

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

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

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

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No. 28: 2024-2025

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Board Meeting

May 13, 2025

2:30 p.m.

Ms. Garoupa

STUDY SESSION: Community Schools Initiative (CSI) – 2:30 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Johnson

A. Call to Order

Mr. Cross

B. Pledge of Allegiance

Dr. Duardo

C. Ordering of the Agenda

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

III. PRESENTATIONS

Dr. Duardo

A. Recognition of May 18–May 24, 2025 as Classified School Employee Week in Los Angeles County

Dr. Duardo

B. Recognition of the 2025 Winners of the Los Angeles County Regional Spelling Bee

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS (None)

VI. CONSENT CALENDAR RECOMMENDATIONS (None)

VII. RECOMMENDATIONS

Ms. Andrade

A. Adopt the Superintendent's Recommendation to Deny the Charter for *Crete Academy Charter School, Grades TK-6*: Appeal of a Renewal Petition Previously Denied by Los Angeles Unified School District Board of Education with Attached Report

Dr. Ramirez

B. Approval of Head Start and Early Learning Division Standards of Conduct with Attached Staff Report

Dr. Ramirez

C. Approval of Head Start and Early Learning Division Budget Revision with Attached Staff Report

Dr. Duardo

D. Approval of Position Recommendation Report PRR 1.0 – May 2025

VIII. INFORMATIONAL ITEMS

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

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Johnson A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance
Appeals (Closed Session) (Enclosure)
1. James D. v. Monrovia USD

- Dr. Johnson **X. ADJOURNMENT**

Board Meeting – May 13, 2025

Item	Study Session
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A.	Community Schools Initiative (CSI)
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The Division of Wellbeing and Support Services will lead a Study Session regarding LACOE's Community Schools Initiative.

Supplemental Resources (*please click **Link** to access document*)



Community Schools Initiative (CSI) Board Study Session

May 13, 2025

Agenda



- 1 Background of the LACOE Community Schools Initiative
- 2 Impact of the LACOE Community Schools Initiative
- 3 Voices from the Field: Los Padrinos Juvenile Court School, Lynwood High School & Lynwood Unified School District
- 4 Questions & Answers



Background of the LACOE Community Schools Initiative

LACOE Community Schools Initiative (CSI) Timeline



2019

LACOE CSI launched in 15 high schools in 15 districts; Division created



PANDEMIC

2020

Pandemic shifted focus to basic needs, supports and mental health

2021

Added a LACOE alternative school to the original pilot sites

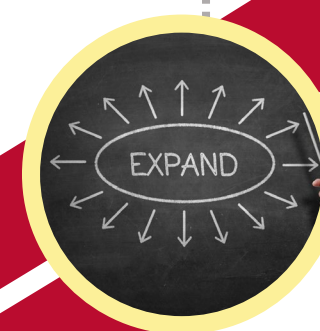


2022

Additional funding from the California Community School Partnership Program (CCSPP) as Implementation Grantee; Selected as the Greater L.A. Regional Transformational Assistance Center (R-TAC)

2023

Expansion to additional schools & R-TAC launch



2024

Focus on implementation in 23 LACOE led sites and transformational assistance with over 460 CCSPP grantees



LACOE CSI Districts

15 School Districts

- Antelope Valley Union HSD
- Azusa USD
- Baldwin Park USD
- Bassett USD
- Bellflower USD
- Compton USD
- Duarte USD
- Inglewood USD
- LACOE Schools
- Lynwood USD
- Montebello USD
- Norwalk-La Mirada USD
- Paramount USD
- Pomona USD
- Santa Monica-Malibu USD



23 Schools



Community School Implementation Grantees in L.A. County (Cohorts 1, 2, 3)

94
Local
Educational
Agencies

- 64 Charter Management Organizations
- 30 Districts

464
Schools

- 134 Charters
- 330 Non-Charter Schools

200K+
Students

262,252
Students Enrolled
(2023-24)



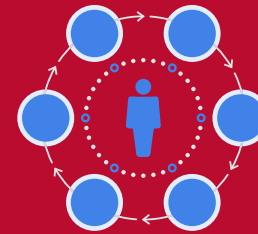
LACOE CSI Services

Implementation of Community Schools



Through funding from the California Community Schools Partnership Program (CCSPP) and L.A. County Department of Mental Health (DMH), LACOE CSI continues to implement the community schools framework at 15 districts.

Support Services through CSI



Additional services are provided to some schools, such as mental health supports through the Mental Health Student Services Act (MHSSA), and to newcomer students through the California Department of Social Services (CDSS).

Regional Transformational Assistance



LACOE CSI was awarded the Regional Transformational Assistance Center (R-TAC) grant and receives support from the Greater Los Angeles Education Foundation to provide technical support related to the CCSPP to all districts across the county.

Community Schools: A California Definition

California's Community School Partnership Program (CCSPP) Framework defines Community Schools as an:

- Equity-driven school transformation strategy
- Builds on assets within schools to better understand and serve the holistic needs of their unique student populations
- Extends beyond the coordination of integrated student services towards transforming academic and social emotional education outcomes for California's most vulnerable students
- Rooted in the four commitments and pillars for community schools





Four Pillars

- Integrated student supports
- Family and community engagement
- Collaborative leadership and practices
- Extended learning time and opportunities

Four Cornerstone Commitments

- Assets-driven and strengths-based practice
- Racially just and restorative school climates
- Powerful, culturally proficient and relevant instruction
- Shared decision-making and participatory practices

Four Key Conditions of Learning

- Supportive environmental conditions
- Productive instructional strategies
- Social and emotional learning (SEL)
- System of supports

Four Key Proven Practices

- Community asset mapping and gap analysis
- Community school coordinator
- Site-based and LEA-based Advisory Councils
- Integrating and aligning with other relevant programs



The Four Cornerstone Commitments in Action

Strategies to Support L.A. County Schools



The R-TAC conducted **67** learning opportunities, with an additional **10** planned for this year.



R-TAC has engaged **3,128** total attendees — representing **745** unique individuals —through our learning opportunities.



The R-TAC has engaged in **459** support activities with grantees across the region.

Cornerstone Commitments Journey Feedback

“Understanding the *assets of [our] school community* and using them as a *foundation* for our work is an important message to share with others doing similar work.”

- Attendee of Subregional Community of Transformational Practice, San Gabriel Valley East Region

“This information is pertinent to anyone in education... all schools need to implement Restorative Justice and *create safer spaces* by having important *conversations about racial injustice and community*.”

- Community Schools Teacher on Special Assignment, West & South Bay Region

“Especially in the work that we do, it’s so important for us to have spaces to explore how we are furthering *school climates that are racially just and restorative*.”

- Assistant Superintendent of Educational Services, West & South Bay Region

Reflection and Learnings

- CCSPP framework challenges traditional mindsets, priorities and practices
- Initiative overload and administrative burden is real
- Resources and continued sustainability



LACOE Community Schools Initiative Implementation



25,336

STUDENTS

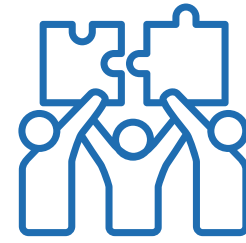
SERVED IN

23 LACOE CSI SCHOOLS

2024-25 Focus Areas

- Strengthen cornerstone commitments to guide community schooling
- Coherence and alignment
- Increase direct support to students and families
- Continuous Improvement
- Expanding community schools in our juvenile court schools

2024-25 LACOE CSI Site Goals



School Climate (Students, Parents or Staff)



Academics



Attendance



Student Needs



Post graduation plans

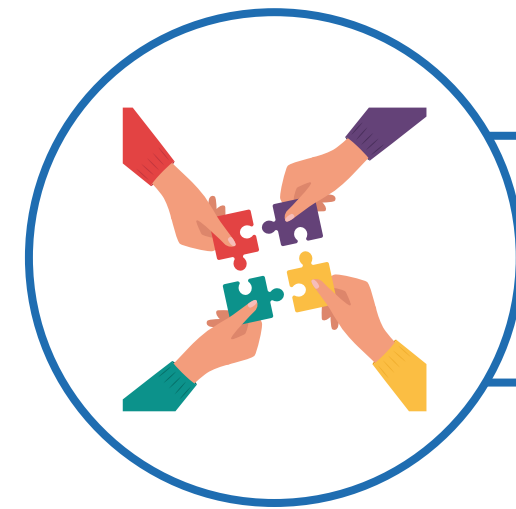
Support and Services

July 1, 2024 - April 10, 2025



524 Shared Decision-Making Meetings

2,766 Family Support Cases



87 New Partnerships



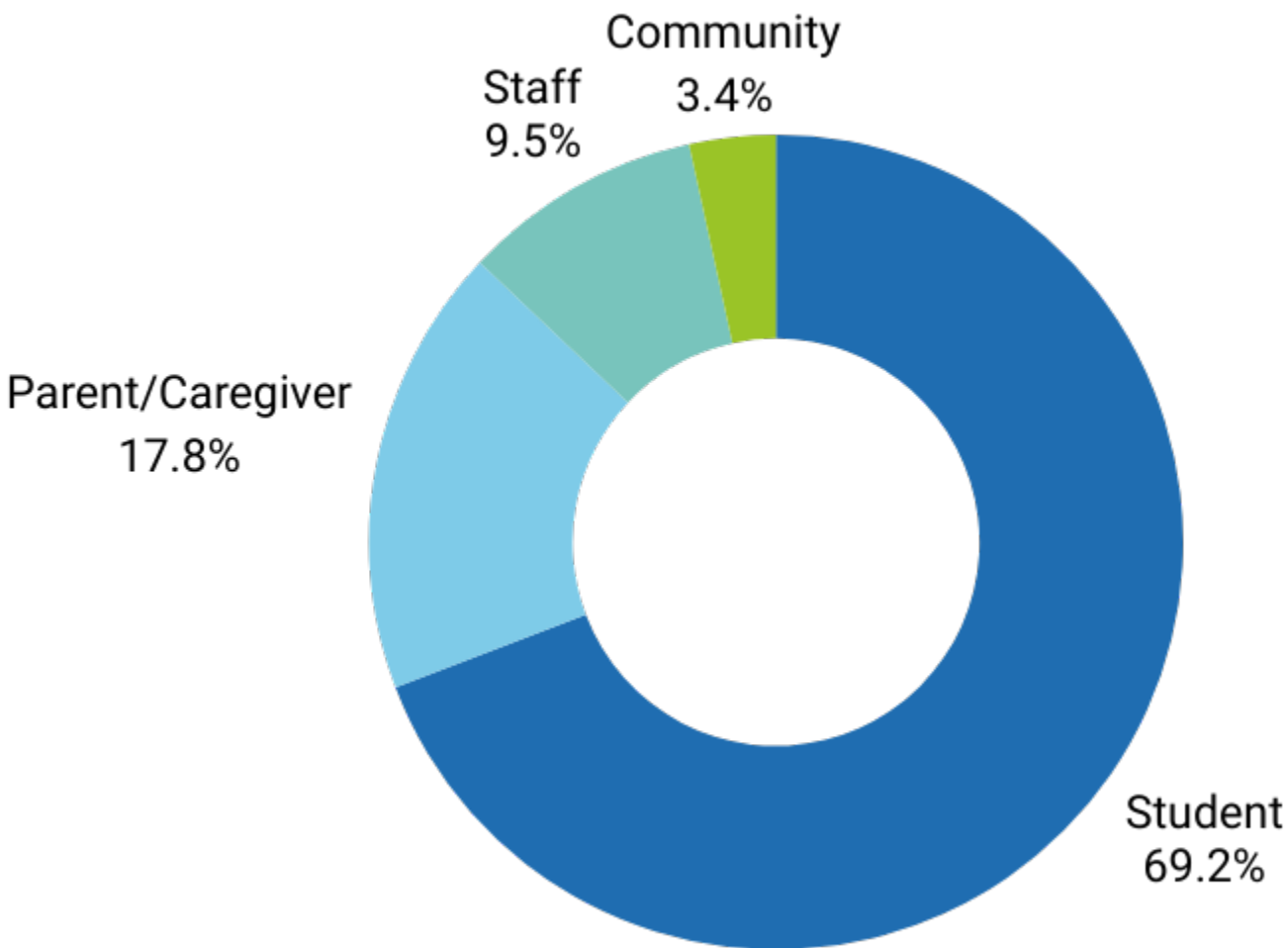
Support and Services

July 1, 2024 - April 10, 2025

488

Workshops & Trainings

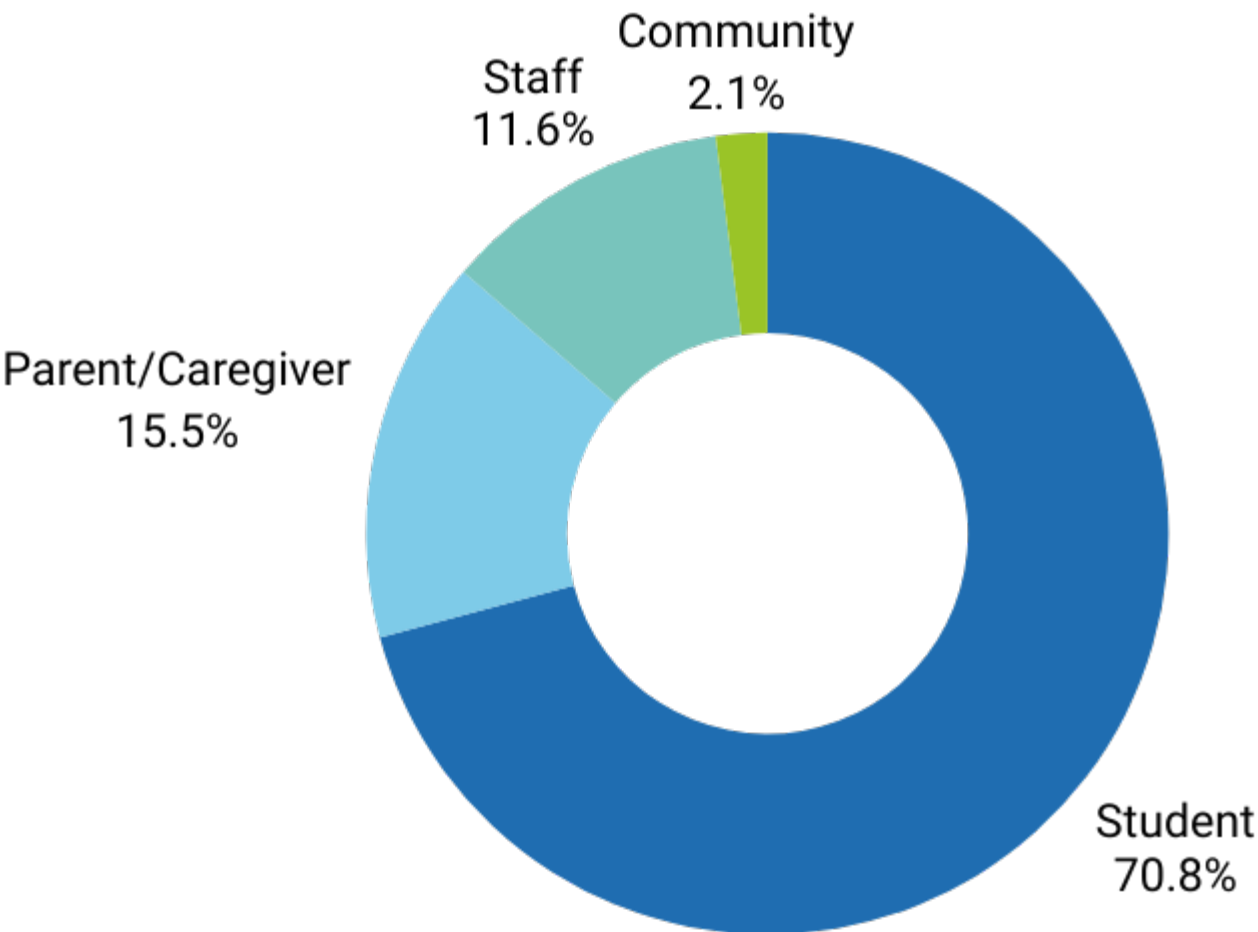
Participation by Interest Holders in Workshops & Trainings



258

Informational Presentations

Participation by Interest Holders in Informational Presentations



Parent University Workshops (2024 -25)



Baldwin Park High School



Ganesha High School



Bassett High School

"Thank you for bringing to us these workshops which help us to raise our children to reach their personal and academic goals" Lynwood High School Parent.

