment, University of California, Berkeley

*Note: Decrease mostly reflects attrition of young study participants - both from the sample and from the field.

Furthermore, data suggests that the impact of Transitional Kindergarten expansion on center-based programs has been most noticeable with enrollment, with 61% of preschool programs surveyed (N=501) across California reporting enrolling fewer four-year-olds in 2023.¹⁷⁶ So too, in Los Angeles County 74% of programs reported a drop in four-year-olds. Although the impact of TK expansion on staffing is less visible, an estimated 20% of programs reported staffing impacts resulting from educators taking jobs in TK or leaving to pursue teaching credentials.¹⁷⁷

The Office of Head Start updated its Program Performance Standards to require programs to demonstrate measurable progress towards pay parity for Head Start teachers and education staff.¹⁷⁸ Specifically, by August 1, 2031, programs must ensure that Head Start teachers receive an annual salary that is at least comparable to that paid to public school preschool teachers (or alternatively, to 90% of salary earned by kindergarten teachers) in the geographic area. Additionally, the Office of Head Start is requiring wage comparability for all ages served. This ensures that staff wages do not differ by the age of children served for positions with similar qualifications and experience. As a result, comparable wages will now be paid across Head Start Preschool and Early Head Start staff.¹⁷⁹

One additional support to the early childhood workforce is the recent change enacted by Assembly Bill 1930 that now allows for indefinite five-year renewals to the Associate Teacher Permit, providing completion of specified professional development within this period (instead of the one-renewal limit, which expired at the end of ten years).¹⁸⁰ This change in permit expiration is an attempt to mitigate the loss of early childhood educators who have garnered ten years (or more) experience on account of permit expiration limits.

Summary Implications

Data from the Community Assessment is used to support continuous quality improvement and to design a program that is responsive to community needs. This Community Assessment Update identifies significant demographic shifts in the community that may impact service delivery to children and families. Additionally, data on the pressing needs of the community—ranging from housing needs, the high cost of living, food insecurity, to accessibility of dental care—guides and informs programmatic decisions. The most significant areas identified in the Community Assessment that impact communities served by LACOE Head Start Preschool and Early Head Start programs are the:

- Updated Head Start Program Performance Standards
- Ongoing impact of Transitional Kindergarten expansion
- Ongoing educator shortages and turnover
- Wellbeing Indicator Findings

Updated Head Start Program Performance Standards

On August 21, 2024, the Office of Head Start (OHS) published a final rule in the Federal Register: Supporting the Head Start Workforce and Consistent Quality Programming. The final rule makes revisions throughout the Head Start Program Performance Standards, primarily to address the following main topics:

- Wages and benefits to support the Head Start workforce
- Better integration of mental health across all aspects of Head Start programming
- Eligibility and barriers to enrollment, including adjusting for excessive housing costs
- Quality improvement and clarity of requirements in other topic areas

Compliance dates for the various new provisions range between October 21, 2024—60 days after publication of the rule—for the majority of new provisions, to August 1, 2031—nearly seven years after publication—for implementation of a new pay scale that ensures compensation comparable to public school preschool teachers.

The revisions also address serious concerns, such as the need to address historic inequities and insufficient compensation of staff, while also addressing mental health from a more holistic and comprehensive approach. Nonetheless, many of the new mandates will require significant financial investments to achieve. In the absence of increased federal funding appropriated by Congress, these unfunded mandates will require further reduction of slots, thereby reducing services to children and families, even though available slots are already insufficient to meet existing needs.

Ongoing Impact of Transitional Kindergarten

Universal PreKindergarten (UPK) refers to an umbrella term that describes California's mixed-delivery system, which includes Head Start Preschool, state preschool (CSPP), Transitional Kindergarten, and private preschools. One option in this mixed-delivery system—Transitional Kindergarten—provides all four-year olds with access to a year of



free, universally available preschool. Data suggests that enrollment in TK has increased steadily from 75,465 children in 2021 (when expansion began), to 125,000 in 2023, while minimal enrollment changes (and even decreases) have occurred across preschool settings under the UPK umbrella. The impact of TK expansion on center-based programs appears to be most noticeably felt on enrollment, although a subset of programs have reported an impact on staffing. In fact, 61% of preschool programs surveyed (N=501) across California reported enrolling fewer four-year-olds in 2023. In Los Angeles County, 74% (N=98) of programs surveyed reported a decrease in the enrollment of four-year-olds. Similarly, LACOE has seen a drop in four-year-

old enrollment, from 32% of total enrollment in PY 2021-22 to 24% in PY 2023-24. Furthermore, a subset of programs also reported decreased enrollment in three-year-olds (18% statewide, 30% in Los Angeles County), suggesting that transitioning to serving more three-year-olds may not yet be a common practice amongst programs. LACOE's enrollment of three-year-olds has remained steady over the last several years, from 31% in 2021, to 30% in 2023. LACOE has been strategically transitioning its service delivery model to serve more infants and toddlers, in anticipation of this change. A look at LACOE's enrollment of infants and toddlers (ages 0-2) shows an increase, from 37% in PY 2021-22 to 46% in PY 2023-24.

The updated Head Start Program Performance Standards (2024 HSPPS), released on August 21, 2024, aim to address challenges with enrollment as seen by specific requirements to (1) modernize recruitment and enrollment, including reducing administrative and paperwork burden in the application process, (2) examine barriers to attendance, such as transportation, and (3) adjust a family's income for excessive housing costs when determining eligibility for programs. This housing adjustment is expected to make a significant impact on families living in Los Angeles County, where the cost of living is high, an estimated 56% of low-income households are rent-burdened

(spending 30% or more of their income on housing), and renters need to earn an estimated 2.9 times the minimum wage to afford rent.

The data in this community assessment aligns with the updated 2024 HSPPS set forth by the Office of Head Start. That is, the data presented supports the need to focus on increasing enrollment in programs across the UPK umbrella, including Head Start. LACOE will continue its commitment to partnering with local education agencies (LEAs) and community organizations to increase knowledge on how to blend and braid funding streams under the UPK umbrella. Additionally, LACOE needs to promote parent choice in the selection of high-quality preschool programs while increasing community knowledge on Head Start as an option in a mixed-delivery system. Following guidance on *equitable access*, LACOE needs to enhance families' access to information and location of its programs by reducing the effort required to (1) find or obtain information about preschool programs, (2) enroll or prove eligibility, and (3) get to program locations (such as distance from work or home). Additionally, LACOE recognizes a need to continue to shift services to serve younger children through its EHS programs, which means an increase of services to this younger population, yet likely entails serving fewer children overall, given the higher operating costs involved in providing services to infant and toddlers.

Ongoing Educator Shortages

The early childhood education field is beset by salary discrepancies as a function of program setting type, racial or ethnic background of educators, and the age of children served. Salaries can vary for educators depending on program type. Specifically, the median hourly wage for a preschool teacher (all settings) is \$14.67, which is lower than that of a preschool teacher in a school setting (\$26.95/hour) and a kindergarten teacher (\$32.80/hour). Data suggests that Black early childhood educators earn \$1.14 per hour less than white peers, while Hispanic/Latino educators earn \$1.58 less per hour than white educators.¹⁸¹ In addition, the age group of children that educators work with can also impact their salaries. Specifically, similarly qualified ECE staff with a bachelor's degree have a salary difference of over \$4 depending on whether they work with infants and toddlers (\$13.83/hour) or three-to-five-year-olds (\$17.86/hour).

When looking at turnover across California within the ECE field, Black center-based preschool educators had the highest turnover rate (43%), followed by Latino educators (19%). Specifically, turnover among Head Start classroom teachers has increased markedly. In 2023, turnover across all staff positions in Head Start across the US was 17%, a large jump from 13.5% in 2019 (pre-pandemic). Specifically, turnover for Head Start teachers (across both preschool and infant-toddler teachers) was 19%.

Additionally, data on the future of the ECE field shows that an estimated 41% of center-based teaching staff in Los Angeles County are over 50 years old. Furthermore, when surveyed in 2023, approximately 14% of center-based teachers and teacher assistants in

Los Angeles County indicated that they would most likely be working in a TK-12 classroom within three years (up from 5% in 2020).

Relatedly, recent updates to the 2024 HSPPS require that programs demonstrate progress towards achieving salary parity by 2031, with Head Start teachers receiving annual salaries comparable to public preschool teachers (or 90% of kindergarten teachers' salaries) in the same geographic area and with similar qualifications and experience. Additionally, the Office of Head Start addresses wage comparability for all ages served and requires that staff wages not differ based on children's age (e.g., infants and toddlers or preschool-age children).

LACOE's commitment to addressing educator shortages is evident through its ongoing support of its Universal PreKindergarten Career Development Initiative (UPK-CDI), which aims to build an educator workforce track and to increase access and advancement for current and prospective preschool teachers, parents, and staff through career development programs, mentorships, and tuition support. Of note, LACOE has built collaborative partnerships with several higher learning institutions—West LA College, UCLA, and Teachstone Child Development Associate through Waldorf University—to build strong ECE pipelines. In addition, a new partnership with East LA College launched in 2024.

Currently, the Office of Head Start's updated Program Performance Standards regarding salary parity remain unfunded mandates. As such, one important issue that LACOE and its delegate agencies will need to navigate involves how to comply with salary parity requirements for Head Start teachers if there is not a sufficient increase in federal funding.



Wellbeing Indicator Findings

Data suggests that 25% of LACOE Head Start parents are experiencing stress most of the time, with financial (83%) and parenting (69%) stress reported as top causes. Additionally, disparities in the risk level for parent/caregiver depression are evident as a function of income, with households below 100% FPL at highest risk (11.4%), compared to households above poverty. Additional data from the Department of Public Health, shows geographic disparities are also present, such that family households in South LA (10.8%) and the Antelope Valley (9.4%) have a higher risk of parent/caregiver depression, when compared to the other Service Planning Areas (SPAs) in Los Angeles County. This

data reinforces the need to focus on the mental health and wellbeing of parents. In fact, this need is echoed in the updated 2024 HSPPS, which aim to support a program-wide culture that promotes mental health and wellbeing. These new unfunded mandates require mental health integration into all aspects of program service delivery, including access to mental health consultation services at least once per month.

LACOE provides monthly mental health consultant on-site availability as a support to parents and families, with schedules posted in every classroom. Additionally, LACOE conducts prenatal and postpartum depression screening and provides follow-up support to pregnant women/expectant parents enrolled in EHS programs. So too, parent-only mental health consultation services are available through each delegate agency's in-house referral process, where parents are offered individual adult-focused support. If a parent's needs exceed the scope of the mental health consultation, LACOE provides referrals to community-based mental health services. LACOE is committed to providing parent education at every delegate agency on topics such as mental health issues, classroom behavior management, child abuse, domestic violence, substance use, stress management, and emotional wellness.

Regarding physical health, the risk of experiencing health disparities such as asthma, obesity, and tooth decay are higher amongst children from lower-income families in Los Angeles County. Furthermore, an estimated 13% of parents reported difficulties accessing medical care for their children (ages 0-5). LACOE is committed to providing health and oral health care resources to children and families. In fact, LACOE has partnered with Veritas Health Care, Inc. to provide lead screenings onsite at delegate agencies, thereby reducing access barriers for families. Similarly, LACOE has partnered with Western University School of Dentistry and West Coast Dental to provide onsite dental screenings at delegate agencies. These partnerships aim to address community access to health care resources.