LACOE CSI Assistance to Schools

During the L.A. Fires & Immigration Enforcement

CSI teams provided **direct emotional and mental health support** as well as **resources** to school staff, parents and students.

CSI collaborated with LACOE divisions, LEAs and schools uplifting the community schools framework.

January 2025: LACOE Immigration Training Workshops

LACOE is hosting virtual training opportunities focused on providing support to students and families facing immigration-related concerns.

Please register and share this with your administrators, educators and staff. These sessions are designed to equip them with the knowledge and resources needed to navigate complex situations and uphold students' rights within our schools.

To accommodate various schedules, sessions will be held during multiple dates and times through Friday, Jan. 17. [View the flyer for more details.](#)

LACOE is also developing a toolkit to provide further support to school districts in addressing these complex issues. The toolkit will be shared soon but in the meantime, if you have questions, please visit [LACOE's website](#) or contact Fredy Ruiz, LACOE's Immigrant Relations Coordinator at 562-922-6519 or ruiz_fredy@lacoedu. We look forward to your participation.

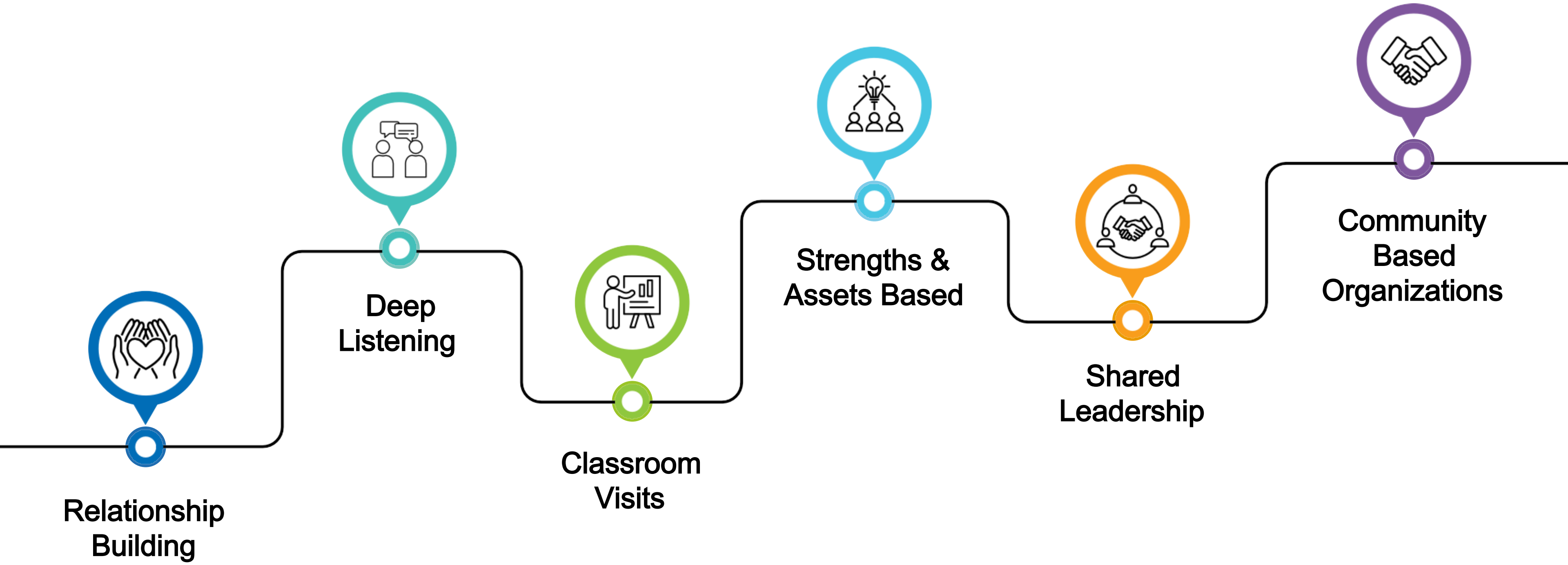
[Register Now](#)



Voices From The Field

Los Padrinos Juvenile Court School

Community Schools Journey at Los Padrinos



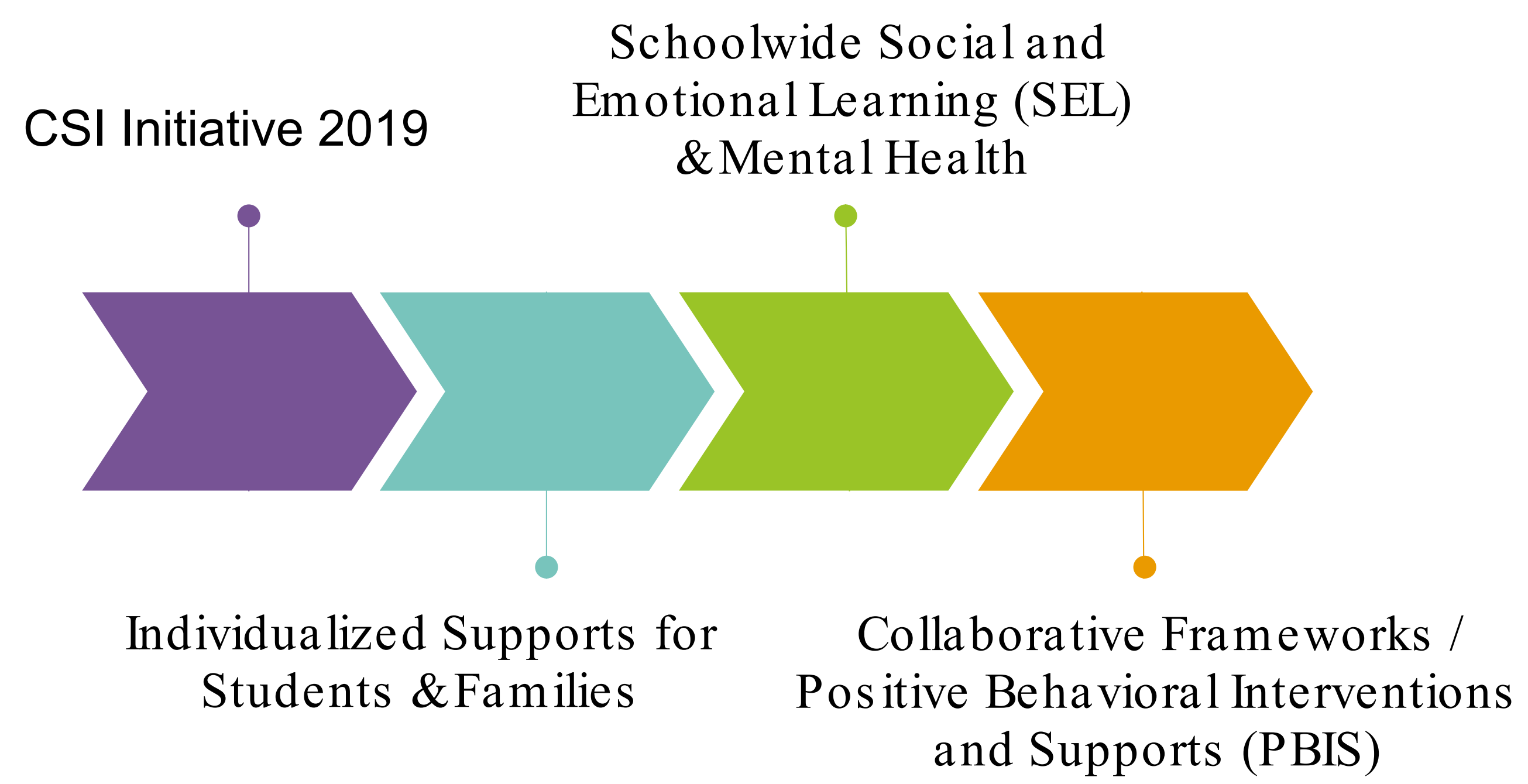


Lynwood High School Lynwood Unified School District



Lynwood High Community School

Overview and Highlights





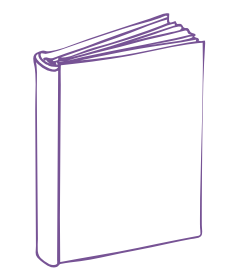
Individualized Supports for Students



Case Management
Individualized Support for Student Growth



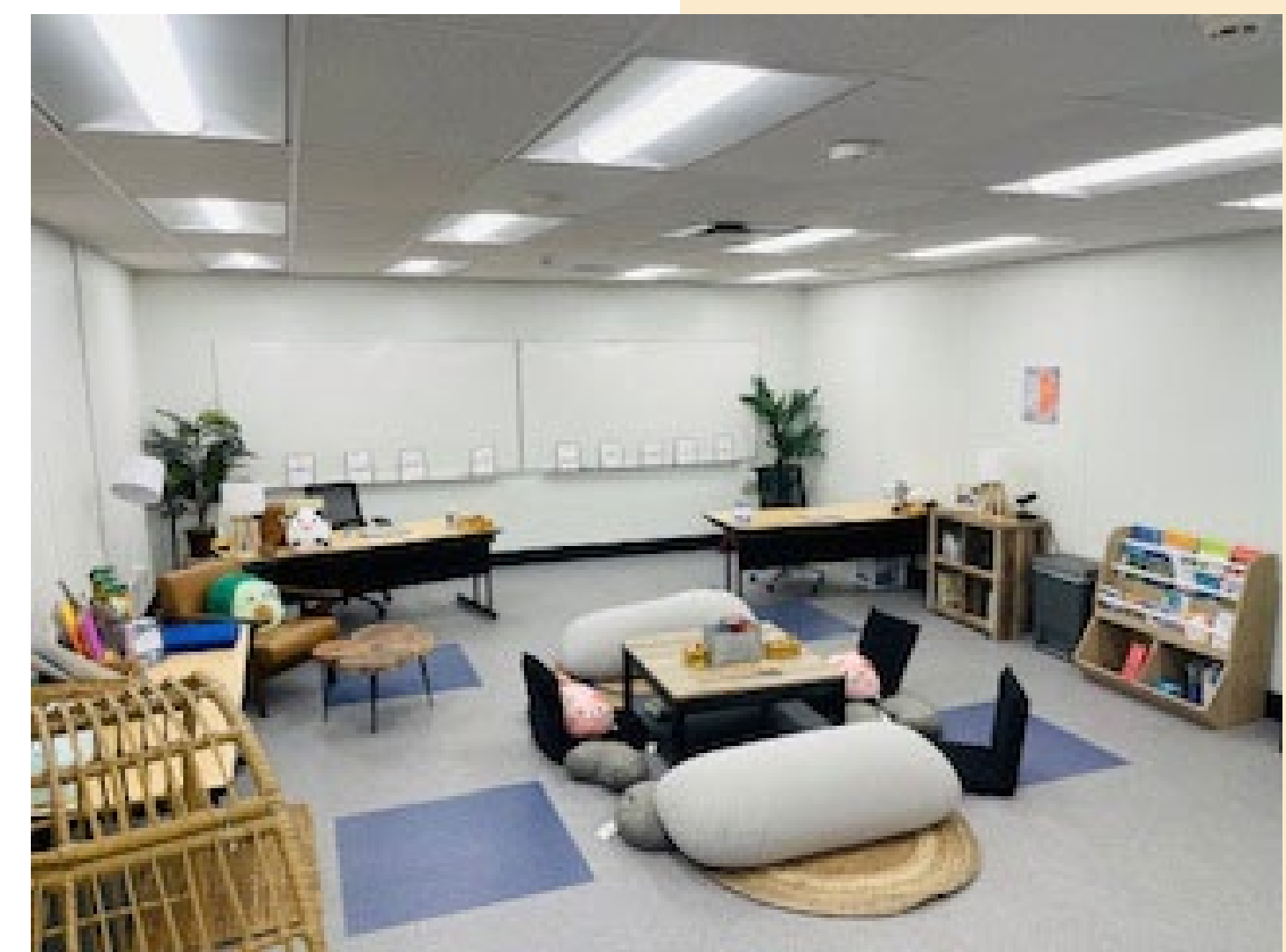
Home Visits
Family engagement



Academic Support
Targeted in-class support to enhance student achievement

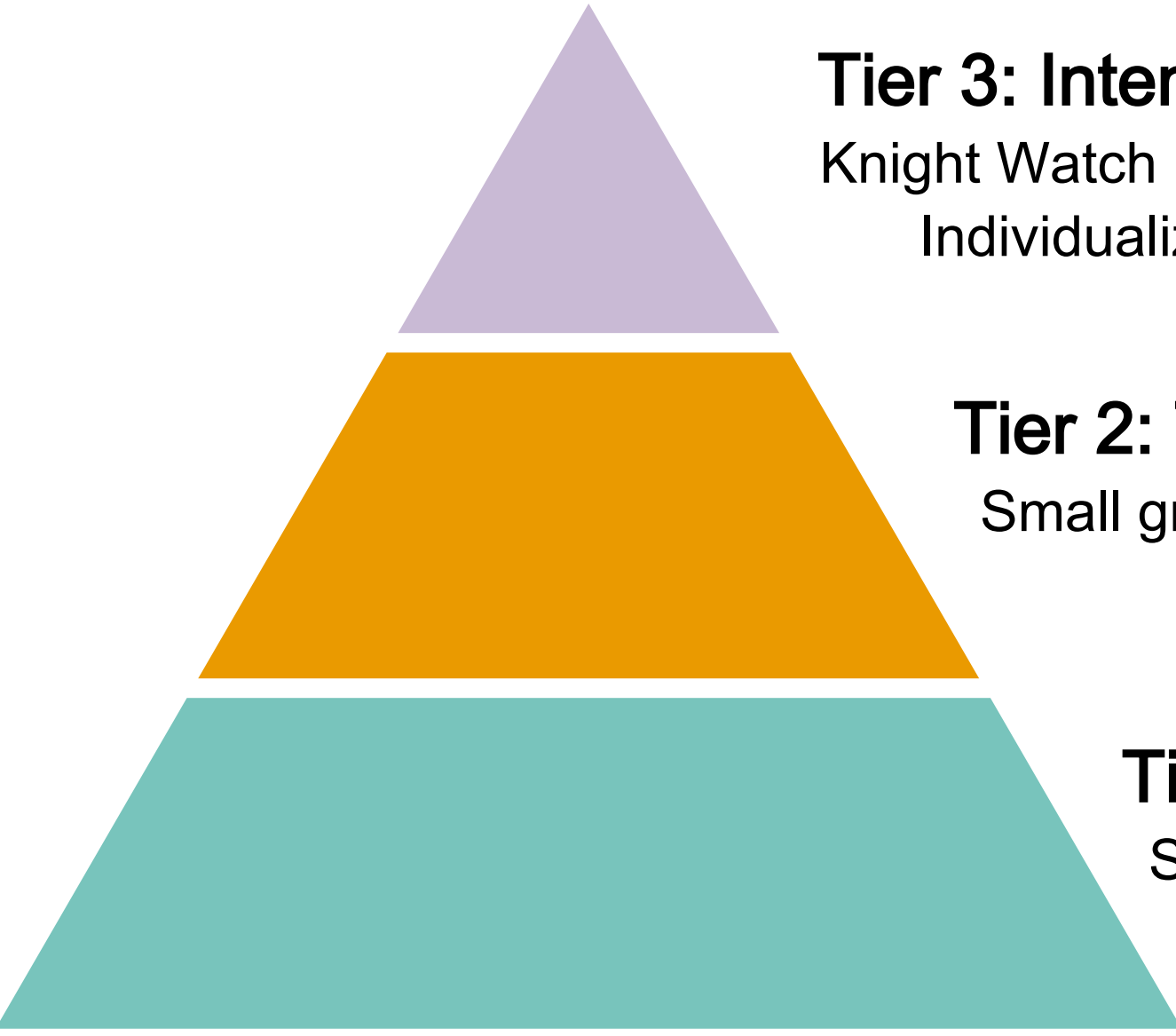


Basic Needs
Community Closet and resource linkage



Collaborative Frameworks

Community Schools Advancing Positive Behavioral Interventions and Supports (PBIS) Implementation



Tier 3: Intensive Support
Knight Watch Referral System -
Individualized supports

Tier 2: Targeted Support
Small group interventions for
students

Tier 1: Universal Support
Schoolwide expectations and
SEL curriculum





Schoolwide SEL/ Mental Health Resources





Thank You/ Questions

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Board Meeting – May 13, 2025

Item III. Presentations

A. Recognition of May 18–May 24, 2025 as Classified School Employee Week in Los Angeles County

The County Board recognizes “Classified School Employee Week.”