LACOE must continue efforts to support the mental and health wellbeing of children and families. As it brings its strategic plan to fruition, LACOE must continue to leverage support from community partners and city leaders, pursue funding opportunities, and deliver wellbeing supports in innovative ways that engage children and families in the communities served.

Resources

LACOE HSEL Resource Library

To support children’s early learning and development, LACOE welcomes staff, families, and children to the LACOE HSEL Resource Library. Resources available include:

- Children’s books
- Staff and parent resources
- Craft supplies
- Copy and printing workstations
- Laminating services

In addition, the LACOE HSEL Resource Library hosts educational events and celebrations with story time activities, music, arts and crafts, and giveaways. For more information about the LACOE HSEL Resource Library hours of operation, resources available, and events, please visit hselresourcecenter.library.site

HOPE Mobile Units

The HOPE mobile units are state-of-the-art vehicles that bring early education services to families across Los Angeles County. The need for early education services for young children in LA County is severe, especially for children with disabilities and families with limited/no income. Therefore, LACOE looked for innovative ways to create a “we come to you” method that improves children’s access to these critical services.

<https://www.inclusiveeece.org/HOPE-Mobile-Units>

- [LACOE Mobile Services Flyer](#)
The flyer details information on the two mobile units that provide on-site services to delegate agencies countywide.



- Innovation Webinars

[Mobile Services Program Development and Sustainability \(Part I\)](#)

This webinar provides information on how LACOE has designed a new type of service—mobile units to serve children and families in the communities in which they live and thrive.

[Mobile Services Program Development and Sustainability \(Part II\)](#)

This webinar provides information on how LACOE has designed a new type of service—mobile units to serve children and families in the communities in which they live and thrive.

- [Head Start Mobile Classroom Video](#)

A short video that provides an overview of what the recreational vehicles look like.

Additional Resources for Staff and Families

LACOE HSEL staff provides various online resources to share with families and staff. Electronic resources include links to e-learning videos, read-aloud sessions, and hands-on and live-streamed activities. LACOE HSEL also disseminates these resources via the prekkid.org website, social media pages, and email communications.

This section provides some of the many online resources provided to educators and participating children and families on:

- Parenting and Child Development
- Resources by Age Group
- Community Engagement
- Social and Emotional
- Parental Resilience
- Support in Times of Need

Parenting and Child Development

Education

1. [School Readiness](#)

[Español](#)

The Office of Head Start's Early Childhood Learning & Knowledge Center website includes resources on school readiness so that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

2. [PBS SoCal-Families](#) [Español](#)
The PBS SoCal Education team has designed educational materials and activities for children with the desire to make learning fun, engaging, and easy to incorporate into their daily routines.
3. [Milestones Matter with CDC and Vroom!](#) [Español](#)
The Centers for Disease Control and Prevention provide resources to track and share child development milestones.
4. [LA Co. Birth to Kindergarten Transition Systems Alignment Framework](#)
This website includes resources in English and Spanish on the Los Angeles County Birth to Kindergarten Transition Systems Alignment Framework, which supports families, teachers, and schools to achieve sustained, effective birth to kindergarten transitions.
5. [ECLKC Transition to Kindergarten](#) [Español](#)
The Office of Head Start's website includes resources to support the transition to kindergarten.
6. [Transition to Kindergarten-Activity Calendar for Families](#) [Español](#)
This resource is an activities calendar to support the transition from Head Start to Kindergarten.
7. [Second Step](#)
The Second Step website includes resources for supporting social-emotional wellbeing.
8. [Quality Start Los Angeles](#) [Español](#)
This website houses family resources and trainings on topics related to birth to five in Los Angeles County.

Health

1. [CDC-Important Information on Immunizations](#)
The Centers for Disease Control and Prevention post resources on vaccines available for children.
2. [L.A. Care Plan-Family Resources](#)
This website includes information on free resources for families including food pantries, Wi-Fi for telehealth services, assistance programs, and enrollment support for Medi-Cal and other health coverage programs.
3. [Healthy Children-Family Time](#) [Español](#)
The Family Time site of the Healthy Children website includes articles on the power of play, health management, family dynamics, media, work, and child care.
4. [Bright Futures](#)
The Bright Futures website is hosted by the American Academy of Pediatrics to provide information on preventive care screenings and health supervision visits.

5. [Choose Health LA](#) [Español](#)
This website connects parents with a dentist for their baby. It also showcases resources to support healthy smiles.
6. [Mouth Healthy](#)
Mouth Health offers tools for parents and educators to share information on healthy mouths.
7. [Sesame Street in Communities-Staying Healthy](#)
Sesame Street in Communities has a dedicated place for health and hygiene to help the whole family stay well.
8. [Healthy Drinks, Healthy Kids](#) [Español](#)
Healthy Eating Research has developed new resources to help professionals implement expert recommendations for healthy beverages for young children ages 0-5 years old.
9. [CDC-Healthy Weight, Nutrition, and Physical Activity](#)
The Centers for Disease Control and Prevention offer information and resources on healthy weight, nutrition, and physical activity.
10. [LA County Library-Parent-Ade](#) [Español](#)
The Los Angeles County Library offers a Distance Learning Program called “Parent-Ade” and this website includes resources related to the program.
11. [Healthy Children at Home](#) [Español](#)
The Safety and Prevention section of the Healthy Children website helps parents plan ways to keep children safe at home.
12. [Ready Rosie-Healthy at Home](#) [Español](#)
The Ready Rosie website houses a toolkit for supporting families impacted by COVID-19. There are resources by age group.

Nutrition

1. [ECLKC Healthy Habits](#) [Español](#)
The Office of Head Start provides information on good nutrition as an important part of maintaining a healthy lifestyle for families.
2. [Kids Health](#) [Español](#)
Nemour’s Kids Health page includes resources for parents on topics including managing a toddler’s behavior.
3. [ECLKC-Food Safety](#) [Español](#)
The Office of Head Start’s website provides information on food safety for children at Head Start centers.

Promoting Early Learning at Home

1. [Creating Safe Places](#)
This short video includes tips for creating safe places at home.

2. [Parenting Hack – Dinner under 10 minutes](#)
A registered dietician shows how to get dinner on the table very quickly.
3. [Letter Monster Using Recyclables](#)
This video shows how to make an art project using recycled materials.
4. [Mouse in the House – Memory Game](#)
This video shows how to play a memory game at home.
5. [Washing Your Hands](#)
The video includes a science experiment that shows children why it is important to wash your hands.
6. [Learning Games with Mateo and Gabby](#)
This video shows how to play learning games at home with simple toys.
7. [The Kissing Hand](#)
The video is a read aloud of the story “The Kissing Hand.”
8. [HSEL Resource Center Tour](#)
This video shows a tour of the LACOE HSEL Resource Center.
9. [The Mitten Read-Aloud](#)
The Mitten Read Aloud is a video where LACOE Staff read a book to a group of students and their families.
10. [Read-Aloud with Gabby and Mateo](#)
This video is a read aloud of the story “Too Many Tamales.”
11. [Lea en voz alta con Monica y Elleon](#)
This video is a read aloud of the story “Too Many Tamales” in Español.

Resources by Age Group

Birth to 3 years old

1. [Fisher-Price Apple App](#)
At this link you will find an app to download for free provided by Fisher-Price.
2. [Zero to Three: Play Activities for Birth to 12 Months](#)
Whether you are looking for games to build your baby’s language skills, or games to keep the young ones busy, here are some great play ideas for your infant.
3. [Zero to Three: Grandparent Guide](#)
If you are a grandparent providing care for your young grandchildren, you may find you are more patient and relaxed with your grandchildren than you were the first time around. You may also wonder if you are up on the latest childcare strategies. Here is a guide to what is new and what has stayed the same when it comes to caring for babies and toddlers.

Birth to 5 years old

1. [Sesame Street](#)

Instantly watch Sesame Street clips and play fun, educational games all FREE anytime, anywhere. Sesame Workshop's mission is to use the educational power of media to help kids everywhere grow smarter, stronger, and kinder.

2. [NAEYC](#)

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

3 to 5 years old

1. [Curious Learning](#)

Curious Learning is an open platform that addresses the challenges faced by under-resourced communities, particularly their limited access to literacy instruction.

2. [PBS Kids](#)

PBS Kids is committed to making a positive impact on the lives of children through curriculum-based entertainment with positive role models and content designed to nurture a child's total wellbeing.

3. [Reading Rockets](#)

Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.

4. [Avokiddo](#)

An enlightening logic puzzler for kids 3-9 that enhances problem solving, memory, and spatial cognition skills. Learn about force, aerodynamics, buoyancy, electricity, and even get a taste of quantum physics while you navigate the 32 hilarious characters through a seamless maze!

5. [Starfall](#)

At Starfall, children have fun while they learn—specializing in reading, phonics & math—educational games, movies, books, songs, and more.

6. [Moose Math](#)

Moose Math engages kids in a mathematical adventure and teaches counting, addition, subtraction, sorting, geometry, and more. While playing five multi-level activities in the Moose Juice Store, Puck's Pet Shop, and Lost & Found, kids can earn rewards to help build their own city and decorate buildings.

Community Engagement

Family and Community Engagement

1. [Family Engagement](#) [Español](#)
This website for the Head Start Parent, Family, and Community Engagement (PFCE) Framework is a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships.
2. [Be a Learning Hero](#) [Español](#)
The Learning Heroes website brings information and resources to help children succeed in school and life.
3. [Sesame Street in Communities-Family Bonding](#)
This section of the Sesame Street in Communities website includes information, videos, and activities that promote family bonding through quality time and play.
4. [Understood-Shaping the World for Difference](#) [Español](#)
The Understood website provides resources to help people with learning and thinking differences reach their potential.
5. [Zero to Three-Early Connections Last a Lifetime](#) [Español](#)
This website focuses on sharing knowledge and resources that ensure all babies and toddlers have a strong start in life.
6. [Talking is Teaching](#) [Español](#)
The Talking is Teaching website gives activities based on the idea that when you talk, read, and sing with you child, you are building their brain and helping to prepare them for success in school and in life.
7. [Start Early](#)
Start Early assembles resources from our experts that give parents tools to help their children thrive. The website includes parenting tips and activities.

Community Events

1. [LA County Library-Family Friendly Events](#)
This website shows a calendar of upcoming events for families in Los Angeles County.
2. [LA County Parks and Recreation-Kids and Family](#)
The Los Angeles County Department of Parks and Recreation offers a wide variety of programs and activities for you and your family.

Social and Emotional

Mental Health

1. [Center for Early Childhood Mental Health Consultation](#)
The Center gathers in one place a wide range of materials that address the needs of Head Start staff and families for practical guidance on effective ways to promote

young children's social and emotional development and reduce challenging behaviors.

2. [Sesame Street in Communities-Resilience](#)

The Building Resilience in Children and Families section of Sesame Street in Communities helps to give children the tools and coping skills to overcome both little and big challenges to help them learn and grow.