On April 15, 2025, the Los Angeles County Board of Education adopted Resolution No. 54, thereby proclaiming the week of May 18–24, 2025, to be Classified School Employee Week in Los Angeles County. This year’s theme is: Classified Professionals: Indispensable, Inspiring & Invincible.

In honor of all classified employees, and especially LACOE’s own dedicated classified staff, the resolution will be highlighted at today’s Board meeting.

Damita Carey, LACOE Chief Steward of SEIU Local 99, and Deidra Williams, President of CSEA Chapter 624, will participate in the Board meeting and accept the honorary presentation on behalf of their members.

Board Meeting – May 13, 2025

Item III. Presentations

B. Recognition of the 2025 Winners of the Los Angeles County Regional Spelling Bee

The Superintendent and County Board will recognize the first and second place winners of the Los Angeles County Regional Spelling Bee. Forty-two districts/charter/private schools sent their district level spelling bee champions to vie for spots in both the California State Elementary Spelling Bee and the Scripps National Spelling Bee. The top spellers are recognized for their excellence in spelling and vocabulary development, as well as their achievement in the competition.

Danielle Mitchell, Director, Division of Curriculum and Instructional Services (CIS) and Leslie Zoroya, Project Director, Reading/Language Arts, CIS, will be available during the recognition of competition winners.

Item VII. Recommendation / Public Hearing

A. Adopt the Superintendent's Recommendation to Deny the Charter for *Crete Academy Charter School, Grades TK-6*: Appeal of a Renewal Petition Previously Denied by Los Angeles Unified School District Board Of Education with Attached Report

a. Staff Findings on the Renewal Petition for *Crete Academy Charter School, Grades TK-6*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

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

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated Crete Academy as a low performing school. As such, renewal criteria is determined by EC 47607.2(a). Critical components of the applicable laws are as follows:

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

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

EC 47607.2(a)(4) The chartering authority shall consider the following factors and may renew a charter that meets the criteria in paragraph (1) or (2) only upon making both of the following written

factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

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

(C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).

EC 47607.2(a)(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

EC 47607.2(c)(1) Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

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

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

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only renew the

petition if it provides written findings addressing the reasons for the renewal.

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

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

LACOE staff will present the report to the County Board.

Crete Academy Charter School Petition for Renewal designated as Low Performing		Meets Requirements
EC 47607.2(a): A designation of Low Performing is a presumptive denial.		
EC 47607.2(a): Renewal for a 2-year term may occur only if the following are true:		
Finding 1	The charter school is taking meaningful steps to address the underlying causes of low performance.	No
	Written Plan	No
	Clear and Convincing Evidence	No
Additional Finding if Taking Meaningful Steps		
EC 47607(e): Not Unlikely to Successfully implement		
Finding 2	Free of Governmental Factors	N/A
	Free of Fiscal Factors	N/A
	Serving All Students	N/A

- b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) take action to deny the renewal of *Crete Academy Charter School, Grades TK-6*.

The complete Report of the Findings of Fact on the renewal petition for *Crete Academy Charter School, Grades TK-6*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: May 13, 2025

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

BACKGROUND INFORMATION

The petition for *Crete Academy Charter School* is to renew the charter for grades TK-6. The current enrollment is approximately 342 students. The school has two (2) locations: 6103 Crenshaw Blvd. Los Angeles, 90043 (serving approximately 200 students) and 1729 W. Martin Luther King Jr. Blvd., Los Angeles, 90062 (serving approximately 150 students); both sites are located within the geographic boundary of the Los Angeles Unified School District (LAUSD). Crete Academy was authorized by LAUSD on November 15, 2016. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025. This is its first request for renewal.

On October 17, 2024, the petition to renew Crete Academy was submitted to LAUSD, seeking a two-year term (July 1, 2025 to June 30, 2027). On January 14, 2025, the LAUSD Board of Education denied the charter renewal petition and adopted the District's Findings of Fact in Support of Denial. On February 13, 2025, Crete Academy submitted its charter petition on appeal to the Los Angeles County Board of Education (County Board).

Crete Academy is operated by the 501(c)(3) nonprofit public benefit corporation, Crete Academy, Inc. This organization operates only one school.

Mission and Vision: The petition states the charter school's mission is: "To provide a rigorous, college preparatory education to historically underserved TK-6 students."

The school's **vision** is "One day, the cycle of poverty will end and children who once were homeless and living in poverty will be leaders of this world."

Students Served by the School: Crete Academy serves students in grades TK-6, and the petition states enrollment is drawn mainly from South Central Los Angeles and its neighboring communities.

The 2023-24 enrollment at Crete Academy was approximately 342 students on two (2) private leased facilities as listed above. The petition describes Crete Academy enrollment demographics as: 30.4% Hispanic or Latino; 54.4% African American or Black; 87.7% Socioeconomically Disadvantaged Students (SED); 8.2% Students with Disabilities (SWD); 7.3% English Learners (ELs); 21.1% Homeless Youth (HY) and 2.6% Foster Youth (FY).

Staff Findings on the Renewal for Crete Academy Charter School

**Table 1: Crete Academy 2023-2024
Enrollment by Ethnicity**

Student Groups	Number Enrolled	Percent of Total Enrollment
All	342	100%
AA/Black	186	54.4%
American Indian	2	0.6%
Asian	0	0%
Filipino	0	0%
Hispanic	104	30.4%
Pac Islander	0	0%
Two or more	2	0.6%
White	1	0.3%

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

**Table 2: Crete Academy 2023-2024
Enrollment by Student Group**

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	25	7.3%
Foster	9	2.6%
Homeless	72	21.1%
SED	300	87.7%
SWD	28	8.2%

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

Table 3: Crete Academy Enrollment by Year and Grade

Year	TK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
2017-18	NA	36	25	19	16	11	6	11	124
2018-19	NA	45	25	25	25	21	18	10	169
2019-20	NA	40	40	25	25	25	21	24	200
2020-21	NA	15	20	40	24	23	20	13	155
2021-22	NA	50	28	25	43	27	24	22	219
2022-23	NA	78	54	43	30	52	38	35	330
2023-24	18	53	49	54	49	41	50	28	342

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 2-19-25

Reason for Denial by the Local District

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

EC 47607.2(a) Charter School shall not renew as a Low Performing charter school based on performance indicators and pursuant to the statutory renewal framework.

The LAUSD Board found that Charter School has not taken meaningful steps to address the underlying causes of low performance. Additionally, there is no clear and convincing evidence, demonstrated by verified data, that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each school year, nor strong postsecondary outcomes equal to similar peers.

Pursuant to the requirements of *EC* section 47607.2, and identified as Low Performing by the State based on Criterion 2, the District may renew the petition **only** upon making **both** of the following written factual findings:

Staff Findings on the Renewal for Crete Academy Charter School

- A. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the Charter School; **and**
- B. There is clear and convincing evidence, demonstrated by verified data, showing either:
 - (i) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
 - (ii) Strong postsecondary outcomes equal to similar peers.

For reasons, including those outlined below, the District was unable to make the statutory findings to meet both of the above requirements to recommend renewal.

1. Charter School's Written Plan Does Not Address Underlying Cause(s) of Low Performance.

- A. The charter school's Action Plan does not include meaningful steps the charter school is taking regarding improved student performance, nor does it identify or address the underlying cause(s) of charter school's low performance.
- B. The actions in Crete Academy's Plan describe typical systems and operational practices of charter schools in general, as opposed to specifying actions targeted to the schools unique population of students.

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

The verified data provided by Crete Academy does not provide clear and convincing evidence showing the charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

***EC 47605(c)(2):** The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

1. Crete Academy has failed to effectively monitor and address academic achievement progress over the course of the charter term.

- A. The California Department of Education (CDE) has identified Crete Academy as a Low Performing charter school under Criterion 2.
- B. In the previous seven (7) years, Crete Academy's (LAUSD) Annual Performance-Based Oversight Visit reports show the charter school did not earn a rating higher than 2 (Developing) in Student Achievement and Educational Performance, and earned a rating of 1 (Unsatisfactory) in 2023-2024.

2. The Crete Academy Governing Board and School Leadership are demonstrably unlikely to successfully implement the program considering the consistent and ongoing areas of non-compliance that have necessitated tiered intervention over the course of the charter term.

Staff Findings on the Renewal for Crete Academy Charter School

There are concerns with the ongoing operations as noted in 14 Notices of concern and Notices to cure since 2018. LAUSD staff raised concerns regarding Crete Academy's operational management's ability to solve persistent problems.

Response from the Petitioner

The petitioner provided a written response to the findings adopted by the LAUSD Board and submitted it as part of the petition package. The response was considered during the review process.

Appeal to the Los Angeles County Board of Education

Crete Academy submitted its renewal petition to the County Board on February 13, 2025. The County Board held a Public Hearing to determine support for the petition on March 18, 2025. At the Public Hearing, ten (10) people spoke in support of the school: four (4) parents; three (3) students, two (2) members of the public, and one (1) staff member. One representative from LAUSD spoke in opposition to the school's rationale for renewal.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

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

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

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

CHARTER RENEWAL ELIGIBILITY

Statutory Framework and Criteria for Renewal²

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

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?

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

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

Staff Findings on the Renewal for Crete Academy Charter School

2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

Crete Academy is designated as Low Performing under *EC 47607.2(a)* for Evaluation Purposes.³

Low Performing *EC 47607.2(a)*

A charter school designated as “Low Performing” shall not be renewed per *EC 47607.2 (a)(1)*. A charter school is considered “Low Performing” if either of the following apply for the two (2) consecutive years immediately preceding renewal:

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

OR

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

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

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

AND

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

OR

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

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

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

LOS ANGELES COUNTY OFFICE OF EDUCATION FINDINGS OF FACT

Finding 1: The charter school did not meet the renewal criteria specified in *EC 47607.2(a)*, for a school designated within the low performance category.

1. The Action Plan does not adequately address declines in student achievement and does not identify meaningful steps to address underlying causes of low performance.
 - A. The Plan and petition mentions using "differentiated" instruction but does not detail how this impacts students and despite this strategy being used over the course of their petition, it has not proven effective, as indicated by California Dashboard achievement data.
 - B. The Plan lacks detailed strategies for addressing underperformance and the school's own inability to boost academic achievement.
 - C. The Plan fails to identify or address the underlying causes of 'Low Performance' and there do not appear to be concrete steps to address severely low math and literacy skills.
2. Crete Academy has not effectively monitored and addressed academic achievement progress over the course of the charter term.
 - A. Crete Academy data shows significant declines for the past two (2) years, for all students and significant student groups, on the California Dashboard in English Language Arts (ELA) and Math.
 - B. After reviewing past performance and comparing Crete Academy with LAUSD and the State, it is clear that Crete Academy leadership has failed to use targeted instructional strategies and interventions to address student performance in ELA and Math. The school lacks capacity to collect, organize and interpret verifiable data to help student groups at all grade levels.

Crete Academy was identified in the Low Performance category by the CDE. This classification of Low Performing requires the use of verifiable data for renewal consideration. The school's submitted data could not be effectively utilized in this renewal consideration pursuant to *EC 47607.2(c)* because the school was unable to provide metrics that met the definition of verifiable data required by the CDE.

In reviewing schoolwide performance and performance of all numerically significant student groups on the California School Dashboard, Crete Academy has not attained measurable increases in academic achievement and has failed to provide clear and convincing evidence that students are making one year's progress for each year in school.

Crete Academy serves students in grades TK-6, and as such, its California School Dashboard consists of the following indicators: academic performance on the California Assessment of Student Performance and Progress (CAASPP) in ELA and Math, English Learner Progress Indicator (ELPI); Chronic Absenteeism Indicator; Suspension Rate Indicator; and Local Indicators. Extensive data tables of these indicators are available in Appendix C. An analysis and summary of these tables are provided below.

Crete Academy Performance Indicators on the California School Dashboard Compared to State

As indicated below in Table 4, Crete Academy performed lower than the State for all students and all significant student groups in ELA for the past three (3) years. The Distances from Standard (DFS) are lower for all students and all significant student groups during this time period. See Appendix C, tables B, C, & D for additional data.

Staff Findings on the Renewal for Crete Academy Charter School

Table 4: Crete Academy ELA Distance From Standard Compared to the State

	2022	2023	2024
Indicator	ELA		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Lower
Hispanic or Latino	Lower	Lower	Lower
Homeless Youth	Lower**	Lower**	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the State average?	NO	NO	NO
(**)-Less than 30 students, not a numerically significant student group. Source: Summary of CA School Dashboard https://www.caschooldashboard.org/ Retrieved 3-5-25 Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C			

Crete Academy also performed lower in Math than the State for all students and all but one significant student group for the past three (3) years. The single exception was in 2022, where African American (AA) student performance was higher than the State DFS by (0.3). The AA student group was still 106.3 points below standard. See Appendix C, tables E, F, & G for additional data.

Table 5: Crete Academy Math Distance From Standard Compared to the State

	2022	2023	2024
Indicator	Math		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Higher	Lower	Lower
Hispanic or Latino	Lower	Lower	Lower
Homeless Youth	Lower**	Lower**	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or above the State average?	NO	NO	NO
(**)-Less than 30 students, not a numerically significant student group. Source: Summary of CA School Dashboard https://www.caschooldashboard.org/ Retrieved 3-5-25 Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C			

Crete Academy had a higher ELPI percentage than the State in 2022 & 2024 and a lower percentage than the State in 2023. However, Crete Academy did not have enough students to meet the numerically significant threshold to be considered for accountability purposes.

Staff Findings on the Renewal for Crete Academy Charter School

Table 6: Crete Academy English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	NPL**	94.4	14	57.1	50.3	6.8	Higher**
2023	NPC**	93.5	21	33.3	48.7	-15.4	Lower**
2024	NPC**	100	20	65	45.7	19.3	Higher**

*** – Student groups must have at least 30 or more students in both the current and prior year status denominator of the State indicator to receive a Performance Level (color)
 "NPL" – No Performance Level available
 "NPC" – No Performance Color available
 Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-19-25

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

For renewal purposes, in order to demonstrate measurable increases in areas of chronic absenteeism and suspension rate, the majority of numerically significant student groups must be same or lower than the State for the past three (3) reporting years.

Crete Academy had chronic absenteeism rates lower than the State for all students and student groups in 2022 & 2023. In 2024, the schools' chronic absenteeism rates were higher than the State for all students, but lower than the State for three (3) of the five (5) student groups.

Table 7: Crete Academy Chronic Absenteeism Percent Compared to the State

	2022	2023	2024
Indicator	Chronic Absenteeism		
Status Metric	Percent Chronically Absent		
All Students	Lower	Lower	Higher
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Lower
Hispanic or Latino	Lower	Lower	Lower
Homeless Youth	Lower**	Lower	Lower
Socioeconomically Disadvantaged	Lower**	Lower	Higher
Students with Disabilities	Lower	Lower	Higher
Are all students and the majority of the numerically significant student groups performing at or below the State average?	YES	YES	NO

(**)-Less than 30 students, not a numerically significant student group
 Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 2-19-25
 Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C

Staff Findings on the Renewal for Crete Academy Charter School

The rate of suspension at Crete Academy was lower than the State rate for all students and all student groups for all three (3) Dashboard years.