3. [Child Mind Institute](#)

[Español](#)

This Child Mind Institute website helps families find information to help support children who are struggling with mental health, behavior, or learning challenges.

4. [Center for Optimal Brain Integration](#)

Resources to build emotional literacy, self-regulation, and more are available at the Center for Optimal Brain Integration website. Resources are available in Spanish and Chinese.

Disabilities

1. [Head Start Center for Inclusion](#)

A variety of resources that support early childhood educators to ensure that children with disabilities can participate as full members of their learning communities.

2. [Department of Developmental Services-Regional Center Lookup](#)

This website allows the viewer to locate their local Regional Center to receive specialized services for their child.

3. [ECLKC-Children with Disabilities](#)

[Español](#)

This website provides an infographic for young children with disabilities along with other resources to support identifying young children with unique developmental needs.

4. [Sesame Street and Autism](#)

Sesame Street provides free, bilingual resources to help support autistic children and their families.

5. [LACOE Inclusive Early Childhood Education](#)

This website allows users to create an account and receive access to materials related to the Inclusive Early Childhood Education program at LACOE.

Emotion Regulation

1. [Zero to Three-How to Help Your Child Develop Empathy](#)

Presented by Zero to Three, this article is a tool for parents to help a child develop empathy.

2. [Child Mind Institute-How Can We Help Kids with Emotional Regulation?](#)

Developed by the Child Mind Institute, this article assists parents to help their children develop emotional regulation.

3. [American Psychological Association-How to help kids understand and manage their emotions](#)
The American Psychological Association provides guidance on how to help kids understand and manage their emotions in this article.
4. [Mindfulness for Kids](#)
When we teach mindfulness to kids, we equip them with tools to build self-esteem, manage stress, and skillfully approach challenges. Explore our guide on how to introduce mindfulness and meditation to your children—at any age.

Parental Resilience

Grief and Loss

1. [Child Mind Institute-Helping Children Cope with Grief](#) [Español](#)
Child Mind Institute offers a guide to support children cope with grief depending on their developmental age.
2. [National Child Traumatic Stress Network-Resilience and Child Traumatic Stress](#) [Español](#)
Defines resilience and factors that enhance resilience in children following a potentially traumatic event. Outlines steps providers can take to build on individual, family, and communal strengths to address children's needs, accomplish goals, reduce adversities, and foster growth and development.
3. [Sesame Street-Grief](#) [Español](#)
This website provides resources to help kids grieve the loss of a loved one. With love and support, children can learn to cope with loss and start to heal.

Mindfulness

1. [Child Mind Institute-Mindful Parenting](#) [Español](#)
This website provides mindfulness techniques to take stress and anxiety out of raising kids.
2. [Mindfulness Exercises for Parents](#)
The Mindfulness Exercises website gives tips for practicing mindfulness as a parent, being a mindful parent and seeing the world as a child.
3. [Zero to Three-Mindfulness for Parents](#)
Zero to Three promotes five ways to be mindful as parents go about their day on the website.

Managing Stress

1. [American Psychological Association-Managing Stress for a Healthy Family](#)
This article shares information to help families take small, manageable steps to a healthier lifestyle.
2. [Very Well Mind-How to Cope with Parenting Stress and Anxiety](#)
This resource includes strategies to help parents cope with stress and anxiety.

3. [Zero to Three-Managing Big Stressors with Little Ones](#)
The website includes some ideas for taking care of oneself even when one is at their most stressed.

Self-Care

1. [National Child Traumatic Stress Network-Pause Reset Nourish](#) [Español](#)
Provides information about the specific self-care strategy of Pause-Reset-Nourish, or PRN. This fact sheet acknowledges the levels of stress that professionals may be currently experiencing and offers a way to address unwanted symptoms and promote and replenish wellbeing and enhance resilience.
2. [PBS Kids-Self-Care for Parents](#)
This resource reinforces the need for parents to take time for self-care so that they are better able to care for their child.
3. [Psychology Today-25 Simple Self-Care Tools for Parents](#)
This article has quick ideas to renew energy, strengthen relationships, and be good to oneself as a parent.

Trauma-Informed Care

1. [The National Child Traumatic Stress Network](#)
Resources for parents, adoptive parents, resource/foster parents, grandparents, and all others who care for children and teens to help children and teenagers recover from traumatic events.
2. [The Vicarious Trauma Toolkit](#)
The U.S. Department of Justice's Office for Victims of Crime provides the Vicarious Trauma Toolkit as the starting point for organizations that want to proactively address the impact of exposure to the trauma experiences of others.
3. [The Adverse Childhood Experiences Study](#)
The Centers for Disease Control and Prevention conducted the CDC-Kaiser Permanente adverse childhood experience (ACE) study to link childhood abuse and neglect and household challenges to later-life health and wellbeing.
4. [Normal Reactions Following a Traumatic Event](#)
The U.S. Department of Justice's Office for Victims of Crime provides a handout that describes reactions to traumatic events and strategies for alleviating stress.

Support in Times of Need

Basic Needs

1. [211LA](#) [Español](#)
211 LA is a locally based, nonprofit guide to the services and information you need to navigate life in Los Angeles.
2. [LA County Free Wi-Fi Access](#) [Español](#)
Free Wi-Fi Access is available to all users at LA County Libraries.

3. [Los Angeles Low Income Health Care](#) [Español](#)
My Health LA is a no-cost health care program for low-income individuals who live in Los Angeles County.
4. [Los Angeles Public Library Locator](#)
The Los Angeles Public Library provides free and easy access to information, ideas, books, and technology that enrich, educate, and empower every individual in our city's diverse communities.
5. [Los Angeles Recreation Centers](#)
The Department of Recreation and Parks maintains safe parks and recreation facilities providing the public with a wide variety of recreational opportunities.
6. [Los Angeles Transportation Services](#)
LADOT Transit services keep Los Angeles moving by providing world class transportation choices to everyone in Los Angeles.
7. [Metro Transit - Low Income Fares](#)
Low-income riders can receive additional transit relief with the LIFE Program. The LIFE program offers discounts on select passes or 20 free rides on Metro or any of the participating transit agencies.

Domestic Violence

1. [California Partnership to End Domestic Violence](#)
This website has a tool for finding domestic violence organization in a specific community. There are links to hotline numbers and websites.
2. [County of Los Angeles Public Health Domestic Violence Resources](#)
The resource offers a list of hotlines and resources for people who may be experiencing domestic violence.

Employment

1. [County of Los Angeles Department of Economic Opportunity](#)
The Department of Economic Opportunity (DEO) is LA County's central economic and workforce development hub helping residents connect to new career pathways, start and certify a business, and access life-changing opportunities.

Food Insecurity

1. [County of Los Angeles Food Portal](#)
This resource connects those in need of food to those who can help.
2. [LA Food Bank Locator](#)
Families can locate a food bank near them through this website.
3. [CalFresh/LA County DPSS](#) [Español](#)
This website provides information for parents who have lost their job, or just need assistance, by applying for CalFresh and other benefits online.
4. [Women, Infants and Children](#) [Español](#)
This website provides information for people who are pregnant or have a child

under 5. WIC can help provide nutritious foods and more resources to keep a growing family healthy.

Homelessness

1. [Los Angeles County Housing Resource Center](#) [Español](#)
This community resource helps people list and locate housing in the County of Los Angeles, including affordable, special needs, emergency housing, and more.
2. [Los Angeles County Shelters](#)
Resources for individuals and households experiencing homelessness or at-risk of becoming homeless.
3. [Los Angeles Homeless Services Authority](#)
Resources for individuals and households experiencing homelessness or at-risk of becoming homeless.

Immigration

1. [Los Angeles County Immigrant Services](#) [Español](#)
This service locator tool helps families find the services they need by entering their zip code to find what's available by category and location.
2. [Immigrant Assistance Line](#)
The Coalition for Humane Immigrant Rights (CHIRLA) has an Immigrant Assistance line that is available Monday-Friday 9 a.m. to 5 p.m. to refer community members to services from CHIRLA and partner organizations.

Mental Health

1. [988 Suicide and Crisis Lifeline](#)
Lifeline Chat and Text is a service of the 988 Suicide & Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline), connecting individuals with crisis counselors for emotional support and other services via web chat or texting 988.
2. [Los Angeles County Mental Health Hotline](#)
The LACDMH Help Line, (800) 854-7771, serves as the primary entry point for mental health services with our department.

Multilingual Resources

1. [Bilingual Kid Spot](#)
Provides free e-books in English and various languages for a wide range of children's age groups.
2. [Colorín Colorado](#)
Colorín Colorado es un sitio web bilingüe que proporciona información, actividades y consejos para ayudar a los estudiantes de inglés (ELL) a tener éxito.

3. [Unite for Literacy](#)
Unite for Literacy provides free digital access to picture books, narrated in many languages.

Legal

1. [Neighborhood Legal Services of Los Angeles County](#) [Español](#)
NLSLA combats the immediate and long-lasting effects of poverty and expands access to health, opportunity, and justice in Los Angeles' diverse neighborhoods.
2. [Legal Aid Foundation of Los Angeles](#) [Español](#)
Legal Aid Foundation of Los Angeles seeks to achieve equal justice for people living in poverty across Greater Los Angeles. We change lives through direct representation, systems change, and community education.

Pregnant People

1. [Los Angeles County Health Services Mama's Neighborhood](#) [Español](#)
Mama's Neighborhood provides free prenatal care and comprehensive health care services. This includes resources and information for first-time moms to mothers of multiple children.
2. [National Maternal Mental Health Hotline](#)
Health Resources and Services Administration present the National Maternal Mental Health Hotline to provide a 24/7, free, confidential hotline for pregnant and new moms in English and Spanish.
3. [Welcome Baby L.A. County](#) [Español](#)
Welcome Baby provides L.A. County pregnant women and new moms with information, support, and a trusted partner to help you through the journey of pregnancy and early parenthood.

Stay Connected Apps

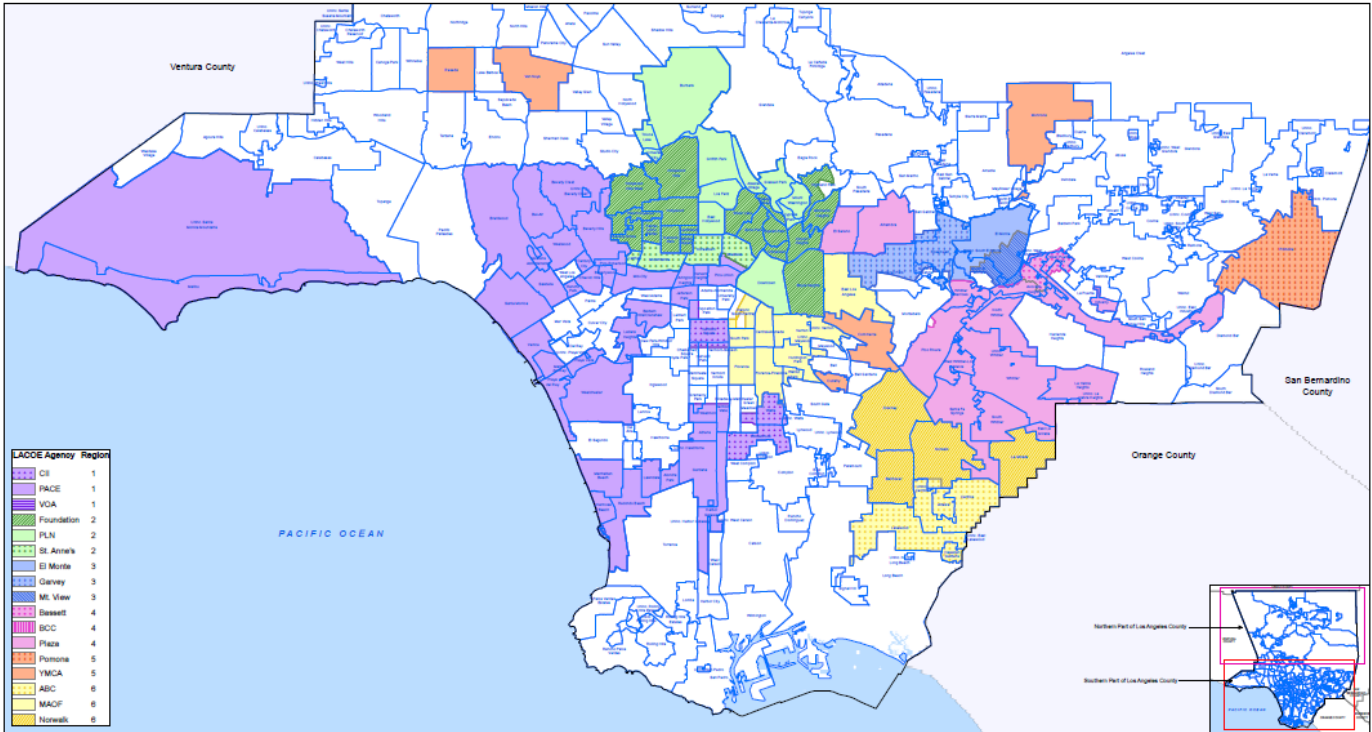
1. [Head Start Resources App](#)
Stay connected to resources relevant to your role in getting young children ready to succeed in school and in life. The simple and easy-to-use interface lets you browse collections by topic and so much more.
2. [ELOF2GO Mobile App](#)
ELOF2GO is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). It is your on-the-go guide to children's development and learning.

Substance Use

1. [Los Angeles County Substance Abuse Prevention and Control](#)
The agency provides substance use disorder services prevention, treatment, and recovery for people of all ages residing in Los Angeles County.

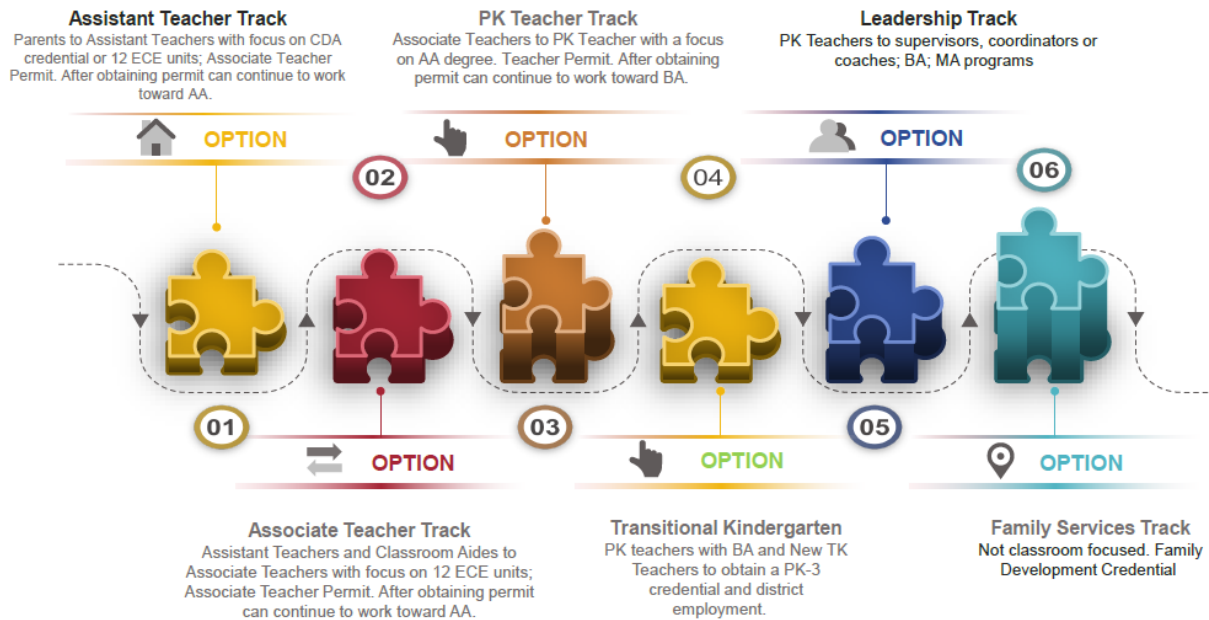
2. [Los Angeles Centers for Alcohol and Drug Abuse](#)
Los Angeles Centers for Alcohol and Drug Abuse (L.A. CADA) is a licensed and certified substance use and behavioral treatment provider.
3. [Alcoholics Anonymous](#) [Español](#)
Alcoholics Anonymous is a peer-led mutual aid fellowship dedicated to abstinence-based recovery from alcoholism through its spiritually inclined Twelve Step program.

Appendix A – Map of LACOE Service Area



Appendix B – UPK-CDI Pathways

LACOE initiated the Universal PreKindergarten Career Development Initiative (UPK-CDI) to address educator shortages by improving both recruitment and retention of educators. 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.



The following UPK-CDI pathways are underway:

- Assistant Teacher Pathway—helps participants earn their associate teacher permit and early childhood education (ECE) units, so that they may begin a career as an assistant teacher. This pathway was originally designed for parents of children currently and formerly enrolled in LACOE Head Start programs and is now open to all interested individuals who meet basic requirements.
- Teacher Pathway—designed for staff who either have or qualify for an Associate Teacher Permit. This pathway creates an opportunity for in-place professionals to acquire a Teacher Permit and move into a lead teacher role.
- Transitional Kindergarten Teacher—supports individuals in earning a BA and a teaching credential with an opportunity to complete the requirements to teach in a Transitional Kindergarten classroom.
- Family Services Track—This program is a dual certification program. It allows participants to earn both the Family Development Credential and the Community Health Worker certification.¹⁸² The program provides frontline family workers with the knowledge and skills to coach families to set and reach their own goals for healthy self-reliance in their communities and promote the health and wellbeing of families.

Appendix C – Universal PreKindergarten Mixed-Delivery System

The chart below gives information on the preschool programs that may be available in your community.

Name	California State Preschool Program (CSPP)	Head Start	Private Pay Preschool	Transitional Kindergarten (TK)
Ages	3- and 4-year-olds	3- and 4-year-olds	3- and 4-year-olds	4-year-olds, depending on birthday
What it is	Preschool program run through contracts from the State of California	Federally-funded preschool program	Preschool and childcare programs	Part of the public elementary school system that takes place the year before Kindergarten
Schedule	Part-day and full-day options available	Part-day and full-day options available	Part-day and full-day options determined by individual preschool providers	Part-day and full-day options, depending on local decisions
Cost	Free or low-cost, based on income eligibility and other factors	Free, based on income eligibility	Fees determined by individual preschool providers. Some families may be eligible for state subsidized vouchers to cover the costs of care.	Free, regardless of income

Source: California Department of Education. Universal Prekindergarten.

References

- ¹ Los Angeles County Board of Education. Retrieved from <https://www.lacoe.edu/about/board>
- ² 2022-2025 Strategic Plan. Retrieved from <https://www.lacoe.edu/about/strategic-plan>
- ³ Head Start Policy & Regulations. 45 CFR 1302.11. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-11-determining-community-strengths-needs-resources>
- ⁴ Head Start Early Childhood Learning & Knowledge Center (ECLKC). Community Assessment: The Foundation for Program Planning in Head Start. Retrieved from: <https://eclkc.ohs.acf.hhs.gov/program-planning/community-assessment-foundation-program-planning-head-start/what-community-assessment>
- ⁵ Federal Register. Supporting the Head Start Workforce and Consistent Quality Programming. A Rule by the Health and Human Services Department on 08/21/2024. Retrieved from <https://www.federalregister.gov/documents/2024/08/21/2024-18279/supporting-the-head-start-workforce-and-consistent-quality-programming>
- ⁶ Ibid.
- ⁷ Ibid.
- ⁸ Program Management Areas: Early Learning Outcomes, Workforce Development & Professional Development (WDPL), Community Outreach, Program Data & Records Management, Eligibility Recruitment Selection Enrollment & Attendance (ERSEA), Health Services, Inclusive ECE, Interdisciplinary Services, Facilities, Fiscal, Governance, Quality Start Los Angeles (QSLA), California Preschool Instructional Network (CPIN), and Delegate Professional Supports & Career Development Initiative.
- ⁹ Delegates providing EHS services: Bassett USD, Blind Children’s Center, Children’s Institute Inc., El Monte City SD, Foundation for Early Childhood Education, Garvey SD, Mexican American Opportunity Foundation, Mountain View SD, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Para Los Niños, Plaza de la Raza, Pomona USD, St. Anne’s Family Services, and Young Men’s Christian Association (YMCA) of Metropolitan Los Angeles.
- ¹⁰ Total percentages may not add up to 100% due to rounding.
- ¹¹ Delegates providing HS services: ABC USD, Bassett USD, Blind Children’s Center, Children’s Institute Inc., El Monte City SD, Foundation for Early Childhood Education, Garvey SD, Mexican American Opportunity Foundation, Mountain View SD, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Para Los Niños, Plaza de la Raza, Pomona USD, St. Anne’s Family Services, and Young Men’s Christian Association (YMCA) of Metropolitan Los Angeles.
- ¹² Total percentages may not add up to 100% due to rounding.
- ¹³ Delegates providing CSPP services: Blind Children’s Center, El Monte City SD, Garvey SD, Mountain View School District, Norwalk-La Mirada USD, Pacific Asian Consortium in Employment, Plaza de la Raza, and Volunteers of America.
- ¹⁴ Delegates providing CCTR services: Garvey School District, Para Los Niños, Plaza de la Raza, and St. Anne’s Family Services.
- ¹⁵ QSLA is a collaborative effort between LACOE, First 5 LA, the Child Care Alliance of Los Angeles (CCALA), the County of Los Angeles Office for the Advancement of Early Care and Education, the Child Care Planning Committee, and the Partnerships in Education, Articulation, and Collaboration in Higher Education (PEACH).
- ¹⁶ LACOE requested locally designed program options for Blind Children’s Center and Garvey School District to better meet the needs their communities.
- ¹⁷ Hispanic/Latino ethnicity includes all races.
- ¹⁸ 2023-24 Program Performance Indicator Report.
- ¹⁹ 2023-24 Program Performance Indicator Report.
- ²⁰ The Head Start Act permits programs to fill up to 35% of enrollment with families who have incomes between 101% and 130% of FPL, and up to 10% with families over 130% of FPL.
- ²¹ OHS does not designate an income cap for the 10% over-income allowance. The LACOE ERSEA GIM addresses the “cap” by stating: Delegates considering enrolling families whose income exceeds 15 percent above the State Income Guidelines (See the Schedule of Over Income Ceilings table in the

Income Guidelines section of this manual) must first secure approval from LACOE, prior to enrolling the family.