Table 8: Crete Academy Suspension Rate Percent Compared to the State

	2022	2023	2024
Indicator	Suspension Rate		
Status Metric	Percent of Students Suspended at Least One Day		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Lower
Hispanic or Latino	Lower	Lower	Lower
English Learners	Lower**	Lower**	Lower
Homeless Youth	Lower**	Lower	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Lower**	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or below the State average?	YES	YES	YES
(**)-Less than 11 students, not a numerically significant student group Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-19-25 Comprehensive Suspension data including student groups and state comparison is available in Appendix C			

All Local Indicators⁴ were met for the past three years.

Table 9: Crete Academy Local Indicators

	2022	2023	2024
	Local Indicators		
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 2-19-25			

Crete Academy Performance on Verified Data

Crete Academy has been utilizing Renaissance STAR (RenSTAR), Dibels, and Early STAR Literacy assessments as a source of internal data. Early STAR Literacy and Dibels are not CDE approved assessments for verified data submission. During the capacity interview, petitioners struggled to provide an explanation to the whereabouts of their internal data. Crete Academy eventually submitted an assortment of data for 2021-22, 2022-23, and 2023-24 academic years from the three (3) different providers.

⁴ Per EC 52064.5, local indicators are self-assessed and self-reported by LEAs.

Charter School Academic Assessment and Data Reporting Deficiencies

The petitioners demonstrate significant deficiencies in their academic assessment practices and data reporting that fail to meet state requirements for charter school oversight purposes. These issues can be categorized into several critical areas:

1. Failure to Use State-Approved Metrics and Data Sources

The school consistently failed to use state-approved metrics for academic assessment. Instead of reporting Student Growth Percentile (SGP) as required by the State, they improperly report the percent proficient in the RenSTAR assessment documentation. Additionally, the school has submitted data from non-approved assessment systems (LEXIA, Dibels, and Fountas and Pinnell) that cannot be accepted as Verified Data under state guidelines, which have been clearly outlined and required since AB1505's enactment.

2. Inconsistent and Unreliable Data Reporting

For the 2021-22 school year, the school provided direct RenSTAR reports; however, these contained internal inconsistencies, with mismatched numbers of students tested and students meeting expectations across different reports. For the 2022-23 and 2023-24 academic years, the school failed to provide any direct reports from RenSTAR, instead submitting self-generated tables and charts without necessary supporting documentation from the publisher.

3. Poor Data Presentation and Analysis

The school's reporting demonstrates a concerning lack of analytical capability and consistency:

- A. No participation rates are provided for any assessments
- B. No analysis of academic strengths or weaknesses is included
- C. Reporting formats change year-to-year (pie charts vs. bar charts) with inconsistent metrics
- D. Report titles frequently do not match their content (e.g., "Homeless Students" reports containing data for different student groups)

4. Inappropriate Classification of Student Groups

The school uses outdated or incorrect terminology for student groups: "English as a Second Language" instead of current classifications; "at risk students" without proper definition; and "Americans with Disabilities" separately from "Special Education," demonstrating a fundamental misunderstanding of currently used student group designations under *Education Code*.

5. Inadequate Academic Performance

Even if the severe methodological and reporting deficiencies were overlooked, the school's own data indicates that a majority of students are not meeting expected growth levels across all assessment measures, with some data indicating as few as 17% of students meeting the growth expectation. This suggests significant academic underperformance that the school has failed to adequately address.

Staff Findings on the Renewal for Crete Academy Charter School

Conclusion

Based on comprehensive review, the school has failed to provide clear and convincing evidence of one year's academic progress for each year in school using Verified Data as required. The numerous critical flaws in their assessment approach, data reporting, and analysis indicate a lack of capacity to meet academic oversight requirements for charter schools. During capacity interviews, school representatives demonstrated an inability to articulate or explain their academic data and exhibited a lack of understanding for charter renewal criteria, further confirming these significant deficiencies.

Crete Academy Comparison to Resident Schools

As a Low Performing School, there is a presumptive denial, and as such there is no requirement for any comparative analysis to resident schools. However, for additional context, staff compared Crete Academy's performance to the performance of Resident Schools where students would otherwise attend.

The process of developing resident and charter schools for comparison is in alignment with LACOE Charter School office procedures. A list of six (6) schools was submitted by Crete Academy to determine where students would otherwise attend. Only schools where a minimum of 2% of Crete students indicated they would otherwise attend were included. The Resident and Charter Schools list used for comparison comprises thirteen (13) schools, including four (4) charter schools within five (5) miles of Crete Academy and three (3) TK-8 schools, not included on the original list submitted by Crete Academy. The comparison was based on each school's Distance from Standard on the California Dashboard Academic Indicators.

Table 10 below, compares nine (9) resident schools and the four (4) charter schools with Crete Academy for a three-year period. The Table shows the number of schools that had a lower (DFS) than Crete. In 2021-22 the data for ELA indicated Crete had a higher DFS than only one (1) of the 13 comparison schools. In the same year, Crete's Math DFS was higher than five (5) of thirteen schools, and had a higher percentage than eleven of the thirteen schools on the ELPI indicator. In 2022-23, Crete had a higher DFS than only two (2) of thirteen comparison schools in both ELA and Math and was higher than only one (1) school on the EPLI indicator. Lastly, in 2023-24, Crete Academy's DFS was higher than only one (1) on both ELA and Math but their EPLI percentage was higher than eleven of twelve schools. For a detailed comparison of resident schools see Tables P & Q in Appendix C.

Table 10: Crete Academy Resident Schools Comparison on Dashboard Academic Indicators

	2021-22	2022-23	2023-24
English-Language Arts	1 of 13	2 of 13	1 of 13
Math	5 of 13	2 of 13	1 of 13
ELPI	11 of 13	1 of 11	11 of 12
Is the charter school outperforming Resident Schools on the California Dashboard Academic Indicators?	NO	NO	NO
Comprehensive Resident schools data is available in Appendix C, Table P			

Summary of Analysis for Crete Academy's Renewal Data

After a comprehensive review of Crete Academy's renewal data, the Review Team found that the charter school does not meet the criteria for renewal as a Low Performing charter school. The action plan does not adequately address declines in student achievement and is not taking meaningful steps to address underlying root causes of persistently low performance. Furthermore, petitioners have failed to provide clear and convincing evidence demonstrated by verified data, that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [EC 47605(c)(1)]

Based on the guidance established in 5 CCR section 11967.5.1(a), the charter petition as written, *does not involve activities that would present the likelihood of physical, educational or psychological harm to the affected pupils.*

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

Petitioners have demonstrated a lack of capacity to collect, organize and interpret verifiable data to serve student groups at all grade levels. Crete Academy has failed to use targeted instructional strategies and has been unable to demonstrate a successful academic program, failing to successfully implement action plans for improvement and have instead demonstrated significant and ongoing academic deficiencies.

5 CCR 11967.5.1(c) provides four (4) additional indicators that a petitioner may be unlikely to implement the proposed educational program. The petitioners are unlikely to be successful based on evidence of the following:

1. *They do not have a past history of involvement in charter schools or other education agencies (public or private), the history that LACOE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioner's control.*
2. *They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.*
3. *They have not presented an unrealistic financial plan for the proposed charter school.*

Staff Findings on the Renewal for Crete Academy Charter School

Finance and Operations Overview

Table 11 illustrates a summary of Crete Academy's financial performance over five (5) years (FY 2020 through FY 2024). The tables below highlight financial metrics, including **Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, and Average Daily Attendance (ADA)**. These figures provide insights into Crete Academy's fiscal health and operational trends during the specified period.

Table 11: Last five (5) years of financial performance (FY 2019-2024) for Crete Academy, authorized by LAUSD						
Year of Operation	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	P2-ADA
2019-20	\$170,375	\$99,668	\$187,163	\$164,717	\$277,053	171.40
2020-21	\$302,408	\$132,033	\$756,821	\$569,658	\$274,103	171.40
2021-22	\$895,126	\$592,718	\$1,233,717	\$476,896	\$409,508	205.79
2022-23	\$955,542	\$60,416	\$313,468	(\$920,249)	\$1,979,030	290.56
2023-24	\$174,444	(\$781,098)	\$320,308	\$6,840	\$1,792,622	312.34

Source: Crete Academy Annual independent audit report (FY 2019-20 through FY 2023-24).

Prior Year Audit Reports:

The petition includes annual audit reports for fiscal years 2019-20 through 2023-24, which provide a comprehensive overview of Crete Academy's financial position and compliance. In **Table 12**, these audits confirm that Crete Academy ended the 2023-24 fiscal year with a positive fund balance of **\$320,308**. The Independent Auditors' Reports for this period resulted in an **unmodified opinion** and two (2) findings in the FY 2022-23, reflecting that the financial statements fairly represent Crete Academy's financial position in all material respects.

Table 12: Crete Academy Annual Audit Reports					
Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Crete Academy	2019-20	Christy White CPAs	Unmodified Opinion	None	\$187,163
Crete Academy	2020-21	Christy White CPAs	Unmodified Opinion	None	\$756,821
Crete Academy	2021-22	Christy White CPAs	Unmodified Opinion	None	\$1,233,717
Crete Academy	2022-23	Christy White CPAs	Unmodified Opinion	Yes	\$313,468
Crete Academy	2023-24	Christy White CPAs	Unmodified Opinion	None	\$320,308

Source: Crete Academy's Annual independent audit reports (FY 2019-2020 through FY 2023-2024).
As of June 30, 2024, the Academy reported Net Assets of \$320,308.

Staff Findings on the Renewal for Crete Academy Charter School

Audit Findings

Finding Detail	Finding Description
Fiscal Year	FY 2022-23
Finding	2023-001: Year-End Financial Closing Process
Code	30000
Finding Type	Internal Control
Criteria or Specific Requirements	The year-end financial closing process should include timely review of financial information and supporting schedules to properly record all transactions in accordance with GAAP.
Conditions	There was a delay in the year-end financial closing process that created the need for several adjustments recorded after reporting of the unaudited actuals for the 2022-23 fiscal year. The Charter worked with a consultant to evaluate and provide entries for proper implementation of the new lease standard (FASB ASC 842); however, no adjustments were made to the financial statements provided for audit. Other audit adjustments were needed to correct accounts for revenues, expenses, receivables, deferred revenues, and prepaid expenses.
Cause	There was a mid-year change in consultants for business services as well as a direct change in general ledger accounting software that created irregularities. Implementation of the new lease standard required additional time to work with a consultant.
Effect	Material misstatements in the financial statements could exist.
Repeat Finding (Yes or No)	No
Recommendation	We recommend ensuring a timely financial closing process that allows for adequate review of transactions to prevent any financial reporting misstatements.
Corrective Action Plan and Views of Responsible	<p>With regards to the lease implementation, Crete Academy will work closely with the back office to ensure the lease implementation requirement is met at least 72 hours prior to the due date. Furthermore, upon receiving the monthly financial package from the back office and upon completion of the Lease Implementation, Crete Academy staff will communicate with the back office provider, the expectation to have the Lease Implementation included in the financial system and therefore, associated financial documents. Crete Academy staff will then verify that the back office has uploaded the Lease information to their financial system and that the auditors have this information to conduct their financial review.</p> <p>Crete Academy will continue to rely on its internal documentation and reporting of financial transactions, so that in the event of a change in back office providers and/or should the need to rely on the school level documentation should arise, the staff have the proper documentation to use. The system used in electronic and the staff at Crete on how to submit their evidence properly for documentation.</p>
Current Status	Implemented

Finding Detail	Finding Description
Fiscal Year	FY 2022-23
Finding	2023-002: Attendance Reporting
Code	10000
Finding Type	Attendance
Criteria or Specific Requirements	In accordance with Title 5, California Code of Regulations, Section 11960, regular average daily attendance (ADA) shall be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. The second period (P-2) and annual period attendance reports submitted to the California Department of Education (CDE) should reconcile to the supporting documents that support the charter school's ADA in accordance with California Education Code Section 46000 et seq.
Conditions	Based on procedures performed over attendance reporting, we noted that the ADA reported on the P-2 and Annual attendance reports did not agree to the underlying attendance data within the student information system utilized for attendance accounting. Per inquiry, no long-term independent study was offered yet nonclassroom-based instruction was reported on only the P-2 attendance report, which was done in error.
Cause	Attendance data was updated in the student information system and was not communicated to personnel responsible for attendance reporting.
Effect	The Charter is not in compliance with reporting of accurate attendance data. ADA was inaccurately reported.
ADA Impact	The impact on ADA is noted below by reporting period:
	P-2 ADA Annual ADA

Staff Findings on the Renewal for Crete Academy Charter School

	<table><tr><th>Grade Span</th><th>Original</th><th>Adjusted</th><th>Difference</th><th>Original</th><th>Adjusted</th><th>Difference</th></tr><tr><td>TK/K - 3</td><td>169.83</td><td>176.36</td><td>6.53</td><td>174.81</td><td>179.27</td><td>4.46</td></tr><tr><td>4 - 6</td><td>120.73</td><td>117.83</td><td>(2.90)</td><td>119.87</td><td>119.07</td><td>(0.80)</td></tr><tr><td>Total</td><td>290.56</td><td>294.19</td><td>3.63</td><td>294.68</td><td>298.34</td><td>3.66</td></tr></table>	Grade Span	Original	Adjusted	Difference	Original	Adjusted	Difference	TK/K - 3	169.83	176.36	6.53	174.81	179.27	4.46	4 - 6	120.73	117.83	(2.90)	119.87	119.07	(0.80)	Total	290.56	294.19	3.63	294.68	298.34	3.66
Grade Span	Original	Adjusted	Difference	Original	Adjusted	Difference																							
TK/K - 3	169.83	176.36	6.53	174.81	179.27	4.46																							
4 - 6	120.73	117.83	(2.90)	119.87	119.07	(0.80)																							
Total	290.56	294.19	3.63	294.68	298.34	3.66																							
Questioned Cost	<p>The fiscal impact is \$54,190 due to the Charter, as calculated based on P-2 ADA in the table below:</p> <table><tr><td>Grade Span</td><td>TK/K - 3</td><td>4 - 6</td></tr><tr><td>Difference in P-2 ADA</td><td>6.53</td><td>(2.90)</td></tr><tr><td>Derived value of ADA by grade span</td><td>\$ 14,025.79</td><td>\$ 12,896.13</td></tr><tr><td>LCFF penalty for ADA reduction</td><td>\$ 91,588</td><td>\$ (37,399)</td></tr><tr><td>Total fiscal impact</td><td></td><td>\$ 54,190</td></tr></table> <p>There is no questioned cost related to the reporting discrepancies noted for the Annual attendance report since the Charter is not funded on Annual ADA. The Charter's P-2 and Annual attendance reports have not yet been revised to reflect the adjusted P-2 and adjusted Annual ADA listed on the Schedule of Average Daily Attendance.</p>	Grade Span	TK/K - 3	4 - 6	Difference in P-2 ADA	6.53	(2.90)	Derived value of ADA by grade span	\$ 14,025.79	\$ 12,896.13	LCFF penalty for ADA reduction	\$ 91,588	\$ (37,399)	Total fiscal impact		\$ 54,190													
Grade Span	TK/K - 3	4 - 6																											
Difference in P-2 ADA	6.53	(2.90)																											
Derived value of ADA by grade span	\$ 14,025.79	\$ 12,896.13																											
LCFF penalty for ADA reduction	\$ 91,588	\$ (37,399)																											
Total fiscal impact		\$ 54,190																											
Repeat Finding (Yes or No)	No																												
Recommendation	We recommend that procedures be established to communicate any attendance changes to personnel responsible for attendance reporting to ensure that accurate data is reported to the CDE on the P-2 and Annual attendance reports or to determine if any corrected attendance reports are necessary based on the revised data.																												
Corrective Action Plan and Views of Responsible	Crete Academy will reconcile all quarterly ADA submission reports, before finalizing the Annual report for submission to the authorizer. Additionally, as a way to identify any discrepancies before the annual attendance reporting is due, Crete Academy will work with the auditors on the mid-year review, to specifically review prior attendance submissions for accuracy. Any discrepancies will be noted, reviewed, discussed and addressed to avoid incongruencies between the quarterly attendance submissions and our annual submission.																												
Current Status	Implemented																												

Budget Projections

Table 13 provides a summary of the charter's proposed budget for fiscal years 2024-25 through 2027-2028. The budget provides projected Enrollment, Average Daily Attendance (ADA), Total Revenues, Total Expenses, Net Income, and Ending Net Assets for the four (4) years. The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school's targeted enrollment and ADA.

Table X Summary of Crete's 2024-25 Budget and Multiyear Projections				
Projections	2024-25 Budget	FY 2025-26	FY 2026-27	FY2027-28
Enrollment	355	355	355	355
ADA	330.15	330.15	330.15	330.15
Total Revenues	\$6,951,825	\$6,955,183	\$7,129,987	\$7,310,586
Total Expenses	\$6,774,878	\$6,900,406	\$7,021,649	\$7,149,346
Net Income	\$176,946	\$54,776	\$108,339	\$161,240
Ending Net Assets	\$497,254	\$552,031	\$660,369	\$713,271

To remain fiscally solvent, Crete Academy's budget and multi-year projections are contingent upon the school achieving its enrollment and average daily attendance (ADA) projections.

Staff Findings on the Renewal for Crete Academy Charter School

4. *They have the necessary background in the following areas critical to the charter school's success, and the petitioners do have a plan to secure the services of individuals who have the necessary background.*

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

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in *Education Code*, California Code of Regulations, the requirements set forth in the Superintendent's Administrative Regulations (AR) and other requirements of law, two (2) of the 15 required elements are not reasonably comprehensive, one (1) of the fifteen (15) were determined to be reasonably comprehensive with specific deficiencies, and 12 are reasonably comprehensive. The findings of the Review Team are as follows:

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

1. The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.* [5 CCR 11967.5.1(f)(1)]

Crete Academy's charter renewal petition lacks specificity in describing how they adapt their educational programs for low performing students.

2. The petition lacks an adequate description of *how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations* [5 CCR 11967.5.1(f)(1)(G)]

Despite purposefully recruiting and enrolling vulnerable student populations (e.g., homeless, foster, English Learners), Crete Academy fails to provide clear evidence of improvement or a means by which they can effectively evaluate their educational programs' efficacy.

Element 2: Measurable Pupil Outcomes. *Not reasonably comprehensive.*

1. The petition does not adequately specify the *skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough* ensuring that the *frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements.*
 - A. The academic goals listed within the petition not only fail to decrease the achievement gap for student groups, but in some cases, actually increase the gap. For example, while overall students in grades 3-6 are expected to improve their ELA DFS by 14.2 points, from -94.2 to -80, homeless students are only expected to increase by 4.5 points, from -124.5 to -120.
 - B. The petition fails to provide clear goals using verified data. The petitioners indicated that they will no longer use RenSTAR testing but will instead transition to iReady; however, the MPOs listed include only goals for RenSTAR and do not include iReady goals.

Staff Findings on the Renewal for Crete Academy Charter School

Element 3: Method for Measuring Pupil Progress. *Not reasonably comprehensive*

The petition fails to outline an adequate *plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.*

The petition fails to outline an adequate plan for collecting, analyzing, and reporting data on pupil achievement to school staff, pupils, parents and guardians, and there is little evidence of the school's ability to utilize assessment data for the purposes of increasing student learning. The petition indicates Crete Academy will transition to iReady for all students in the 2025-2026 school year. However, during the last three years the school claims to have used Renaissance STAR, Dibels and Early Literacy STAR testing to assess student learning. As noted above, while the school has indicated plans for this transition, they have not included corresponding Measurable Pupil Outcomes for this program.

Element 4: Governance Structure. *Reasonably comprehensive*

Element 5: Employee Qualifications. *Reasonably comprehensive*

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

Staff Findings on the Renewal for Crete Academy Charter School

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

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Table 14: Crete Academy and Local Community Enrollment by Ethnicity

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 90043
		Percent of Total Community
African American or Black	54.4	54.5
American Indian	0.6	1.7
Asian	0.0	1.9
Filipino	0.0	0.0
Hispanic or Latino	30.4	22.2
Pacific Islander	0.0	0.1
Two or more Races	0.6	11.1
White	0.5	8.7
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 4-1-25		
*Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations%20and%20People&g=860XX00US90746 Retrieved 3-1-25		

Element 8: Admission Requirements. *Reasonably comprehensive*

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive*

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

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

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

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

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Staff Findings on the Renewal for Crete Academy Charter School

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

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

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

Employment is Voluntary. *[EC 47605(f)] Meets the condition*

Pupil Attendance is Voluntary. *[EC 47605(g)] Meets the condition*

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

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

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

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

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

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

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

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

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

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

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

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

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

⁵ Words in italics indicate a direct reference to the language in these documents.

Staff Findings on the Renewal for Crete Academy Charter School

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

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

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

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

Legislative Intent

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

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

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

Additional Review Criteria Specific to a Renewal Petition

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

Staff Findings on the Renewal for Crete Academy Charter School

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

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

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

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

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

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

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

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

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

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

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

Staff Findings on the Renewal for Crete Academy Charter School

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

Appendix B

RENEWAL CRITERIA

Statutory Framework and Criteria for Renewal

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

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

High Performing *EC 47607(c)*

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

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

Middle Performing *EC 47607.2(b)*

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

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

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OR

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

Note: MAY DENY ONLY upon making written findings that:

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

AND

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

AND

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

Low Performing *EC 47607.2(a)*

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

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

OR

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

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

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

AND

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

OR

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

Appendix C

CRETE ACADEMY CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

California Dashboard Tables

Table Legend For All California Dashboard Tables

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

Table A: Crete Academy Charter School California Dashboard

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

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

Table B: Crete Academy 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	96	Very Low	106	-106.2	—	-12.2	-94	Lower
AA/Black	94	Very Low	62	-108.4	—	-57.7	-50.7	Lower
Hispanic or Latino	98	Very Low	44	-110.1	—	-38.6	-71.5	Lower
Two or More	100	NPL*	1	*	—	25.1	—	—
English Learners	100	NPL**	17	-124.1	—	-61.2	-62.9	Lower**
Foster Youth	88	NPL*	7	*	—	-85.6	—	—
Homeless Youth	88	NPL**	15	-138.8	—	-62.9	-75.9	Lower**
Socioeconomically Disadvantaged	96	Very Low	99	-106.3	—	-41.4	-64.9	Lower
Students With Disabilities	100	NPL*	9	*	—	-97.3	—	—
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

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Table C: Crete Academy 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Orange	146	-94.2	12	-13.6	-80.6	Lower
AA/Black	99	Orange	97	-97.6	11.7	-59.6	-38	Lower
Hispanic or Latino	100	Orange	48	-88.6	21.4	-40.2	-48.4	Lower
White	100	NPC*	1	*	—	20.8	—	—
English Learners	100	NPC**	20	-95.8	28.3**	-67.7	-28.1	Lower**
Foster Youth	100	NPC*	7	*	—	-89.2	—	—
Homeless Youth	96	NPC**	20	-124.5	21.8**	-67.9	-56.6	Lower**
Socioeconomically Disadvantaged	99	Orange	138	-95.8	10.5	-42.6	-53.2	Lower
Students With Disabilities	100	NPC**	13	-150.5	—	-96.3	-54.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table D: Crete Academy 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Red	153	-102.6	-8.4	-13.2	-89.4	Lower
AA/Black	97	Red	101	-104	-6.4	-58.9	-45.1	Lower
American Indian	100	NPC*	1	*	—	-49	—	—
Hispanic or Latino	100	Red	51	-98.3	-9.7	-39.3	-59	Lower
English Learners	100	NPC**	24	-113.8	-18**	-67.6	-46.2	Lower**
Foster Youth	100	NPC*	2	*	—	-87.3	—	—
Homeless Youth	100	NPC**	32	-101.5	23	-70.4	-31.1	Lower
Socioeconomically Disadvantaged	98	Red	133	-101.3	-5.5	-40.9	-60.4	Lower
Students With Disabilities	93	NPC**	13	-127.5	23**	-95.6	-31.9	Lower**
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

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Table E: Crete Academy 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Very Low	110	-101.1	—	-51.7	-49.4	Lower
AA/Black	99	Very Low	64	-106.3	—	-106.9	0.6	Higher
Hispanic or Latino	100	Very Low	45	-95.8	—	-83.4	-12.4	Lower
Two or More	100	NPL *	1	*	—	-9.9	—	—
English Learners	100	NPL**	17	-115.4	—	-92	-23.4	Lower**
Foster Youth	100	NPL *	7	*	—	-126.3	—	—
Homeless Youth	94	NPL**	15	-107.2	—	-101.8	-5.4	Lower**
Socioeconomically Disadvantaged	99	Very Low	102	-100	—	-84	-16	Lower
Students With Disabilities	100	NPL *	9	*	—	-130.8	—	—
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 1 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table F: Crete Academy 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Red	146	-107.9	-6.8	-49.1	-58.8	Lower
AA/Black	99	Red	97	-113.1	-6.8	-104.5	-8.6	Lower
Hispanic or Latino	100	Red	48	-96.1	-0.3	-80.8	-15.3	Lower
White	100	NPC*	1	*	—	-11.1	—	—
English Learners	100	NPC**	20	-100.6	14.8	-93.4	-7.2	Lower**
Foster Youth	100	NPC*	7	*	—	-127.4	—	—
Homeless Youth	96	NPC**	20	-129.4	-15.4	-101.3	-28.1	Lower**
Socioeconomically Disadvantaged	99	Red	138	-110.2	-10.2	-80.8	-29.4	Lower
Students With Disabilities	100	NPC**	13	-165.5	—	-127.3	-38.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 0 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

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Table G: Crete Academy 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	97	Red	151	-110.8	-2.9	-47.6	-63.2	Lower
AA/Black	97	Red	100	-112.3	0.8	-102.2	-10.1	Lower
American Indian	100	NPC*	1	*	—	-86.6	—	—
Hispanic or Latino	96	Red	50	-106.8	-10.6	-79.2	-27.6	Lower
English Learners	96	NPC**	23	-117.2	-16.6**	-93.4	-23.8	Lower**
Foster Youth	100	NPC*	2	*	—	-125.1	—	—
Homeless Youth	94	NPC**	31	-107.6	21.7	-106	-1.6	Lower
Socioeconomically Disadvantaged	96	Red	131	-109.4	0.8	-78.2	-31.2	Lower
Students With Disabilities	86	NPC**	14	-193.6	-28.1**	-124.3	-69.3	Lower**
Are All Students and the majority of the numerically significant student groups performing above the State average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table H: Crete Academy English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	NPL**	94.4	14	57.1	50.3	6.8	Higher**
2023	NPC**	93.5	21	33.3	48.7	-15.4	Lower**
2024	NPC**	100	20	65	45.7	19.3	Higher**

*** - The student group has fewer than 11 students and is not reported for privacy reasons

*** - Student groups must have at least 30 or more students in both the current and prior year status denominator of the State indicator to receive a Performance Level (color)

— - No data available

"NPL" - No Performance Level available

"NPC" - No Performance Color available

"N/A" - Non-Applicable

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

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Table I: Crete Academy 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Medium	237	6.8	—	30	-23.2	Lower
AA/Black	Medium	143	9.1	—	42.9	-33.8	Lower
Asian	NPL*	1	*	—	11.5	—	—
Hispanic or Latino	Low	85	3.5	—	35.8	-32.3	Lower
Two or More	NPL*	7	*	—	25.1	—	—
White	NPL*	1	*	—	21.9	—	—
English Learners	NPL**	20	0	—	33.6	-33.6	Lower**
Foster Youth	NPL**	11	0	—	42.1	-42.1	Lower**
Homeless Youth	NPL**	28	3.6	—	45.1	-41.5	Lower**
Socioeconomically Disadvantaged	Medium	210	7.6	—	37.4	-29.8	Lower
Students With Disabilities	NPL**	12	8.3	—	39.6	-31.3	Lower**
Are All Students and the majority of the numerically significant student groups performing below the State average?				YES	All Students	YES	
					Student Groups	YES 3 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table J: Crete Academy 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Green	377	4.5	-2.2	24.3	-19.8	Lower
AA/Black	Green	235	6.8	-2.3	36.4	-29.6	Lower
Hispanic or Latino	Blue	130	0.8	-2.8	28.4	-27.6	Lower
Two or More	NPC*	10	*	—	21.6	—	—
White	NPC*	2	*	—	18.5	—	—
English Learners	NPC**	28	0	0**	26.3	-26.3	Lower**
Foster Youth	NPC**	15	0	0**	33.6	-33.6	Lower**
Homeless Youth	NPC**	74	2.7	-0.9	38.7	-36	Lower
Socioeconomically Disadvantaged	Green	348	4.9	-2.7	29.9	-25	Lower
Students With Disabilities	NPC**	30	0	-8.3	33.1	-33.1	Lower
Are All Students and the majority of the numerically significant student groups performing below the State average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

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Table K: Crete Academy 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	354	23.4	18.9	18.6	4.8	Higher
AA/Black	Red	227	28.2	21.4	31.3	-3.1	Lower
American Indian	NPC*	2	*	—	30.6	—	—
Hispanic or Latino	Orange	121	14	13.3	21.7	-7.7	Lower
Two or More	NPC*	4	*	—	16.2	—	—
English Learners	NPC**	28	7.1	7.1	20.1	-13	Lower**
Foster Youth	NPC*	10	*	—	30.5	—	—
Homeless Youth	Red	83	30.1	27.4	32.7	-2.6	Lower
Socioeconomically Disadvantaged	Red	320	25.6	20.7	23.4	2.2	Higher
Students With Disabilities	Red	30	33.3	33.3	26.3	7	Higher
Are All Students and the majority of the numerically significant student groups performing below the State average?				NO	All Students	NO	
					Student Groups	YES 3 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table L: Crete Academy 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very Low	247	0	—	3.1	-3.1	Lower
AA/Black	Very Low	147	0	—	7.9	- 7.9	Lower
Asian	NPL*	1	*	—	0.9	—	—
Hispanic or Latino	Very Low	91	0	—	3.3	-3.3	Lower
Two or More	NPL*	7	*	—	2.9	—	—
White	NPL*	1	*	—	2.6	—	—
English Learners	NPL**	20	0	—	3.2	-3.2	Lower**
Foster Youth	NPL**	12	0	—	12.4	-12.4	Lower**
Homeless Youth	NPL**	28	0	—	5.5	-5.5	Lower**
Socioeconomically Disadvantaged	Very Low	218	0	—	4	-4	Lower
Students With Disabilities	NPL**	12	0	—	5.4	-5.4	Lower**
Are All Students and the majority of the numerically significant student groups performing below the State average?				YES	All Students	YES	
					Student Groups	YES 3 of 3	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Staff Findings on the Renewal Appeal for the Crete Academy Charter School

Table M: Crete Academy 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	389	0	0	3.5	-3.5	Lower
AA/Black	Blue	241	0	0	8.8	-8.8	Lower
Hispanic or Latino	Blue	132	0	0	3.8	-3.8	Lower
Two or More	NPC**	11	0	—	3.3	-3.3	Lower**
White	NPC*	5	*	—	2.9	—	—
English Learners	NPC**	28	0	0**	3.7	-3.7**	Lower**
Foster Youth	NPC**	16	0	0**	13.6	-13.6**	Lower**
Homeless Youth	NPC**	79	0	0	6.5	-6.5	Lower
Socioeconomically Disadvantaged	Blue	360	0	0	4.5	-4.5	Lower
Students With Disabilities	NPC**	32	0	0	5.9	-5.9	Lower
Are All Students and the majority of the numerically significant student groups performing below the State average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table N: Crete Academy 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	369	1.1	1.1	3.2	-2.1	Lower
AA/Black	Orange	234	1.7	1.7	8.4	-6.7	Lower
American Indian	NPC*	2	*	—	7	—	—
Hispanic or Latino	Blue	126	0	0	3.4	-3.4	Lower
Two or More	NPC*	7	*	—	3	—	—
English Learners	NPC**	30	0	0	3.4	-3.4	Lower
Foster Youth	NPC*	10	*	—	13.2	—	—
Homeless Youth	Orange	87	2.3	2.3	5.7	-3.4	Lower
Socioeconomically Disadvantaged	Orange	334	1.2	1.2	4	-2.8	Lower
Students With Disabilities	Orange	32	3.1	3.1	5.4	-2.3	Lower
Are All Students and the majority of the numerically significant student groups performing below the State average?				YES	All Students	YES	
					Student Groups	YES 6 of 6	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Staff Findings on the Renewal Appeal for the Crete Academy Charter School