²² Program Information Report 09CH01157 Rollup Report and 09HP000131 Rollup Report. September 7, 2022.

²³ Early Childhood Learning & Knowledge Center. ECLKC. Head Start Policy and Regulations. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/article/overview-fact-sheet>

²⁴ Head Start Final Rule Makes Big Changes to Staff Compensation, Program Eligibility, and More. (2024) First Five Years Fund. Retrieved from <https://www.ffyf.org/2024/08/22/head-start-final-rule-makes-big-changes-to-staff-compensation-program-eligibility-and-more/>. Notably, housing costs are not limited to rent or mortgage payments, but also include “homeowner’s or renter’s insurance, utilities [electricity, gas, water, sewer, and trash], interest, and taxes on the home” per 45 CFR § 1305.2.

²⁵ 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>

²⁶ Head Start Policy and Regulations. Facilities Guidance ACF-IM-HS-17-01. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-17-01>

²⁷ The following centers experienced closures: Eastmont and City Terrace (MAOF) and Christian Fellowship (PACE).

²⁸ New State Fire Regulations Limiting Enrollment (July 2024). Advocacy and Policy News. Head Start California. Retrieved from <https://headstartca.org/new-state-fire-regulations-limiting-enrollment/>

²⁹ Head Start Policy and Regulations. Head Start Program Performance Standards. 1302.47 (b)(10). Safety Practices. U.S. Department of Health and Human Services. Head Start Early Childhood Learning and Knowledge Center. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-47-safety-practices>

³⁰ 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>

³¹ California Department of Social Services, 2024 Child Care Bulletins, CCB 24-12 (July 1, 2024). Revised State Median Income (SMI) Ceilings and Income Ranking Table for Fiscal Year (FY) 2024-25. Retrieved from <https://www.cdss.ca.gov/inforesources/letters-regulations/letters-and-notices/child-care-bulletins/2024-child-care-bulletins>

³² California Department of Education, Management Bulletin 24-05, Early Education Division, Revised State Median Income Ceilings and Income Rating Table for Fiscal Year (FY) 2024-25. Retrieved from <https://www.cde.ca.gov/sp/cd/ci/mb2405.asp>

³³ This additional allowance was issued in 2007 and provides flexibility in the Head Start Act to allow program to enroll children from families who are slightly over the 100 percent poverty guideline. Retrieved from <https://www.acf.hhs.gov/sites/default/files/documents/ohs/report-to-congress-hs-eligibility-2022.pdf>

³⁴ Poverty Guidelines. U.S. Department of Health and Human Services. Office of the Assistant Secretary for Planning and Evaluation (ASPE). Retrieved from: <https://aspe.hhs.gov/sites/default/files/documents/f7117d0642f0eeeb102c9b2c264f1aa2/detailed-guidelines-2023.xlsx>

³⁵ Head Start Policy and Regulations. 1302.12(i)(1). Determining, verifying, and documenting eligibility. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-12-determining-verifying-documenting-eligibility>

³⁶ Friedman-Krauss, A. H., Barnett, W. S., & Duer, J. K. (2022). The State(s) of Head Start and Early Head Start: Looking at Equity. New Brunswick, NJ: National Institute for Early Education Research. Retrieved from <https://nieer.org/research-library/states-head-start-early-head-start>

³⁷ Barr, Andrew C., and Chloe Gibbs. (2019). *Breaking the Cycle? Intergenerational Effects of an Anti-Poverty Program in Early Childhood*. (EdWorkingPaper: 19-141). Retrieved from Annenberg Institute at Brown University at <https://edworkingpapers.com/sites/default/files/ai19-141.pdf>

³⁸ Categorical eligibility is defined as children who are automatically eligible for a Head Start program if they are experiencing homelessness, in foster care, or receiving public assistance. Retrieved from <https://eclkc.ohs.acf.hhs.gov/eligibility-ersea/article/poverty-guidelines-determining-eligibility-participation-head-start-programs>

³⁹ SNAP is a food assistance program, known as CalFresh in California.

-
- ⁴⁰ Expanding Head Start Services to SNAP Recipients. Head Start ECLKC. <https://eclkc.ohs.acf.hhs.gov/blog/expanding-head-start-services-snap-recipients>
- ⁴¹ 2024-25 data estimates on income-eligible children and population are based on the 2023-24 Service Area Matrix (SAM).
- ⁴² Delegate Abbreviations: Bassett Unified School District (Bassett), Blind Children’s Center (BCC), Children’s Institute, Inc. (CII), El Monte City School District (El Monte), Foundation for Early Childhood Education, Inc. (Foundation), Garvey School District (Garvey), Mexican American Opportunity Foundation (MAOF), Mountain View School District (Mt. View), Norwalk-La Mirada Unified School District (Norwalk), Pacific Asian Consortium in Employment (PACE), Plaza de la Raza Child Development Services, Inc. (Plaza), Para Los Niños (PLN), Pomona Unified School District (Pomona), St. Anne’s Family Services (St. Anne’s)
- ⁴³ TK Enrollment is based on Census Day occurring first Wednesday of October. Head Start Preschool Enrollment is cumulative enrollment and includes 3-year-old and 4-year-old children. PIR Child Plus Report 9702.
- ⁴⁴ County of Los Angeles Homeless Initiative. The Homeless Crisis. Retrieved from <https://homeless.lacounty.gov/our-challenge/>.
- ⁴⁵ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ⁴⁶ Self-reported responses on newly homeless population (first time homeless, <=1 year). Respondents can report more than one reason for homelessness. As such, totals may exceed 100%.
- ⁴⁷ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ⁴⁸ California Housing Partnership. 2024. *Los Angeles County 2024: Affordable Housing Needs Report*. Retrieved from https://chpc.net/wp-content/uploads/2024/05/Los-Angeles_Housing_Report.pdf
- ⁴⁹ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ⁵⁰ Ibid.
- ⁵¹ HUD Exempts Los Angeles from 2021 Unsheltered Point-in-Time Count. <https://www.lahsa.org/news?article=793-hud-exempts-los-angeles-from-2021-unsheltered-point-in-time-count>
- ⁵² Unsheltered homelessness refers to people who are sleeping outside, or in a care, van, RV, tent, or make-shift shelter. Retrieved from <https://usc-ndsc-wordpress.azurewebsites.net/2021/06/homelessness/#:~:text=Unsheltered%20Population:%20The%20total%20number,s%20Homeless%20Count%20in%20January>
- ⁵³ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ⁵⁴ Ibid.
- ⁵⁵ Ibid.
- ⁵⁶ American Academy of Pediatrics. 2022. Providing Care for Children and Adolescents Facing Homelessness and Housing Insecurity. Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of all Children. Retrieved from <https://publications.aap.org/pediatrics/article/131/6/1206/31138/Providing-Care-for-Children-and-Adolescents-Facing?autologincheck=redirected>
- ⁵⁷ Ibid.
- ⁵⁸ Housing Matters. *How Housing Affects Children’s Outcomes*. 2019. Retrieved from <https://housingmatters.urban.org/articles/how-housing-affects-childrens-outcomes>
- ⁵⁹ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ⁶⁰ HUD defines a family as consisting of one adult over 18 years of age with at least one dependent child under 18.

-
- ⁶¹ McKinney-Vento Assistance Act refers to federal legislation relating to the education of children and youth experiencing homelessness. Retrieved from <https://nche.ed.gov/mckinney-vento/>
- ⁶² Additional living situations included in the McKinney-Vento definition include being abandoned in hospitals and living in cars, parks, and public spaces.
- ⁶³ 2023-24 PIR Report for Head Start Preschool and Early Head Start.
- ⁶⁴ Percent of families experiencing homelessness that were served was derived by dividing homelessness indicator by Total Number of Families enrolled in program.
- ⁶⁵ 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/>
- ⁶⁶ Ibid.
- ⁶⁷ Burns, D., Espinoza, D., Adams, J., & Ondrasek, N. (2022). California students in foster care: Challenges and promising practices. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/california-students-foster-care-brief>
- ⁶⁸ Ibid.
- ⁶⁹ High-poverty schools are those with 80% or more students eligible for free or reduced-price meals.
- ⁷⁰ Chronically absent refers to missing 10% of school days or more.
- ⁷¹ Refers to point-in-time number of children ages 0-21 in foster care on April 1, 2024.
- ⁷² [California Child Welfare Indicators Project Reports](#). Retrieved August 20, 2024, from University of California at Berkeley - California Child Welfare Indicators Project website. URL: <https://ccwip.berkeley.edu>
- ⁷³ 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.
- ⁷⁴ 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.dcfslacounty.gov/headstart.html>
- ⁷⁵ U.S. Department of Education. (2022-23). *IDEA Section 618 data products: Static tables - Part B, count and environment (Table 2)*. <https://data.ed.gov/dataset/idea-section-618-data-products-static-tables-part-b-count-environ-table2/resources>
- ⁷⁶ Ibid.
- ⁷⁷ Ibid.
- ⁷⁸ Centers for Disease Control and Prevention. (2024). *What are developmental disabilities?* <https://www.cdc.gov/child-development/about/developmental-disability-basics.html>
- ⁷⁹ Non-categorical delays are referred as general delays in a child's development that affect areas like cognition, speech, motor skills, or social-emotional development, but are not associated with a specific diagnosis or condition.
- ⁸⁰ A speech and language impairment encompasses communication disorders, including but not limited to stuttering, impaired articulation, language deficits, or voice-related issues. Autism is defined as a developmental disability with a significant impact on both verbal and nonverbal communication as well as social interaction, typically manifesting before the age of three. IDEA: Sec. 300.8 (c) (11). Retrieved from <https://sites.ed.gov/idea/regs/b/a/300.8/c/11>
- ⁸¹ Children reported to have a disability are children identified to have an IEP or an IFSP.
- ⁸² Redd, Z., Thomson, D., & Moore, K.A. (2024). Poverty matters for children's well-being, but good policy can help. Child Trends. Retrieved from <https://www.childtrends.org/publications/poverty-matters-childrens-well-being-policy>
- ⁸³ Ibid.
- ⁸⁴ If a family's total income is less than the poverty threshold, that family and every individual in it is considered in poverty. Poverty thresholds include income from sources such as earnings, unemployment compensation, public assistance, rents, and other types of outside assistance. The federal poverty thresholds do not vary by geographic location but are updated for inflation. Retrieved from <https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>
- ⁸⁵ U.S. Department of Health and Human Services. Office of Disease Prevention and Health Promotion. Healthy People 2030. Poverty. Retrieved from <https://health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/poverty>

-
- ⁸⁶ Thomson, D., Ryberg, R., Harper, K., Fuller, J., Paschall, K., Franklin, J., & Guzman, L. (2022). Lessons from a Historic Decline in Child Poverty. Child Trends. Retrieved from <https://www.childtrends.org/publications/lessons-from-a-historic-decline-in-child-poverty>
- ⁸⁷ U.S. Census, American FactFinder, Poverty Status in the Past 12 Months, 2022: ACS Five-Year Estimate Subject Tables, Table S1701. Retrieved from https://data.census.gov/table/ACSST5Y2022.S1701?q=S1701&g=040XX00US06_050XX00US06037_010XX00US
- ⁸⁸ Includes the income of the householder and all individuals 15 years old and over in the household. Median income divides the income distribution into two equal parts: one-half of households falling below the median income and the other half above the median. Retrieved from <https://www.census.gov/quickfacts/fact/note/US/INC110221>
- ⁸⁹ U.S. Census, American FactFinder, and Median Household Income in the Past 12 Months (In 2022 Inflation-Adjusted Dollars), 2022: ACS 1 Year Estimate Subject Tables, Table B19013. Retrieved from https://data.census.gov/table?q=B19013&g=010XX00US_040XX00US06_050XX00US06037,06059,06065,06071,06073,06083
- ⁹⁰ Ibid.
- ⁹¹ U.S. Census, American FactFinder, Median U.S. Income in the Past 12 Months (in 2022 Inflation-Adjusted Dollars), 2022: ACS 1-Year Estimate Subject Tables, Table S1903. Retrieved from https://data.census.gov/table/ACSST1Y2022.S1903?q=income&t=Race%20and%20Ethnicity&g=010XX00US_040XX00US06_050XX00US06037
- ⁹² Employment Development Department. State of California. *Employment by Industry Data*. Retrieved from <https://labormarketinfo.edd.ca.gov/data/employment-by-industry.html>
- ⁹³ Economic Policy Institute. (2024). *Family budget calculator: Budget factsheets*. <https://www.epi.org/resources/budget/budget-factsheets/#/206>
- ⁹⁴ California Housing Partnership. 2024. *Los Angeles County 2024: Affordable Housing Needs Report*. Retrieved from https://chpc.net/wp-content/uploads/2024/05/Los-Angeles_Housing_Report.pdf
- ⁹⁵ Ibid.
- ⁹⁶ U.S. Census, American FactFinder, Gross Rent as A Percentage of Household Income in the Past 12 Months, 2023: ACS 1-Year Estimate Subject Tables, Table B25070. Retrieved from <https://data.census.gov/table/ACSST1Y2023.B25070?q=B25070&g=050XX00US06037>
- ⁹⁷ As mentioned above in the Enrollment section, new Head Start regulations published in the Federal Register on August 21, 2024, now allow programs to deduct “excessive housing costs” that exceed 30% of a family’s annual income for the purposes of determining income eligibility
- ⁹⁸ California Housing Partnership. 2024. *Los Angeles County 2024: Affordable Housing Needs Report*. Retrieved from https://chpc.net/wp-content/uploads/2024/05/Los-Angeles_Housing_Report.pdf
- ⁹⁹ Los Angeles Homeless Services Authority. June 2024. *2024 Greater Los Angeles Homeless Count (Long Version)*. Retrieved from <https://www.lahsa.org/documents?id=8164-2024-greater-los-angeles-homeless-count-results-long-version-.pdf>
- ¹⁰⁰ California Housing Partnership. 2024. *Los Angeles County 2024: Affordable Housing Needs Report*. Retrieved from https://chpc.net/wp-content/uploads/2024/05/Los-Angeles_Housing_Report.pdf
- ¹⁰¹ The 2023 Los Angeles County Health Survey sampled 9,372 adults and 7,391 children in Los Angeles County.
- ¹⁰² Los Angeles County Department of Public Health. (2023). *Los Angeles County Health Survey*. <http://publichealth.lacounty.gov/ha/>
- ¹⁰³ Los Angeles County Department of Public Health. (2023). *Health data trends*. http://www.publichealth.lacounty.gov/ha/HA_DATA_TRENDS.htm
- ¹⁰⁴ Los Angeles County Department of Public Health. (2023). *Los Angeles County Health Survey*. <http://publichealth.lacounty.gov/ha/>
- ¹⁰⁵ Centers for Disease Control and Prevention. (2024). Childhood obesity facts. Retrieved September 9, 2024, from <https://www.cdc.gov/obesity/php/data-research/childhood-obesity-facts.html>
- ¹⁰⁶ Los Angeles County Department of Public Health. (2024, April 24). *Los Angeles County Department of Public Health unveils enhanced community health profiles*. County of Los Angeles. <https://lacounty.gov/2024/04/24/los-angeles-county-department-of-public-health-unveils-enhanced-community-health-profiles/>

¹⁰⁷ Puffer, M. (2022, March 22). *Dental disease starts young, so should oral healthcare*. The Los Angeles Trust for Children’s Health. <https://www.thelatruster.org/articles/dental-disease-starts-young-so-should-oral-healthcare>

¹⁰⁸ Ibid.

¹⁰⁹ Data populated from PIR Enterprise reports for each program year.

¹¹⁰ Only Head Start Preschool data is available. Data populated from PIR Enterprise reports for each program year.

¹¹¹ Demographic Report on Health and Mental Health Equity in California. Reporting Data through October 2021 to the Legislature and the People of California by the Office of Health Equity. Sacramento, CA: California Department of Public Health; October 2023. Retrieved from https://www.cdph.ca.gov/Programs/OHE/CDPH%20Document%20Library/HERSS/Demographic_Report_on_Health_and_Mental_Health_Equity_2023_ADA.pdf

¹¹² Centers for Disease Control and Prevention. Children’s Mental Health. Data and Statistics on Children’s Mental Health. Retrieved from <https://www.cdc.gov/childrensmentalhealth/data.html>.

¹¹³ Holt, W. 2022 Edition – Mental Health in California. DMA Health Strategies. California Health Care Foundation. Retrieved from <https://www.chcf.org/publication/2022-edition-mental-health-california/#related-links-and-downloads>

¹¹⁴ Ibid.

¹¹⁵ Data collected is based on a randomly selected, representative sample of 7,391 Los Angeles County children (0-17 years old).

¹¹⁶ Department of Public Health. 2023 LA County Health Survey. Indicator 2.6 – Parental Perceptions of Risks. Respondent’s Mental Health. Parents/Guardians/Decisions Makers/Primary Caretakers At Risk for Major Depression. Retrieved from http://publichealth.lacounty.gov/ha/HA_DATA_TRENDS.htm#CC_c23

¹¹⁷ The Patient Health Questionnaire-2 (PHQ-2) was used as the initial screening measure for major depression.

¹¹⁸ Data collection conducted by UCLA. 111 surveys (80%) completed during delegate agency Policy Council meetings.

¹¹⁹ Head Start Policy and Regulations. Head Start Program Performance Standards. 1302.45 Supports for mental health and well-being. U.S. Department of Health and Human Services. Head Start Early Childhood Learning and Knowledge Center. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-45-supports-mental-health-well-being>

¹²⁰ U.S. Department of Agriculture. Food Security in the United States. Measurement. Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx>

¹²¹ de la Haye, K., Wasim, N., Livings, M., et al. (2023). Food Insecurity in Los Angeles County, July 2023. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/09/FoodInsecurityinLACounty_ResearchBrief_July2023_Final.pdf

¹²² Gallegos D, Eivers A, Sondergeld P, Pattinson C. Food Insecurity and Child Development: A State-of-the-Art Review. *Int J Environ Res Public Health*. 2021 Aug 26;18(17). Retrieved from <https://www.mdpi.com/1660-4601/18/17/8990>

¹²³ Key, J. (2020). USC Dornsife College of Letters, Arts and Sciences. *Food insecurity expands below low-income Angelenos, striking 1 in 4 in Los Angeles County households during first months of pandemic*. Retrieved from <https://dornsife.usc.edu/news/stories/3316/public-exchange-covid-19-food-insecurity-los-angeles-county/>

¹²⁴ Ibid.

¹²⁵ de la Haye, K., Wasim, N., Livings, M., et al. (2023). Food Insecurity in Los Angeles County, July 2023. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/09/FoodInsecurityinLACounty_ResearchBrief_July2023_Final.pdf

¹²⁶ Low Income households defined as <300% of FPL.

¹²⁷ Food insecurity rate in 2023 is statistically equivalent to high rate seen at the onset of COVID-19 pandemic in 2020. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/09/FoodInsecurityinLACounty_ResearchBrief_July2023_Final.pdf

¹²⁸ Department of Public Health. Health Assessment Unit. 2023 Los Angeles County Health Survey. Food Insecurity (individual level)- Overall. Retrieved from <http://publichealth.lacounty.gov/ha/LACHSDataTopics2023.htm#Child23>

-
- ¹²⁹ de la Haye, K., Wasim, N., Livings, M., et al. (2023). Food Insecurity in Los Angeles County, July 2023. Research Brief. USC Dornsife Public Exchange. Retrieved from https://publicexchange.usc.edu/wp-content/uploads/2023/09/FoodInsecurityinLACounty_ResearchBrief_July2023_Final.pdf
- ¹³⁰ A food assistance provider refers to an organization that helps people in need access food. Some examples include emergency kitchens, food pantries, community centers, hospitals, and schools.
- ¹³¹ de la Haye, K., Wilson, J., Bruine de Bruin, W. et al. (2021). Enough to Eat: The Impact of COVID-19 on Food Insecurity and the Food Environment in L.A. County April 2020-September 2021. Recommendations from the First 18 Months of the Pandemic to Strengthen our Food Systems. Report originally published in October 2021 and amended in June 2022. UCS Dornsife Public Exchange. Retrieved from <https://publicexchange.usc.edu/wp-content/uploads/2021/10/Enough-to-Eat.pdf>
- ¹³² In rural areas, a food desert refers to a low-income area where 20% or more of residents are 10 miles from a supermarket.
- ¹³³ Glantz, L. (2023, June 16). *Spatial inequities in transit access across Los Angeles: Understanding that not all LA neighborhoods have access to reliable transit systems.* <https://storymaps.arcgis.com/stories/f3c705df94684e98978f1e20d5614928>
- ¹³⁴ Metro. (n.d.). *Survey results.* <https://www.metro.net/about/survey-results/>
- ¹³⁵ Glantz, L. (2023, June 16). *Spatial inequities in transit access across Los Angeles: Understanding that not all LA neighborhoods have access to reliable transit systems.* <https://storymaps.arcgis.com/stories/f3c705df94684e98978f1e20d5614928>
- ¹³⁶ Ibid.
- ¹³⁷ Ibid.
- ¹³⁸ Ibid.
- ¹³⁹ Ibid.
- ¹⁴⁰ Centers for Disease Control and Prevention, National Center for Health Statistics. (2023). *Vital statistics rapid release report no. 35: Provisional 2022 infant mortality rates.* U.S. Department of Health and Human Services. <https://www.cdc.gov/nchs/data/vsrr/vsrr035.pdf>
- ¹⁴¹ Centers for Disease Control and Prevention. *Nativity, 2016-2023 Request.* CDC WONDER. <https://wonder.cdc.gov/nativity.html>
- ¹⁴² *Master Plan for Early Learning and Care: California for All Kids* (December 2020). <https://cdn-west-prod-chhs-01.dsh.ca.gov/chhs/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf>
- ¹⁴³ Universal PreKindergarten FAQs. California Department of Education. Retrieved from <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- ¹⁴⁴ Leung-Gagne, M., Wang, V., Melnick, H., Mauerman, C. (2023). How are California School Districts Planning for Universal Prekindergarten? Results From a 2022 Survey. Learning Policy Institute. Retrieved from: <https://learningpolicyinstitute.org/product/california-universal-prekindergarten-2022-survey-report#:~:text=Universal%20Prekindergarten%20Delivery%20Models&text=A%20majority%20of%20LEAs%20report,Start%2C%20and%20expanded%20learning%20programs.>
- ¹⁴⁵ Universal PreKindergarten. California's Great Start. Resources for Providers. Family and Community Engagement. Retrieved from <https://cauniversalprek.org/resources/>
- ¹⁴⁶ California Department of Education. Universal Prekindergarten FAQs. Retrieved from <https://www.cde.ca.gov/Ci/gS/em/kinderfaq.asp#what-is-upk-and-how-is-it-related-to-universal-transitional-kindergarten-utk-updated-27-may-2022>
- ¹⁴⁷ California Department of Education. Universal Prekindergarten FAQs. Retrieved from <https://www.cde.ca.gov/Ci/gS/em/kinderfaq.asp#what-is-upk-and-how-is-it-related-to-universal-transitional-kindergarten-utk-updated-27-may-2022>
- ¹⁴⁸ Universal PreKindergarten. California's Great Start. Resources for Providers. Family and Community Engagement. Retrieved from <https://cauniversalprek.org/resources/>
- ¹⁴⁹ Information for Families. Universal PreKindergarten. Retrieved from <https://cauniversalprek.org/families/>
- ¹⁵⁰ Ibid.
- ¹⁵¹ California Expands Child Care and Pre-K Options. Tracking Progress, Achieving Fairness. Berkeley Children's Forum (2024). Retrieved from <https://researchconnections.org/childcare/resources/203146>