Table O: Crete Academy Local Indicators

	2022	2023	2024
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-2-25

Table P: Crete Academy Resident School Comparison

School	Grades	ELA DFS			Math DFS			ELPI		
		22	23	24	22	23	24	22	23	24
Crete Academy	TK-6	-106.2	-94.2	-102.6	-101.1	-107.9	-110.8	57.1%	33.3%	65%
Resident Schools										
Angeles Mesa Elementary	K-5	-59.4	-72.8	-53	-81	-90.7	-56.6	45.2	50.9	65.2
Yes Academy	K-5	-128.3	-95.2	-90	-136	-102.1	-100.6	43.1	40.3	47.7
Budlong Elementary	K-5	-77.8	-76.4	-75.8	-92.8	-74.1	-79.2	58.5	45.6	48.8
42nd St. Elementary (Forty-Second Street Elem. CDS code: 19647336017156)	K-5	-92.6	-78.3	-87.7	-108.5	-101.8	-97.5	40	38.1	59.1
59th St. Elementary (Fifty-Ninth St. Elem CDS code: 19647336017057)	K-5	-92.3	-86.1	-73.6	-116.3	-87.8	-55.3	44.6	53.4	43.8
54th St. Elementary (Fifty-Fourth St. Elem CDS code: 19647336017040)	K-6	-59.6	-32.1	-14	-87.3	-44.6	-29.5	72.7	*	*
Western Avenue Elementary-Tech Magnet	TK-8	-77.1	-76.5	-56.1	-120.5	-116.8	-92.5	33	53.6	64.8
Invictus Leadership Academy-Charter	TK-8	-101.5	-97.7	-111.7	-108.5	-115.5	-113.5	*	*	34.8
Centinela Elementary (ISD)	TK-8	-40.4	-44.8	-41	-62.2	-60.5	-61.3	31.4	51.2	50.9
Charter Schools										
Wilder's Prep Academy	K-5	39.4	37.9	42.7	3.2	9.5	28.2	35.3%	47.1%	21.4%
Accelerated Charter Elementary	TK-5	-8.3	-11.6	-13	-36.9	-40.2	-31	46.5	52.7	47.8
New Heights Charter School	TK-8	-22.6	-28.4	-23.7	-53.3	-36.3	-28.5	57	50.5	54
Lashon Academy City	K-6	14.9	-41.9	-19.3	-1.5	-16.7	-9.7	42.9	27.3	63.6

*<11 Student
Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 4-7-25

Table Q: Homeless Population Comparison – DFS ELA and Math

School	2022-2023		2023-2024	
	ELA	Math	ELA	Math
Crete Academy	-124.5	-129.4	-101.5	-107.6
Arts In Action Community Charter	—	—	-60.9	-70
Buford Elementary	-16.1	-18.1	4.6	9.3
Fenton Avenue Charter	-55	-40.7	-52.6	-60.1
Hillery T. Broadous Elementary	-31.5	-62.6	-66.6	-67.8
Jefferson Elementary	-15.8	-13.2	-6.5	-10.2
Miramonte Elementary	—	—	-127.9	-120.2
Ninth Street Elementary	—	—	-126.1	-97.4
Pacoima Charter Elementary	-34.5	-54.3	-35.6	-58.3

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 3-26-25

Board Meeting – May 13, 2025

Item VII. Recommendations

- B. Approval of Head Start and Early Learning Division Standards of Conduct with Attached Staff Report

The Superintendent recommends that the County Board of Education approve the Head Start Standards of Conduct.

REPORT:

This report provides the County Board with information on the revised Head Start Program Performance Standards 1302.90(c): Personnel Policies - Standards of Conduct. The revised Head Start standards of conduct align with the Office of Head Start revisions released on August 21, 2024. The revisions have been approved by the Policy Council. The standards of conduct, which are included as Attachment 1, will become effective upon approval.

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

All staff, volunteers, interns, consultants, contractors, and policy council members must understand their role expectations in implementing the Standards of Conduct.

All the above stated positions must abide by the Standards of Conduct as follows:

1. Implement positive strategies to support children’s well-being and prevent and address challenging behavior.
2. Do not engage in behaviors that maltreat or endanger the health or safety of children, including, at a minimum:
 - a. Corporal punishment or physically abusive behavior, defined as intentional use of physical force that results in or has the potential to result in physical injury. Examples include, but are not limited to, hitting, kicking, shaking, biting, pushing, restraining, force feeding, or dragging;
 - b. Sexually abusive behavior, defined as any completed or attempted sexual act, sexual contact, or exploitation. Examples include, but are not limited to, behaviors such as inappropriate touching, inappropriate filming, or exposing a child to other sexual activities;
 - c. Emotionally harmful or abusive behavior, defined as behaviors that harm a child’s self-worth or emotional well-being. Examples include, but are not limited to, using seclusion, using or exposing a child to public or private humiliation, or name calling, shaming, intimidating, or threatening a child; and
 - d. Neglectful behavior, defined as the failure to meet a child’s basic physical and emotional needs, including access to food, education, medical care, appropriate supervision by an adequate caregiver, and safe physical and emotional environments. Examples include, but are not limited to, leaving a child unattended on a bus, withholding food as punishment or refusing to change soiled diapers as punishment;
3. Report reasonably suspected or known incidents of child abuse and neglect, as defined by the Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C. 5101 note) and in compliance with federal, state, and local laws;
4. Respect and promote the unique identity of each individual and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

5. Comply with confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, and local laws.
6. Ensure no child is left alone or unsupervised.
7. Refrain from the unlawful manufacture, distribution, dispensing, possession, or use of any alcoholic beverage, controlled substance, or tobacco in the workplace or at any activity funded by federal or state funds.
8. Do not engage in fraudulent practices determining, verifying, and documenting program eligibility.
9. Maintain respect and promote professional relationships within LACOE, and among delegate staff, families, and other delegate agencies.
10. Do not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors [per Head Start Act Sec. 642(c)(1)(E)(iv)(X)(aa)].
11. Avoid letting personal relationships influence professional judgment and performance of individual work (e.g., nepotism, patronage, favoritism, partiality, cronyism).

LACOE Board policies pertaining to personnel and applicable Personnel Commission Rules will be used to determine appropriate penalties for violation of the standards of conduct.

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

ACKNOWLEDGEMENT OF RECEIPT FORM

Standards of Conduct

I, the undersigned, hereby acknowledge that I have received a copy of the LACOE Head Start and Early Learning Division **Standards of Conduct**. I have read and understand the LACOE Head Start and Early Learning Division Standards of Conduct and I agree to abide by these same standards. I understand that I may be subject to disciplinary action for failure to adhere to these standards and that a signed copy of this *Acknowledgement of Receipt Form – Standards of Conduct* will be placed in my personnel file. Disciplinary action may include all necessary disciplinary actions up to and including termination and/or other appropriate civil action. Behavior considered misconduct, along with sanctions and penalties are further defined in the LACOE Board Policy 4000 Series and Personnel Commission Rules 4250.

Signature

Printed Name

Date

Head Start and Early Learning STANDARDS OF CONDUCT



Los Angeles County
Office of Education



Revised Performance Standards

Revised Head Start Program
Performance Standards
published on August 21,
2024

Per 45 CFR 1302.90 Personnel policies:

- “A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.”

1302.90(c) Standards of Conduct included revisions
& clarifications



**Los Angeles County
Office of Education**



LACOE Compliance

LACOE revised existing Standards of Conduct to align with the revised Performance Standards

- Approved by Policy Council
- All new hires and current staff will receive copy of approved revised standards and sign acknowledgement of receipt
- LACOE will continue to follow all applicable personnel policies and regulations to address misconduct





Standards of Conduct

Main changes in the August
2024 revisions

Programs must ensure that staff, consultants, contractors, and volunteers:

- do not maltreat or endanger the health or safety of children
- report reasonably suspected or known incidents of child abuse and neglect
 - as defined by the Federal Child Abuse Prevention Treatment Act (CAPTA)
 - in compliance with federal, state, local, and tribal laws.



**Los Angeles County
Office of Education**



Standards of Conduct

Defining the terms for:

- Corporal punishment
- Sexually abusive behavior
- Emotionally harmful or abusive behavior
- Neglectful behavior

Main changes in the August
2024 revisions



**Los Angeles County
Office of Education**



Thank you



Los Angeles County
Office of Education



Board Meeting – May 13, 2025

Item VII. Recommendations

C. Approval of Head Start and Early Learning Division Budget Revision with Attached Staff Report

The Superintendent recommends that the County Board of Education approve submission of a request for budget revisions to the Office of Head Start. The charts below summarize the totals by budget expenditure category.

REPORT:

The Head Start Act requires the Board of Education to approve budget revisions submitted to the Office of Head Start (OHS) for budget and program plans. This report provides details to support the budget revisions that will be submitted for the 2024-25 program year. Head Start and Early Learning Division will request a budget revision for grant 09CH011157 (low-cost extension for previous year Head Start/ Early Head Start grant) and grant 09CH012684 (current year Head Start/ Early Head Start grant).

The charts below summarize the estimated amounts requested to be re-budgeted between budget expenditure categories. Estimates must be used as actual data is only available through March 2025 (at the time of this report), while the budget revision covers the period ending June 2025. Accordingly, LACOE has projected amounts for the months of April through June 2025.

Budget Revision Request: Grant 09CH011157	
Budget Category	Revision Amount
Personnel	(176,329)
Fringe Benefits	(374,451)
Travel	76,304
Equipment	154,057
Supplies	311,457
Contractual	(2,943,192)
Construction	-
Other	3,837,950
Indirect Charges	(885,796)
Budget Increase/Decrease	0

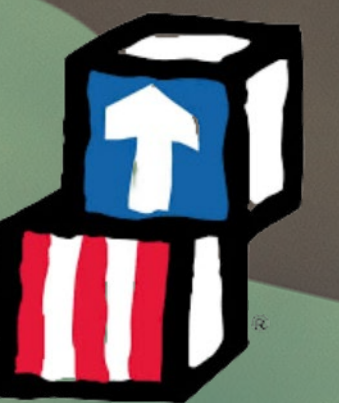
Budget Revision Request: Grant 09CH012684	
Budget Category	Revision Amount
Personnel	321,334
Fringe Benefits	111,337
Travel	(30,866)
Equipment	(200,000)
Supplies	(463,752)
Contractual	848,579
Construction	-
Other	434,105
Indirect Charges	(1,020,737)
Budget Increase/Decrease	0

2024-25 Budget Revision

Head Start and
Early Learning Division



Los Angeles County
Office of Education





- **Head Start Act requires board approval for revisions submitted to Office of Head Start**
- **LACOE proposes to submit a budget revision request:**
 - **Grant 09CH011157 (2023-24 low-cost extension)**
 - **Grant 09CH012684 (2024-25 current year)**
- **Request to re-budget funding amounts between budget expenditure categories**





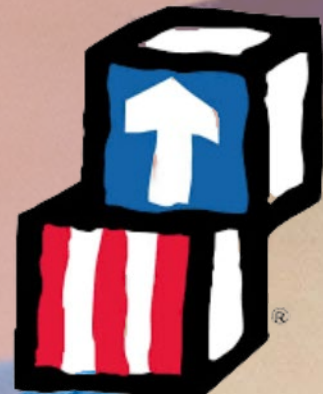
- **No fiscal impact**
- **Expenditures and encumbrances for April through June 2025 are projected**



Thank you



Los Angeles County
Office of Education



Board Meeting – May 13, 2025

Item VII. Recommendations

D. Approval of Position Recommendation Report PRR 1.0 – May 2025

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

<u>Bill No.</u>	<u>Author</u>	<u>Topic</u>	<u>Position</u>
AB 322	Ward	Pupil health: school-based health services and school-based mental health services.	Support
AB 640	Muratsuchi	Local educational agencies: governance training.	Support
AB 753	Garcia	Childcare: facility licensure: teacher requirements.	Support
AB 811	Ahrens	Teacher credentialing: computer science instruction: workgroup.	Support
AB 988	Fong	Pupil instruction: statewide dual enrollment framework: advisory board.	Support
AB 1025	Pellerin	Standby guardianship of minors.	Support
AB 1122	Bryan	Pupil instruction: dual enrollment.	Support
AB 1135	Macedo	Pupil safety: teen dating violence.	Support
AB 1348	Bains	Average daily attendance: emergencies: immigration enforcement activity.	Support

SB 438	Cabaldon	School attendance: College and Career Access Pathways partnerships.	Support
SB 494	Cortese	Classified school and community college employees: disciplinary hearings: appeals: contracted administrative law judges.	Oppose
SB 539	Cabaldon	School facilities.	Support

AB 322 (Ward) Pupil health: school-based health services and school-based mental health services. [Introduced: 1/24/2025]

Recommended Position: **Support**

Background Information: Existing law establishes the State Department of Education in state government and vests the department with powers and duties relating to the state’s public school system, including encouraging and assisting school districts to improve and monitor the health of their pupils. Existing law requires the department, as part of that assistance, to provide information and guidance to schools that request the information and guidance to establish “Health Days” to provide screenings for common health problems among pupils.

This bill would require the department to include county offices of education and charter schools in the above-described provisions. The bill would require the department to encourage school districts, county offices of education, and charter schools to participate in programs that offer reimbursement for school-based health services and school-based mental health services.

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

Regionalized Business Services: While many county offices of education and charter schools currently participate in the student health initiative, current law does not explicitly include them. This bill codifies policy into practice by officially acknowledging their status as health screening and service providers. Additionally, it would further incentivize school districts, county offices of education, and charter schools to claim reimbursement for school-based health and mental health services, thus expanding care without additional financial

burdens. Meeting the needs of all students ensures their wellness and promotes academic success.

Student Support Services: The proposed legislation focuses on pupil health by enhancing school-based health services and mental health services. The bill aims to include county offices of education and charter schools in the existing provisions that encourage and assist school districts in improving and monitoring the health of their pupils. Additionally, it encourages participation in programs that offer reimbursement for these services. By including county offices of education, the bill ensures that more students have access to essential health and mental health services. This can lead to better overall student well-being and academic performance.

Organizations in Support:

- Alameda County Office of Education
- California School Boards Association
- California State Association of Psychiatrists
- Riverside County Superintendent of Schools

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending assignment in the Senate Rules Committee.

AB 640 (Muratsuchi) Local educational agencies: governance training.
[Amended: 3/27/2025]

Recommended Position: **Support**

Background Information: Existing law requires all local agency officials to receive training in ethics every two years if the local agency provides certain monetary payments to a member of a legislative body. Existing law requires a local agency to provide information on available ethics training to its officials and authorizes a local agency or an association of local agencies to offer the ethics training. Existing law requires a local agency to maintain records related to the ethics training of its officials. Existing law defines “local agency” to include a school district, county office of education, and charter school, and defines “local agency official” to include a member of the governing board of a school district, a county board of education, or the governing body of a charter school, for these purposes.

This bill would require all local educational agency officials to include any member of a governing board of a school district or a county board of education, or any member of the governing body of a charter school or a nonprofit public benefit corporation operating a charter school to receive

training in K–12 public education governance laws. The bill would prescribe the timelines within which the training is required to be completed. The bill would require the County Office Fiscal Crisis and Management Assistance Team and the California Collaborative for Educational Excellence to each create curriculum covering topics of K–12 governance laws that would be required to be used to satisfy the training requirement. The bill would authorize a local educational agency or an association of local educational agencies to offer these training courses or to arrange for its officials to receive these training courses from a different entity. The bill would require local educational agencies to maintain records related to this training.

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

Human Resource Services: It is beyond dispute that public education school finance laws are complex (e.g., local control funding formula) and development and review of a local educational agency budget is equally complicated. Local educational agency officials have differing backgrounds in these matters before taking office. This bill ensures that these officials will receive the same baseline training that will enhance mutual understanding of the issues that these officials will be faced with.