¹⁵² Jones, C., Yee, E. (2024). California added a new grade for 4-year-olds. Are parents enrolling their kids? K-12 Education. Cal Matters. Retrieved from <https://calmatters.org/education/k-12-education/2024/07/transitional-kindergarten/>

¹⁵³ Ibid.

¹⁵⁴ TK enrollment was estimated using Kindergarten class size as proxy and adjusting for the share of eligible birthdays for TK each year. Retrieved from <https://calmatters.org/education/k-12-education/2024/07/transitional-kindergarten/>

¹⁵⁵ Wang, v., Leung-Gagné, M., Melnick, H., & Wechsler, M. E. (2024). Universal prekindergarten expansion in California: Progress and opportunities. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/universal-prekindergarten-expansion-california-report>

¹⁵⁶ UPK Mixed Delivery Quality and Access Report. March 2024. Early Education Division. Opportunities for All Branch. Retrieved from <https://www.caeducatorstogether.org/groups/bzsgmy7y/upk-mixed-delivery-quality-and-access-workgroup>

¹⁵⁷ Assembly Bill 210 (Chapter 62, Stats. 2022). Education Code Section 8320. Retrieved from <https://legiscan.com/CA/text/AB210/id/2600056>

¹⁵⁸ UPK Mixed Delivery Quality and Access Report. March 2024. Early Education Division. Opportunities for All Branch. Retrieved from <https://www.caeducatorstogether.org/groups/bzsgmy7y/upk-mixed-delivery-quality-and-access-workgroup>

¹⁵⁹ Daily, S., Hirilall, A. (2023). Identifying Families' Needs and Preferences and Their Barriers to Accessing Preschool. Child Trends. Retrieved from <https://drive.google.com/file/d/1AarSRct7D5qd3Y9RqsDMEWupO2IFQCeT/view>

¹⁶⁰ Ibid.

¹⁶¹ Catalyst California. 2023. CDE UPK Workgroup Memo (February and April 2023). Memo developed for the UPK Mixed Delivery Quality and Access Workgroup. Retrieved from <https://drive.google.com/file/d/1UoEvxcQK3PrK4TXI9lhqaShrgwBMYB5v/view>.

¹⁶² Ibid.

¹⁶³ Early Educator Pay & Economic Insecurity Across the States. The Early Childhood Workforce Index 2020. Center for the Study of Child Care Employment. Retrieved from <https://cscce.berkeley.edu/workforce-index-2020/the-early-educator-workforce/early-educator-pay-economic-insecurity-across-the-states/>

¹⁶⁴ The Early Childhood Educator Workforce. (2020). Early Educator Pay & Economic Insecurity Across the States. Center for the Study of Child Care Employment. Retrieved from <https://cscce.berkeley.edu/workforce-index-2020/the-early-educator-workforce/early-educator-pay-economic-insecurity-across-the-states/>

¹⁶⁵ Ibid.

¹⁶⁶ Liu, L, Joseph,G.E., Taylor, J.M., et al. Early Childhood Educators Pay Equity: A Dream Deferred (2023).Early Childhood Education Journal. Retrieved from <https://link.springer.com/content/pdf/10.1007/s10643-023-01600-w.pdf>

¹⁶⁷ The Younger the Child, the Lower the Pay for Early Educators. Center for the Study of Child Care Employment. Retrieved from <https://cscce.berkeley.edu/wp-content/uploads/2018/08/2018-Index-Infographics.pdf>

¹⁶⁸ Ibid.

¹⁶⁹ Surveys conducted in Los Angeles County at two time points, 2020 and 2023.

¹⁷⁰ The Early Care and Education Workforce and Workplace in Los Angeles County. A Longitudinal Analysis, 2020-2023 (January 2024). Center for the Study of Child Care Employment. University of California Berkeley. Retrieved from <https://cscce.berkeley.edu/publications/report/la-county-workforce-study/>

¹⁷¹ Ibid.

¹⁷² Sample of center teachers in California include 394 participants.

¹⁷³ Federal Register. Supporting the Head Start Workforce and Consistent Quality Programming. A Rule by the Health and Human Services Department on 08/21/2024. Retrieved from <https://www.federalregister.gov/documents/2024/08/21/2024-18279/supporting-the-head-start-workforce-and-consistent-quality-programming>

¹⁷⁴ Ibid.

¹⁷⁵ The Early Care and Education Workforce and Workplace in Los Angeles County. A Longitudinal Analysis, 2020-2023 (January 2024). Center for the Study of Child Care Employment. University of California Berkeley. Retrieved from <https://cscce.berkeley.edu/publications/report/la-county-workforce-study/>

¹⁷⁶ Ibid.

¹⁷⁷ The Early Care and Education Workforce and Workplace in Los Angeles County. A Longitudinal Analysis, 2020-2023 (January 2024). Center for the Study of Child Care Employment. University of California Berkeley. Retrieved from <https://cscce.berkeley.edu/publications/report/la-county-workforce-study/>

¹⁷⁸ Head Start Policy and Regulations. Head Start Program Performance Standards. 1302.90 (e). Personnel policies. U.S. Department of Health and Human Services. Head Start Early Childhood Learning and Knowledge Center. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-90-personnel-policies>

¹⁷⁹ Ibid.

¹⁸⁰ Assembly Bill 1930 Teaching Credentials: Child Development Associate Teacher Permit: renewal. California Legislative Information. Retrieved from https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1930

¹⁸¹ Liu, L, Joseph, G.E., Taylor, J.M., et al. Early Childhood Educators Pay Equity: A Dream Deferred (2023). Early Childhood Education Journal. Retrieved from <https://link.springer.com/content/pdf/10.1007/s10643-023-01600-w.pdf>

¹⁸² This is a professional development and credentialing program that has long been a part of LACOE's professional development, offered to both family service specialists/advocates and parents.

Board Meeting – November 12, 2024

Item VII. Recommendations

C. Appointment to California School Boards Association (CSBA) Delegate Assembly

The Superintendent recommends that the Los Angeles County Board of Education take action to appoint a representative to the CSBA Delegate Assembly.

On October 25, 2024, we received communication from CSBA regarding a Call for Nominations to CSBA's Delegate Assembly. Currently, Dr. Monte E. Perez is the representative for the CSBA Delegate Assembly. His appointment expires in 2025.

LACOE's appointment to the Delegate Assembly will be from April 1, 2025 to March 31, 2027).

What is the CSBA Delegate Assembly:

Member boards elect representatives to the California School Boards Association's Delegate Assembly. The Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices of education, the Board of Directors and the Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices throughout the state. The Delegate Assembly is composed of Delegates who are elected and appointed by local board members in 21 geographic regions throughout the state.

Board Meeting – November 12, 2024

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – November 12, 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
November 2024 - June 30, 2025**

NOVEMBER 12	2024	NOVEMBER 12 (Cont'd)	2024
<p>2:30 p.m. Study Session: Universal Pre-K and Career Development</p> <p>3:00 Board Meeting</p> <p>Public Hearing: <u>Public Hearing Regarding the Classified Employee's Appointee to Personnel Commission</u></p> <p>Rpt: <u>Update on the Business Enhancement System Transformation (BEST) Project</u></p> <p>Rpt: Williams Legislation Annual Report of Findings for the 2023-24 School Visits and Monitoring (Enclosure)</p> <p>Consent Rec: Adoption of Board Resolution No. 23: National Special Education Day, December 2, 2024</p> <p>Consent Rec: Adoption of Board Resolution No. 24: International Migrants Day, December 18, 2024</p> <p>Consent Rec: Approval for Disposal of Surplus E-Waste and Recycle Property</p> <p>Consent Rec: <u>Acceptance of Project Funds No. 24</u></p> <p>Consent Rec: <u>Acceptance of Project Funds No. 25</u></p> <p>Consent Rec: <u>Acceptance of Project Funds No. 26</u></p> <p>Consent Rec: <u>Acceptance of Project Funds No. 27</u></p> <p>Consent Rec: <u>Acceptance of Project Funds No. 28</u></p> <p>Consent Rec: <u>Acceptance of Project Funds No. 29</u></p> <p>Rec: Approval of Board Resolution No. 25: 2024-25 Establishing Institutional Membership in the Association of California County Boards of Education</p> <p>Rec: Approval of Head Start and Early Learning Division Community Assessment with Attached Staff Report</p> <p>Rec: <u>Approval of Student Board Members for 2024-25 with Attached Staff Report</u></p> <p>Rec: Appointment to California School Boards Association (CSBA) Delegate Assembly</p> <p>Rec: <u>LACOE 2025 State Legislative Agenda</u></p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Anh N. v. Los Angeles USD (Vietnamese Interpreter) 2. Han T. V. Los Angeles USD (Vietnamese Interpreter) 3. Denny Z. v. San Marino USD (Mandarin Interpreter) 4. Derry Z. v. San Marino USD (Mandarin Interpreter) 5. Ruby L. v. Alhambra USD (Mandarin Interpreter) 6. Daniel F. v. Los Angeles USD (Spanish Interpreter) 7. Lester G. v. Los Angeles USD (Spanish Interpreter) 8. Diana P. M. v. Covina Valley USD (Spanish Interpreter) 9. Liam B. v. Wiseburn USD 10. Annabella L. v. Azusa USD 11. Julia K. v. Torrance USD 12. Gio L. v. Torrance USD 13. Zelda C. v. Torrance USD 14. Isaiah C. v. Hawthorne SD 15. Sofia G. v. Hawthorne SD 16. Grace H. v. El Segundo USD 17. Sergio M. v. Los Angeles USD 18. Alice T. v. Los Angeles USD 19. Marcell S. v. Los Angeles USD 20. Amir M. v. Los Angeles USD 21. Melody M. v. Los Angeles USD 22. Amelia M. v. Los Angeles USD 23. Tyanna K. v. Los Angeles USD 24. Enrique R. v. Los Angeles USD 25. Caleb S. v. Los Angeles USD 26. Asher H. v. v. Los Angeles USD 27. Sashay D. v. Los Angeles USD 		<p>Interdistrict Attendance Appeals (Cont'd)</p> <ol style="list-style-type: none"> 28. Isaiah T. v. Los Angeles USD 29. Leonie D. v. Los Angeles USD 30. Scarlett M. v. Los Angeles USD 31. Derrick S. v. Los Angeles USD 32. Mia J. v. Los Angeles USD 33. Ziv P. v. Los Angeles USD 34. Keionia G. v. Los Angeles USD 35. Jeremiah G. v. Los Angeles USD 36. Zoe G. v. v. Los Angeles USD 37. Ava G. v. Los Angeles USD 38. Elijah B. v. Los Angeles USD 39. Leah B. v. Los Angeles USD 40. Sadie H. v. Los Angeles USD 41. Daniel H. v. Los Angeles USD 42. Sa'Myrah G. v. Los Angeles USD 43. Mariah G. v. Los Angeles USD 44. Maliah G. v. Los Angeles USD <p>NOVEMBER 19</p> <p>2:30 Study Session: <u>Mental Health Initiatives</u></p> <p>3:00 Board Meeting</p> <p>Rec: <u>Approval of Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application with Attached Staff Report</u></p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Josiah T. v. ABC USD 2. Trinity K. v. Los Angeles USD 3. Catalina V. v. Los Angeles USD 4. Thomas F. v. Los Angeles USD 5. Celeste C. v. Los Angeles USD 6. Dylan P. v. Los Angeles USD 7. Scarlett P. v. Los Angeles USD 	

DECEMBER 3**2024**

2:30 p.m. Study Session: Introduction of Board Members Responsibilities under the Head Start Act and Program Performance Standards

3:00 Board Meeting

Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2024-25 with Attached Staff Report

Interdistrict Attendance Appeals

1. Felix C. v. Los Angeles USD (Spanish Interpreter)
2. Jemma Z. v. Long Beach USD
- ~~3. Benjamin L. v. Lawndale ESD~~
4. Cheyenne F. v. Azusa USD
5. Kanybek H. v. Santa Monica Malibu USD
6. Hailey A. v. Inglewood USD
7. Alexander A. v. Inglewood USD
8. Mezzi J. v. Culver City USD
9. Grace'Lynn G. v. Los Angeles USD
- ~~10. Sadora B. v. Los Angeles USD~~
11. Justin M. v. Los Angeles USD
- ~~12. Robert F. v. Los Angeles USD~~
13. Maddox V. Los Angeles USD
14. Anthony H. v. Los Angeles USD
15. Quentin B. v. Los Angeles USD
16. Genesis T. v. Los Angeles USD
17. Eduard H. v. Los Angeles USD
18. Adrianna L. v. Los Angeles USD
19. Wenceslao S. v. Los Angeles USD
20. Faye D. v. Los Angeles USD
21. Jaylinn R. v. Los Angeles USD
- ~~22. Richele R. v. Los Angeles USD~~
- ~~23. Richard R. v. Los Angeles USD~~
- ~~24. Nathan M. v. Los Angeles USD~~
- ~~25. Brian M. v. Los Angeles USD~~
- ~~26. Josiah C. v. Los Angeles USD~~
- ~~27. Jonah C. v. Los Angeles USD~~
- ~~28. Joseph C. v. Los Angeles USD~~

DECEMBER 10**2024**

2:30 Board Audit Committee Meeting

3:00 Board Meeting

Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2024 (Enclosure)

Rec: Approval of First Interim Report 2024-25 With Attached Staff Report (Enclosure)

Rec./Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for *Magnolia Science Academy, Grades 6-12 Pursuant to Education Code Section 47607*

Rec./Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for *Magnolia Science Academy-2, Grades 6-12 Pursuant to Education Code Section 47607*

Rec: Approval of Head Start and Early Learning Division 2025-26 State Programs Continued Funding Application with Attached Staff Report

Interdistrict Attendance Appeals

1. Rafael B. v. Lennox SD (Spanish Interpreter)
2. Jonathan L. v. Inglewood USD (Spanish Interpreter)
3. Jean K. L. v. Inglewood USD (Spanish Interpreter)
4. Junaid K. v. Inglewood USD
5. Maxine F. v. Long Beach USD
6. Charles G. v. Long Angeles USD
7. Elianna T. v. Los Angeles USD
8. Jaiden M. v. Los Angeles USD
9. Brianna A. v. Los Angeles USD
10. Rima M. v. Los Angeles USD
11. Robert M. v. Los Angeles USD
12. Kenzo C. v. Los Angeles USD
13. Hana C. V. Los Angeles USD

DECEMBER 17

2:30 Study Session: Analysis of what is preventing districts/charters from exiting out of Technical Assistance and Support

3:00 Board Meeting

Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2025

Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2025

Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2025

Rec./Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for *Magnolia Science Academy-3, Grades 6-12 Pursuant to Education Code Section 47607*

Interdistrict Attendance Appeals

1. Ruby L. v. Alhambra USD (Mandarin Interpreter)

<p>JANUARY 7 2025 3:00 Board Meeting Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2024 Interdistrict Attendance Appeals 1. <u>Benjamin L. v. Lawndale ESD</u></p>	<p>JANUARY 14 2025 3:00 Board Meeting Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December __, 2025 Rpt: Local Control and Accountability Plan Parent Engagement Update Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)</p> <p>JANUARY 21 3:00 Board Meeting Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February __, 2025- <i>CWSS</i> Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2025 Consent Rec: Adoption of Board Resolution No. 29 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions</p>
---	--

11/12/24

<p>FEBRUARY 4 2025 3:00 Board Meeting</p> <p>FEBRUARY 11 <u>2:30 Study Session: Mental Health Initiatives</u> 3:00 Board Meeting Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education</p>	<p>FEBRUARY 18 2025 3:00 Board Meeting Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Rpt: Preview of 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women's History Month, March 2025 Rec: Approval of Educational Programs 2024-25 Textbooks and Instructional Materials Disposal List</p>
--	---

<p>MARCH 4 2025 3:00 Board Meeting Rpt: Report on Policies Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2025 as Public Schools Month</p> <p>MARCH 11 3:00 Board Meeting Rec: Approval of First Reading of Policies Rec: Approval of Second Interim Report 2024-25 With Attached Staff Report (Enclosure)</p>	<p>MARCH 18 2025 3:00 Board Meeting Presentation: Visual and Performing Arts Presentation Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as “Sexual Assault Awareness Month” and April ____, 2025 as “Denim Day” at the Los Angeles County Office of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2025 Consent Rec/Bd. Res.: Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2025 Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2024 Rec: Approval of Second Reading and Adoption of Policies Rec: 2023-24 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report Rec: 2024-25 Approval of Head Start/Early Head Start 2025-26 Consolidated Funding Application with Attached Staff Report</p>
--	---

11/12/24

<p>APRIL 1 2025 3:00 Board Meeting</p> <p>APRIL 8 2:30 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2025</p>	<p>APRIL 15 2025 3:00 Board Meeting Presentation: 2024-25 Los Angeles County Academic Decathlon Winners Rpt: Update on the Business Enhancement System Transformation (BEST) Project Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May __, 2025, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May ____, 2025 as Classified School Employees Week in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: May Day, May __, 2025 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2025, as National School Nurse Day Consent Rec: Adoption of Board Resolution No. __: to recognize May 2025, as National Foster Care Month Consent Rec: Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2025 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2025 as Harvey Milk Day Consent Rec: Adoption of Board Resolution No. __: National Mental Health Month, May 2025 Consent Rec: Adoption of Board Consent Rec: Resolution No. __ to Recognize May as Jewish American Heritage Month Rpt: Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report</p>
--	--

<p>MAY 6 3:00 Board Meeting Presentation: Day of the Teacher 2025</p>	<p style="text-align: right;">2025</p> <p>MAY 13 3:00 Board Meeting Presentation: Recognition of Classified School Employees Week Presentation: Recognition of the 2025 Los Angeles County Spelling Bee Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>MAY 20 3:00 Board Meeting Presentation: History Day Awards 2025 Presentation: Recognition of 2024-25 Science and Math Competition and Other Events Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2025 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2025</p>
---	---

11/12/24

<p>JUNE 3 3:00 Board Meeting Rpt: Budget Report – Estimated Actuals Rpt: Report on Policies Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2025 Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 10 3:00 Board Meeting Public Hearing: Local Control and Accountability Plan (LCAP) Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA) Public Hearing: 2025-26 Proposed Budget Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure) Rec: Approval of First Reading of Policies Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p>	<p style="text-align: right;">2025</p> <p>JUNE 17 3:00 Board Meeting Presentation: Academic Bowl 2025 Rpt: LCFF Local Indicator Report Consent Rec: Adoption of Board Resolution No. __: 2025-26 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – BS Rec: Approval of Second Reading and Adoption of Policies Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2025-26 Proposed Budget Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>
---	---

11/12/24

Board Meeting – November 12, 2024

Item IX. Interdistrict and Expulsion Appeal Hearings

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

Final decisions on Interdistrict Attendance Appeals

On October 2, 15, 16, 17, 18, 23, and 30, 2024, the Administrative Hearing Consultant heard the appeal(s). The consultant’s findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

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

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Denny Z. ^	Mrs. Marian Chiara	8	Mrs. Enhui (Grace) Lin and Mr. Guowen Zhao, parents	Alhambra USD	Ms. Claudia Velasquez, Educational Services Registrar	<u>San Marino USD</u>
2. Derry Z. ^	Mrs. Marian Chiara	6	Mrs. Enhui (Grace) Lin and Mr. Guowen Zhao, parents	Alhambra USD	Ms. Claudia Velasquez, Educational Services Registrar	<u>San Marino USD</u>
3. Liam B.	Mr. Tom Steele	6	Mrs. Aisha Bernabé and Mr. Justin Bernabé, parents	Hawthorne SD	Dr. Monique Ingram, Executive Director of Student Support Services	<u>Wiseburn USD</u>
4. Julia K.	Mrs. Melissa Schoonmaker	K	Mr. Hassan Khalil and Mrs. Amal Aoude, parents	Los Angeles USD	Mr. Jon Pearson, Director of Student Services	<u>Torrance USD</u>
5. Zelda C.	Mr. Kevin Givan	TK	Mrs. Analisis Young Armant, mother	Los Angeles USD	Mr. Jon Pearson, Director of Student Services	<u>Torrance USD</u>
6. Grace H.	Mrs. Marian Chiara	7	Mr. Nabil Haniss and Mrs. Amira Haniss, parents	Wiseburn USD	Ms. Marisa Janicek, Director of Educational Services	<u>El Segundo USD</u>

^Interpreter Requested