Charter Schools Office: The proposed bill establishes minimum financial training requirements for local educational agency leaders and board members. This is important given that local educational agencies are entering a challenging budget cycle without federal pandemic relief funds, with declining enrollment, and with persistent negative academic outcomes. Budgeting resources appropriately should be central to any strategy for learning. As funding dwindles and student academic needs persist, effective allocation of funds is more important than ever. The training will allow leaders and board members to more productively use data, weigh alternatives, engage in meaningful public discussion, and to collaborate with local educational agency administration to ensure that education investments yield the most value possible to schools and students.

Organizations in Support:

- Association of California School Administrators
- California County Superintendents
- California Federation of Teacher
- Charter Schools Development Center

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 753 (Garcia) Childcare: facility licensure: teacher requirements.
[Amended: 4/10/2025]

Recommended Position: **Support**

Background Information: Existing law, the Child Care and Development Services Act, administered by the State Department of Social Services, requires the department to administer childcare and development programs that offer a full range of services to eligible children from infancy to 13 years of age, inclusive.

Existing law, the Early Education Act, requires the Superintendent of Public Instruction to provide an inclusive and cost-effective preschool program.

Those acts authorize a person to serve in an instructional capacity in a childcare and development program or a preschool program if they possess a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single-subject credential in home economics, and 12 units in early childhood education or child development, or both, or two years' experience in early childhood education or a childcare and development program.

This bill would, notwithstanding those provisions, commencing July 1, 2026, authorize a California state preschool program or a general childcare and development program to allow two years from an interim associate teacher's date of hire in one of those programs to pursue necessary credentials or complete additional coursework to obtain a Child Development Associate Teacher Permit, or equivalent permit, if certain conditions are met, including that no more than one interim associate teacher per classroom is allowed to work toward their credential or complete additional coursework pursuant to this provision. The bill would make these provisions inoperative on July 1, 2029.

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

Head Start and Early Learning: California continues to struggle with a teacher shortage, especially in early education, and services for infants and toddlers continue to be among the hardest to find. Licensing delays and lack of teachers can keep children out of the classroom, causing them to miss out on key opportunities for learning and development, while obstructing their parents' ability to work.

Common sense policies that expedite services to children and families while licensing and credentialing processes are already in progress, with appropriate safeguards in place, can support children, families, teachers and providers.

Organizations in Support:

- Child Action INC (co-sponsor)
- Child Care Resource Center (co-sponsor)
- Early Edge California (co-sponsor)
- Kidango (co-sponsor)
- Unite-LA, INC. (co-sponsor)
- Alameda County Office of Education
- All for Kids
- California Child Care Resource and Referral Network
- California School Employees Association
- Californians Together
- Family Resource and Referral Center of San Joaquin
- Head Start California
- Inland Empire Children's Cabinet
- Thriving Families California

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 811 (Ahrens) Teacher credentialing: computer science instruction: workgroup. [Amended: 3/18/2025]

Recommended Position: **Support**

Background Information: Existing law requires the Commission on Teacher Credentialing to establish standards for the issuance and renewal of credentials, certificates, and permits. Existing law requires the commission to issue a single subject teaching credential and authorizes the commission to issue an authorization to teach a subject other than the one authorized by a single subject teaching credential if the holder of the credential meets certain requirements.

Existing law, upon appropriation by the Legislature for this purpose, requires the commission, on or before July 1, 2024, to convene a workgroup on credentialing for instruction in computer science. Existing law also requires the commission, on or before July 1, 2025, to provide a report of the workgroup's findings and recommendations. Existing law repeals these provisions as of January 1, 2028.

This bill would extend the above-referenced deadlines by two years and delay the repeal date of those provisions by two years.

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

Labor Relations: AB 811 extends the requirements on the Commission on Teacher Credentialing to convene a workgroup on credentialing for instruction in computer science and for the workgroup to provide a report of its findings and recommendations, for two years, respectively.

There is no showing of undue prejudice by such an extension in which the extension will support refinement of credentialing standards for instruction in computer science.

Technology Infrastructure Services: There is a critical need for robust and equitable computer science education in California, even more so now that artificial intelligence has advanced so much. By supporting this bill, the extension allows for a more thorough and deliberate process in developing credentialing standards, ensuring that the future of computer science educators is well-prepared. Without this bill, rushing the process could lead to flawed standards and potentially compromising the quality of instruction. By convening a workgroup, the findings and recommendations can provide the opportunity to prioritize the long-term sustainability of computer science education, which ultimately benefits the students.

Organizations in Support:

- California High School District Coalition
- CodeHS
- Processing Foundation
- Project Lead the Way
- SNAP INC. Institute for Technology & Education - California State University Dominguez Hills

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 988 (Fong) Pupil instruction: statewide dual enrollment framework: advisory board. [Amended: 4/10/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district, a county office of education, or the governing body of a charter school with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

This bill would require the Superintendent of Public Instruction, in collaboration with the dual enrollment advisory board, which the bill would establish, to develop a statewide dual enrollment framework to provide guidance for how dual enrollment programs should operate in the state to reach goals. The bill would require the dual enrollment advisory board membership to be composed of three K–12 credentialed teachers, selected through an application process by the Superintendent, who have taught dual enrollment courses. The bill would require the Superintendent and the advisory board, in developing the framework, to do certain things, including reviewing existing laws, policies, and efforts in California and other states on dual enrollment, course choice, pupil remediation, articulation and transfer, and transition courses, and providing a guide of best practices to accomplish dual enrollment-related policies. The bill would require the Superintendent to, by January 1, 2027, submit the framework to certain legislative committees.

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

Accountability, Support, and Monitoring: Dual enrollment programs are expanding and provide positive outcomes for students. However, there is a need for support and guidance across the state as there are many forms of dual enrollment programs and an additional need to ensure high school aged students are supported properly to access and have success in dual enrollment programs.

Organizations in Support:

- California Chamber of Commerce
- EdVoice
- Los Angeles Unified School District
- The Education Trust – West

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 1025 (Pellerin) Standby guardianship of minors.
[Amended: 3/17/2025]

Recommended Position: Support

Background Information: Under existing law, the guardian or conservator of a minor has powers over the care, custody, and control of the minor. Existing law authorizes a caregiver, who properly completes and signs a caregiver's authorization affidavit, to provide care to a minor, including, among other care, enrolling the minor in school and consenting to school-related medical care on behalf of the minor.

This bill, the Standby Guardianship Act, would authorize a custodial parent or legal guardian of a minor child to designate a person to serve as a standby guardian of the person, the estate, or both of the minor child by completing a Standby Guardian's Authorization Affidavit. The bill would authorize a custodial parent or legal guardian to also specify a person to serve as alternate standby guardian in case the originally designated standby guardian is or becomes unwilling or unable to act as standby guardian. The bill would require the designation of a standby guardian to take effect upon the occurrence of an adverse immigration action to the custodial parent or legal guardian. The bill would prescribe the requirements for the designation of a standby guardian, including a statutory form for the Standby Guardian's Authorization Affidavit that would be signed and witnessed under penalty of perjury, and prescribe the actions to be taken in the event of an adverse immigration action. By expanding the definition of the crime of perjury, the bill would impose a state-mandated local program.

Existing law provides that a pupil complies with the residency requirements for school attendance in a school district when the pupil resides with a caregiving adult who is located within the boundaries of that school district. Under existing law, it is a sufficient basis for a determination of residency if the caregiving adult has submitted an affidavit, under penalty of perjury, unless the school district determines from actual facts that the pupil is not living in the home of the caregiving adult.

This bill would also make execution of the Standby Guardian's Authorization Affidavit a sufficient basis for a determination of residency of a minor child under these provisions.

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

General Counsel: This bill allows the creation of a standby guardian, who is designated by a parent or guardian and will assume the

responsibilities of a guardian, including the ability to make educational and health decisions, if a parent is impacted by immigration enforcement actions. This will be beneficial to students, particularly those who live in a mixed immigration status family and will help to create clarity for schools and healthcare providers that the standby guardian has authority to act and make decisions on behalf of a child.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

AB 1122 (Bryan) Pupil instruction: dual enrollment.
[Amended: 4/10/2025]

Recommended Position: **Support**

Background Information: Existing law authorizes the governing board of a school district to authorize a pupil who meets the criteria to attend community college as a special part-time or full-time student. Existing law authorizes a community college district to admit to any community college under its jurisdiction as a special part-time or full-time student a pupil who is eligible to attend community college under these provisions.

This bill would require, commencing with the 2029–30 academic year, a local educational agency serving high school pupils that does not have an existing dual enrollment program to establish a dual enrollment program through a formal partnership or agreement with the governing board of a community college district. The bill would require a local educational agency that does not have an existing dual enrollment program to establish a formal partnership through a College and Career Access Pathways partnership or an early or middle college high school. The bill would require courses offered through a dual enrollment program pursuant to these provisions to lead to a degree, credential, certificate, or transfer. To the extent the bill would impose additional duties on local educational agencies and community college districts, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

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

Accountability, Support, and Monitoring: This change would expand the opportunities provided through College and Career Access Pathways partnerships to students across the state. The ability for community colleges to provide online instruction enables all high schools to enter partnerships for the benefit of students. This is a move towards equity as often dual enrollment programs are only found in more affluent or suburban areas.

Division of Student Programs: The proposed bill mandates that local educational agencies establish dual enrollment programs in partnership with community colleges. This initiative is crucial for expanding access to higher education for high school students, particularly those from underserved communities. The bill opens up pathways for students to earn college credits while still in high school. The inclusion of programs that lead to degrees, credentials, or certificates ensures that the courses offered are varied, valuable and applicable to the diverse needs and interests of students.

Organizations in Support:

- Advanced Consulting, LLC
- Alameda County Office of Education
- Alliance for A Better Community
- California Chamber of Commerce
- California High School District Coalition
- California State PTA
- Campaign for College Opportunity
- Career Ladders Project
- Go Public Schools
- Hispanas Organized for Political Equality
- Ignite
- Los Angeles United Methodist Urban Foundation
- Mt. San Jacinto Community College District
- Nextgen California
- Norco College
- Oceanside Unified School District
- Reach Higher Riverside
- The Education Trust - West

Organizations in Opposition:

- California Federation of Teachers

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Education Committee.

AB 1135 (Macedo) Pupil safety: teen dating violence.
[Amended: 3/17/2025]

Recommended Position: **Support**

Background Information: The Safe Place to Learn Act declares that it is the policy of the State of California to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities. Existing law requires the Superintendent of Public Instruction to post, and annually update, on the State Department of Education's internet website, and notify school districts, county offices of education, and charter schools of the availability of, a list of statewide resources that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying.

This bill would require the Superintendent, by July 1, 2026, to develop and post on the department's internet website guidance and a list of statewide resources for the purpose of preventing teen dating violence. The bill would also require, by January 1, 2027, each county office of education, school district, and charter school maintaining any of grades 7 to 12, inclusive, to post the guidance and list of statewide resources developed by the Superintendent on their respective internet website.

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

Student Support Services: This bill represents a proactive, low-cost measure to promote the safety and well-being of students by increasing access to teen dating violence prevention resources. This bill strengthens school-community partnerships, reinforces trauma-informed care, and contributes to healthier school climates for middle and high school students across California.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Education Committee.

AB 1348 (Bains) Average daily attendance: emergencies: immigration enforcement activity. [Amended: 3/11/2025]

Recommended Position: Support

Background Information: Existing law establishes a public school financing system that requires state funding for county superintendents of schools, school districts, and charter schools to be calculated pursuant to a local control funding formula. Existing law requires the local control funding formula, in part, to be based on average daily attendance.

For purposes of state apportionments based on average daily attendance, if the average daily attendance of a school district, county office of education, or charter school has been materially decreased during a fiscal year because of a type of emergency, existing law requires the Superintendent of Public Instruction to estimate the average daily attendance in a manner that credits to the school district, county office of education, or charter school the total average daily attendance that would have been credited had the emergency not occurred.

This bill would add immigration enforcement activities to the list of emergencies for which the above-described provision related to calculating average daily attendance for purposes of state apportionments apply.

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

General Counsel: This bill would prevent a local educational agency from being harmed by a reduction in apportionment if ADA is materially impacted because of an emergency related to an immigration enforcement activity. In the event of largescale immigration enforcement in communities with large immigrant populations, this bill will be essential to ensure that local educational agencies do not receive a shortfall in apportionment as a result of potential immigration enforcement activities.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Assembly Appropriations Committee.

SB 438 (Cabaldon) School attendance: College and Career Access Pathways partnerships. [Introduced: 2/18/2025]

Recommended Position: Support

Background Information: Existing law authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or a county office of education, or the governing body of a charter school. Existing law provides that the minimum schoolday in any high school is 240 minutes, including that a day of attendance for a pupil enrolled in grades 11 and 12 at an early college high school or middle college high school is 180 minutes of attendance if the pupil is also enrolled in a community college, classes of the California State University, or classes of the University of California.

This bill would additionally reduce the 240-minute minimum schoolday to instead be 180 minutes of attendance for a pupil enrolled under a CCAP partnership if the pupil is also enrolled in a community college.

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

Accountability, Support, and Monitoring: This bill would improve access for more students to participate in dual enrollment programs by allowing time for more concurrent enrollment during regular school hours. It would also allow students to participate in dual enrollment and still maintain out-of-school responsibilities such as jobs and athletics.

Organizations in Support:

- California High School Coalition (sponsor)
- Antelope Valley Union High School District
- Association of California School Administrators
- Bret Harte Union High School District
- California Charter Schools Association
- Centinela Valley Union High School District
- Children Now
- Fall River Joint Unified School District
- Hispanas Organized for Political Equality
- Liberty Union HS District
- Los Angeles Unified School District
- Merced Union High School District
- Mountain View - Los Altos Union High School District
- Roseville Joint Union High School District
- San Diego Unified School District
- Sierra Sands Unified School District
- Summerville Union High School District
- Taft Union High School District
- The Education Trust - West

- Wheatland Union High School District

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Senate Appropriations Committee.

SB 494 (Cortese) Classified school and community college employees: disciplinary hearings: appeals: contracted administrative law judges.
[Amended: 4/10/2025]

Recommended Position: **Oppose**

Background Information: Existing law requires the governing board of a school district to employ persons for positions not requiring certification qualifications and the governing board of a community college district to employ persons for positions that are not academic positions. Existing law requires the governing board of a school district or community college district to classify those employees and positions and requires that they be known as the classified service. Existing law requires the governing board of a school district or community college district to prescribe written rules and regulations governing the personnel management of the classified service whereby classified employees are designated as permanent employees after serving a prescribed period of probation. Existing law subjects a permanent classified employee to disciplinary action only for cause, as prescribed by rule or regulation of the governing board of the school district or community college district. Existing law requires the governing board of a school district or community college district to adopt rules of procedure for disciplinary proceedings that contain a provision for informing the employee by written notice of the charges against the employee, a statement of the employee's right to a hearing on those charges, and the time within which the hearing may be requested that shall not be less than 5 days after service of notice to the employee.

This bill would instead require the governing board of a school district or community college district to adopt rules of procedure for disciplinary proceedings authorizing the employee to request a hearing within a minimum of 30 days after service of notice of the charges to the employee.

If a classified employee is notified by the governing board of a school district or community college district that the employee's service will not be required for the ensuing year due to lack of work or lack of funds, existing law authorizes the employee to request a hearing to determine if there is cause for not reemploying the employee for those reasons. Existing law requires an administrative law judge to conduct that hearing and to prepare a proposed decision.

Existing law authorizes any county or other local public entity to contract with the Office of Administrative Hearings and authorizes the office to contract for services for an administrative law judge or a hearing officer to conduct proceedings.

This bill would authorize a permanent classified employee of a school district, excluding a peace officer, to appeal disciplinary action to a contracted administrative law judge, paid by the school district and jointly selected by the district and the employee or their employee organization unless the employee organization and the school district have agreed to an alternative method of appealing disciplinary action. The bill would require this alternative method of appealing a disciplinary action to be subject to judicial review pursuant to standards of review of arbitration awards. If a permanent classified employee of a community college district, excluding a peace officer, requests a hearing on the charges lodged against the employee, the bill would require a contracted administrative law judge, paid for by the community college district and jointly selected by the district and the employee or their employee organization, to preside over the hearing and determine the outcome of the disciplinary action, unless the employee organization and the community college district have agreed to an alternative method of resolving the disciplinary action. The bill would require this alternative method of resolving disciplinary action to be subject to judicial review pursuant to standards of review of arbitration awards.

The Joint Exercise of Powers Act authorizes 2 or more public agencies, by agreement, to form a joint powers authority to exercise any power common to the contracting parties. Existing law extends certain employment rules applicable to classified employees of school districts to classified employees of joint powers authorities consisting of 2 or more school districts, including the rule that a permanent classified employee may be subject to disciplinary action only for cause, as prescribed by rule or regulation of the governing board. Existing law also extends certain employment rules, including the rule related to disciplinary action, to classified employees employed by a county superintendent of schools.

This bill would extend to the classified employees of all joint powers authorities that include a school district the above-described authorization for a permanent classified employee, excluding a peace officer, to appeal disciplinary action to a contracted administrative law judge. The bill also would extend to the classified employees of all joint powers authorities that include a community college district the above-described requirement that a contracted administrative law judge preside over a hearing and determine the outcome of the disciplinary action for a permanent classified employee that requests a hearing on the charges.

If a hearing on the charges will be conducted by an impartial third-party hearing officer pursuant to a collective bargaining agreement, or the governing board is reviewing the impartial third-party hearing officer's determination, existing law authorizes a school district or a community college district to stop paying a permanent employee before a decision is rendered after 30 calendar days from the date the hearing is requested.

This bill would instead authorize a school district or community college district to stop paying a permanent employee before a decision is rendered after 30 calendar days from the date the hearing is requested regardless of who conducts the hearing on the charges.

Existing law requires the governing board of a school district, or a delegated impartial third-party hearing officer, to delegate their authority to an administrative law judge to determine whether sufficient cause exists for disciplinary action against a classified employee involving allegations of egregious misconduct and involving a minor.

This bill would additionally require a contracted administrative law judge to delegate their authority to an administrative law judge to determine whether sufficient cause exists for disciplinary action against a classified employee involving allegations of egregious misconduct and involving a minor.

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

Human Resource Services: SB 494 is substantially identical to a bill introduced by Senator Cortese (SB 433), which the Governor vetoed in 2023. Generally, SB 433 and SB 494 rest on a premise that because local educational agency governing boards act on classified employee disciplinary action matters, the unions argue that appeals therefrom suffer from due process fairness because a) the governing boards adjudicate the appeal themselves, or b) delegate them to third-party hearing officer but they retain the right to determine "conclusiveness." Thus, unions for classified employees want parity similar to a process afforded by tenured teachers wherein their appeal is adjudicated by the Commission on Professional Competence under the direction of the Office of Administrative Hearings, and whose decision or determination is final and binding. That said, SB 494 lacks clarity and precision, which detracts from its lofty goal.

Primarily, SB 494 tries to combine principles of contract arbitration under the Code of Civil Procedure and administrative adjudication under the Government Code. It fails, because for one, local educational agencies may challenge an arbitrator's decision under very limited

grounds to vacate an arbitrator's decision in Code of Civil Procedure section 1286.2, subd. (a). (For example but are not limited to: (1) The award was procured by corruption, fraud or other undue means. (2) There was corruption in any of the arbitrators. (3) The rights of the party were substantially prejudiced by misconduct of a neutral arbitrator. (4) The arbitrators exceeded their powers, and the award cannot be corrected without affecting the merits of the decision upon the controversy submitted.) However, if an arbitrator finds LEA acted arbitrarily, capriciously, and/or discriminatorily, similar to labor arbitration, court review is pointless.

On the other hand, if an local educational agency, following a hearing, determines to sustain a disciplinary action the union may file a petition for a writ of administrative mandamus with a court seeking to overturn the local educational agency governing board decision under Code of Civil Procedure section 1094.5. Here, a court exercises its independent judgment to determine if the LEA acted without abuse of discretion based on the “weight of the evidence.” Best practice is local educational agency governing boards will carefully review a hearing officer’s findings and conclusion before acting on it to ensure, if needed, a proper defense in the event of a legal challenge. If an appeal is heard by the governing board itself by legal counsel during the hearing or after the hearing.

In conclusion, as an attempt to unify the Educational Employment Relations Act, the Office of Administrative Hearings’ administrative adjudication process, and contract arbitration procedures for disciplinary actions involving non-merit classified employees, SB 494 once again falls short. For example, as currently proposed, Education Code section 45113 authorizes an administrative law judge from the Office of Administrative Hearings to delegate their authority to a “judge” as defined in Education Code section 44990—where “judge” is defined as an administrative law judge from the Office of Administrative Hearings.

Organizations in Support:

- American Federation of State, County, and Municipal Employees (co-sponsor)
- California School Employees Association (co-sponsor)
- California Federation of Labor Unions
- California Federation of Teachers
- California State Council of Service Employees International Union

Organizations in Opposition:

- Alameda County Superintendent of Schools
- Alameda Unified School District

- Association of California School Administrators
- California Association of School Business Officials
- California County Superintendents
- California School Boards Association
- Community College League of California
- Dublin Unified School District
- Office of the Riverside County Superintendent of Schools
- Orange County Department of Education
- Pleasanton Unified School District
- School Employers Association of California
- Small School Districts' Association

Status: As of May 5, 2025, this bill is pending a hearing in the Senate Appropriations Committee.

SB 539 (Cabaldon) School facilities.

[Amended: 4/10/2025]

Recommended Position: **Support**

Background Information: The Leroy F. Greene School Facilities Act of 1998 provides for the adoption of rules, regulations, and procedures, under the administration of the Director of General Services, for the allocation of state funds by the State Allocation Board for the construction and modernization of public school facilities. The act permits a school district to apply for hardship assistance in cases of extraordinary circumstances. The act requires, for health and safety projects for school facilities that are determined by the Department of General Services to pose an unacceptable risk of injury to occupants in the event of a seismic event, a school district to demonstrate that certain conditions are satisfied, including that the school facilities are needed to ensure the health and safety of pupils if the health and safety of pupils is at risk.

This bill would apply the above-described provisions to health and safety projects for school facilities that are determined by the Department of General Services to pose an unacceptable risk of injury to occupants in the event of a wildfire, flood, or other state of emergency proclaimed by the Governor, and would specify that the above-described condition includes ending the disruption to the delivery of educational services due to damage to, or destruction of, school facilities. The bill, for projects approved under these provisions, would authorize a school district to employ any project delivery method authorized under existing law to support concurrent coordination and approval by the State Department of Education, the State Architect, and the State Allocation Board for expedited permitting, approval, and construction processes, and would authorize those state agencies to use machine learning

to automate nondiscretionary aspects of those processes. The bill would also authorize a school district to use machine learning to prepare documents and materials for the permitting process for these projects.

Existing law requires the State Department of Education to take actions relating to the construction of school facilities, including to establish standards for use by school districts to ensure that the design and construction of school facilities are educationally appropriate and promote school safety.

This bill would require the department, the Division of the State Architect, the Office of Public School Construction, and the State Allocation Board, beginning July 1, 2026, and every five years thereafter, to engage the Government Operations Agency to collaboratively review the processes relating to school design and construction to identify short-term, intermediate, and long-term improvements that can be made to those processes. The bill would require those entities, on or before December 1, 2026, and every five years thereafter, to submit a report to the appropriate fiscal and policy committees of the Legislature that identifies process changes to streamline how local educational agencies receive the approval required for school construction and secure state funding. The bill would require the report required on or before December 1, 2026, to also address priorities, including implementation of timeframes for the Division of the State Architect to review submitted proposals and the development of an alternative project delivery method specific to the need to expedite school reconstruction and repair in the aftermath of an emergency.

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

Facilities and Construction: SB 539 will allow expedited design, design review, design approval, and permit issuance for local educational agency facilities impacted by declared emergencies including wildfires and floods. This bill streamlines the process to replace damaged or destroyed school facilities after a declared emergency.

Organizations in Support: None on File

Organizations in Opposition: None on File

Status: As of May 5, 2025, this bill is pending a hearing in the Senate Appropriations Committee.

Board Meeting – May 13, 2025

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – May 13, 2025

Item VIII. Informational Items

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

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

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

<p>MAY 13 2025 2:30 p.m. Community Schools Initiative (CSI) 3:00 Board Meeting Presentation: Recognition of May 18–May 24, 2025 as Classified School Employee Week in Los Angeles County Presentation: Recognition of the 2025 Winners of the Los Angeles County Regional Spelling Bee Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Deny the Charter for <i>Crete Academy Charter School, Grades TK-6</i>: Appeal of a Renewal Petition Previously Denied by Los Angeles Unified School District Board of Education with Attached Report Rec: Approval of Head Start and Early Learning Division Standards of Conduct with Attached Staff Report Rec: Approval of Head Start and Early Learning Division Budget Revision with Attached Staff Report Rec: <u>Approval of Position Recommendation Report PRR 1.0 – May 2025</u> Interdistrict Attendance Appeals 1. James D. v. Monrovia USD 2. Melinda J. v. Los Angeles USD 3. Kyanna T. v. Los Angeles USD</p>	<p>MAY 20 3:00 Board Meeting Presentation: History Day Awards 2025 Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs Rpt: Report on Board Policies Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2025 Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2025 Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Renewal Petition for <i>Alma Fuerte Public Schools</i> Interdistrict Attendance Appeals 1. Mikeyla R. v. Whittier UHSD 2. Olive C. v. Whittier UHSD 3. Angelina M. v. Whittier UHSD 4. Juli R. v. Long Beach USD 5. Ismael A. v. Compton USD 6. Alwyn Y. v. Pasadena USD 7. Kailyn B. v. Los Angeles USD 8. Anisa D. v. Los Angeles USD 9. Tristan F. v. Los Angeles USD 10. Justice P. v. Los Angeles USD 11. Maya M. v. Los Angeles USD 12. Leila R. v. Los Angeles USD 13. Dylan Y. v. Los Angeles USD 14. Sienna I. v. Los Angeles USD 15. Sebastian I. v. Los Angeles USD</p>
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5/13/25

<p>JUNE 3 2025</p> <p>3:00 Board Meeting</p> <p>Presentation: Recognition of 2024-25 Science and Math Competition and Other Events</p> <p>Rpt: Budget Report – Estimated Actuals</p> <p>Rpt: Report on Policies</p> <p>Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds</p> <p>Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2025</p> <p>Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants</p> <p>Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS</p> <p>Rec: Approval of First Reading and Adoption of Board Policies</p> <p>Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. <u>Julian R. L. v. Compton USD (Spanish Interpreter)</u> 2. Alison P. v. East Whittier City SD 3. Claire Z.M. v. East Whittier City SD 4. Maximus C. v. East Whittier City SD 5. Elijah F. v. East Whittier City SD 6. Teonie B. v. ABCUSD 7. Adam B. v. ABCUSD 8. Lourdes P. v. ABCUSD 9. Romeo C. v. ABCUSD 10. <u>Brandon H. v. ABCUSD</u> 11. <u>Jeremiah G. v. Inglewood USD</u> 12. <u>Nicolas F. v. Inglewood USD</u> 13. <u>Benjamin F. v. Inglewood USD</u> 14. <u>Aashka T. v. Long Beach USD</u> 15. <u>Justice P. v. Los Angeles USD</u> 16. <u>Brittany A. v. Whittier UHSD</u> 17. <u>Brandon E. v. Inglewood USD</u> 18. Brinx E. v. Inglewood USD 19. <u>Kailey H. v. Los Angeles USD</u> 20. <u>Zoey O. v. Los Angeles USD</u> 21. Kiara Y. v. Los Angeles USD 22. <u>Lilah V. v. Los Angeles USD</u> 23. <u>Tyler L. v. Los Angeles USD</u> 24. <u>Shaden R. v. Los Angeles USD</u> 25. <u>Isabella G. v. Los Angeles USD</u> 26. <u>Samantha G. v. Los Angeles USD</u> 27. <u>Desmond B. II v. Los Angeles USD</u> 28. <u>Julian A. S. v. Los Angeles USD</u> 29. <u>Emeline S. v. Los Angeles USD</u> 30. <u>Teddy S. v. Los Angeles USD</u> 31. <u>Madilyn T. v. Los Angeles USD</u> 32. <u>Alison T. v. Los Angeles USD</u> 	<p>June 10 (Cont'd) 2025</p> <p>Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. <u>Roberto A. v. Inglewood USD (Spanish Interpreter)</u> 2. <u>Thaily G. M. v. Inglewood USD</u> 3. <u>Kaison L. v. Inglewood USD</u> 4. <u>Hailey C. Q. v. Inglewood USD</u> 5. <u>Noah B. v. Inglewood USD</u> 6. <u>Luna M. v. Inglewood USD</u> 7. <u>Matthias M. v. Inglewood USD</u> 8. <u>Aubree G. v. Inglewood USD</u> 9. <u>Benjamin G. v. Inglewood USD</u> 10. <u>Zoey N. v. Inglewood USD</u> 11. <u>Christian N. v. Inglewood USD</u> 12. <u>Landon M. v. Redondo Beach USD</u> 13. <u>Diego S. v. Charter Oak USD</u> 14. <u>Simon M. v. ABCUSD</u> 15. <u>Khalil B. v. ABCUSD</u> 16. <u>Nathan S. v. El Monte UHSD</u> 17. <u>Justin S. v. Glendora USD</u> 18. <u>Samantha K. v. San Gabriel USD</u> 19. <u>Aaron D. v. Los Angeles USD</u> 20. <u>Samuel V. v. Los Angeles USD</u> 21. <u>Zion H. v. Los Angeles USD</u> 22. <u>Jordan O. v. Los Angeles USD</u> 23. <u>Emily P. v. Los Angeles USD</u> 24. <u>Max R. v. Los Angeles USD</u> 25. <u>Olivia A. v. Los Angeles USD</u> 26. <u>Marharyta Y. v. Los Angeles USD</u> 27. <u>Larry B. v. Los Angeles USD</u> 28. <u>Oliver E. v. Los Angeles USD</u> 29. <u>Marley M. v. Los Angeles USD</u> 30. <u>Remmy C. v. Los Angeles USD</u> 31. <u>Teekatat T. v. Los Angeles USD</u> 32. <u>Gabriel P. D. v. Los Angeles USD</u> 33. <u>Sawyer K. v. Los Angeles USD</u> 34. <u>Quinnlyn S. v. Los Angeles USD</u> 35. <u>Leon S. v. Los Angeles USD</u> <p>Expulsion Appeal</p> <p>Case No. 2425-003 v. Alhambra USD (Mandarin Interpreter)</p>
<p>JUNE 10</p> <p>3:00 Board Meeting</p> <p>Public Hearing: Local Control and Accountability Plan (LCAP)</p> <p>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)</p> <p>Public Hearing: 2025-26 Proposed Budget</p> <p>Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs</p> <p>Rpt: Los Angeles County Office of Education’s Proposed Budget 2025-26 (Enclosure)</p> <p>Rec: Approval of First Reading of Policies</p>	<p>JUNE 17</p> <p>3:00 Board Meeting</p> <p>Presentation: Academic Bowl 2025</p> <p>Rpt: LCFF Local Indicator Report</p> <p>Rpt: Report on Board Policies</p> <p>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</p> <p>Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year</p> <p>Rec: Approval of Second Reading and Adoption of Policies</p> <p>Rec: Adoption of Local Control Accountability Plan (LCAP)</p> <p>Rec: Adoption of 2025-26 Proposed Budget</p> <p>Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report</p>

Board Meeting – May 13, 2025

Item IX. Interdistrict and Expulsion Appeal Hearings

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

Final decisions on Interdistrict Attendance Appeals

On April 23, 2025, the Administrative Hearing Consultant(s) heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

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

**Interdistrict
Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. James D.	Mr. Steve Tabor	TK	Mrs. Lydia Dang and Mr. Huy Dang, parents	<u>Monrovia USD</u>	Dr. Ruben Jones, Director of Student Support Services	Arcadia USD